Cypress-Fairbanks Independent School District

Rowe Middle School

2023-2024

Vision

LEAD - Learn. Empower. Achieve. Dream.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Rowe Middle School is a campus in Cypress, Texas. Rowe opened its doors in 2020. Rowe Middle School is projected to serve1,351 students in grades 6-8 during the 2023-2024 school year, which is an increase from the previous year of 94 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- Spring 2023 Benchmark Assessments for Math grades 6-8
- Spring 2023 Benchmark Assessments for ELAR grades 6-8
- 2023 DPM Assessments for Science grades 6-8
- 2023 DPM Assessments for Social Studies grade 6-8
- 2023 DPM Assessments for Math, grades 6-8
- 2023 DPM Assessments for ELAR grades 6-8

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 11, 2023 and again on September 7, 2023 to develop and finalize the CNA. The meetings were held in the Rowe Middle School Library at 5:00 pm.

At the first meeting on May 11, 2023, principal Stacia Carew invited representatives from each content to share the results of their Root Cause Analysis, in which they shared a problem statements, root causes, and suggested strategies for improvement. The committee provided feedback and the strategies for the 2023-24 school year were documented as a base for 2023-24

planning.

At the second meeting on September 7, 2023, the CPOC committee reviewed the STAAR results using bar graphs that compared Rowe results to district averages, cluster averages, and targets. The committee determined that the problem statements and root causes identified in May were confirmed by the STAAR data and the 2023-24 academic improvement strategies were reviewed.

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 Emergent Bilingual and Special Education students are performing lower than all other populations in math. Through the root cause analysis process, we identified that we as teachers are not providing tools such as anchor charts and varied practice opportunities for students to problem-solve for themselves.

Our second identified priority problem is in the area of student achievement, specifically the Emergent Bilingual students are performing significantly lower than all other students in Reading. Through the root cause analysis process, we identified we as teachers are not differentiating and meeting the individual literacy needs of our varied students.

Our third identified priority problem is in the area of parent and community engagement, specifically, our parent nights are not well attended and feedback from parents on surveys is minimal. Through the root cause analysis process, we identified that we are not engaging our parents in multiple ways, including social media.

Student Achievement

Student Achievement Strengths

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

<u>Math</u>

- 6th grade Economically Disadvantaged students exceeded the district and cluster rates at the approaches level.
- 6th grade Emergent Bilingual students exceeded their target at the Meets level by 2%.
- 7th grade students exceeded their target at the Approaches level by 5%.
- 7th grade students exceeded their target at the Meets level by 8%.
- 8th grade (math) students exceeded their target at the Approaches level by 4%.
- 8th grade (math) students exceeded their target at the Meets level by 10%.
- 8th grade (math)students exceeded their target at the Masters level by 1%.
- 100% of students in Algebra achieved at least Approaches on the EOC.
- Algebra students exceeded their target at the Masters level on the EOC by 2%.

<u>Reading</u>

- 6th grade students scored equal to or higher than our cluster average at the Approaches level in the following areas: All, Hispanic, African American, White, Economically Disadvantaged, Emergent Bilingual, and At-Risk.
- 6th grade students exceeded their target at the Meets level by 2%.
- 6th grade students scored equal to or higher than our cluster average at the Masters level in the following areas: All, Hispanic, African American, Economically Disadvantaged, Emergent Bilingual, At-Risk, and Special Education.
- 7th grade students scored equal to or higher than our cluster average at the Approaches and Meets levels in all subpopulation areas.
- 8th grade African American and Special Education students exceeded their targets at the Approaches level.
- 8th grade Emergent Bilingual students exceeded their target at the Meets level.
- 8th grade Economically Disadvantaged, Hispanic, and African American students scored higher than our cluster average at the Meets level.

<u>Science</u>

- African American and Emergent Bilingual students met or exceeded their targets at the Approaches level.
- Special Education students met their target at the Meets and Masters levels.
- African American, Hispanic, and Economically Disadvantaged students scored higher than the cluster average at the Masters level.

<u>Social Studies</u>

- Students exceeded their targets in the following areas at the Approaches level: All, African American, White, Hispanic, Economically Disadvantaged, Emergent Bilingual, and At-Risk.
- Students exceeded their targets in the following areas at the Meets level: All, African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, and At-Risk.
- Students met or exceeded their targets in the following areas at the Masters level: All, African American, Hispanic, Economically Disadvantaged, At-Risk, and SpEd.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: There is a performance gap of more than 15% between Emergent Bilingual learners and all students at the Approaching, Meets, and Masters levels. **Root Cause:** RLA: Teachers are not consistently providing students with differentiated opportunities to practice academic vocabulary through student discourse in small groups.

Problem Statement 2: Math: There is a significant performance gap at the meets level between Special Education students and All students; as well as between Emergent Bilingual Students and All students. Less than 10% of all students earned masters on the 2023 STAAR. **Root Cause:** Math: Teachers are not providing students with the tools support independent problem solving and opportunities to collaborate and practice.

Problem Statement 3: Science: Less than half (48%) of students earned Meets on the 2023 STAAR assessment. **Root Cause:** Science: Teachers are not consistently providing students with differentiated opportunities to apply academic vocabulary through critical writing and academic discourse when learning new concepts.

Problem Statement 4: Social Studies: There is a performance gap between Emergent Bilingual students and All students at the Approaches level of 26%. **Root Cause:** Social Studies: Teachers are not directly teaching vocabulary and consistently providing students with opportunities to practice and apply it through speaking and writing.

Problem Statement 5: 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.

Problem Statement 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

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

According to the Employee Perception Survey, 96% or more agreed or strongly agreed in the following areas:

- The work I am asked to do directly relates to my job.
- Opportunities for professional growth are available.
- Information is available to help me do my job effectively.
- Quality work is expected of me.
- Various forms of feedback are given to me to help me improve performance.
- Information related to my job is accessible.
- Staff appreciation is built in to school culture.
- I am clear about my job responsibilities.
- Decisions are data-driven.

PBIS

Students at Rowe work to be S.T.R.O.N.G: scholarly, trustworthy, respectful, ownership, noble, and grateful. Our matrix is taught to students during Jag Camp on the first 3 days of school, and they are posted throughout the school and referred to regularly. Students who demonstrate the desired behavior standards are rewarded with Jag Swag and are able to purchase various prizes from the school store.

Staff members have the opportunities to receive Rowe Dough from one another in recognition for effort and support. Administrators provide treats that staff can purchase with their earned Rowe Dough.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According the the Employee perception survey results. only 90% of staff feel that opportunities are available to provide input.   **Root Cause:** We are not providing opportunities for collaboration and feedback.

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.

This year, Rowe welcomed 31 new teachers, 5 new paraprofessionals, and 4 new administrators. New staff members participated in New Staff Orientation and were assigned to a mentor teacher. Additionally, new staff are invited to attend monthly share sessions on campus for just-in-time news and professional learning.

100% of our staff participated in August staff development, which included required trainings, as well as choice in instructional trainings. Additionally, over 90% of our staff attended a Blended Learning Day prior to the start of contract in which Marcia Kish began our training on Blended Learning lesson facilitation. Ms. Kish returns to Rowe on a monthly basis to provide feedback and additional instruction for teachers. 90% of our staff also participated in the Digital Learning Conference in July of 2023.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The attendance rate for teachers and paraprofessional staff was 92% during the 2022-23 school year. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers do not understand the importance and postive impacts of quality first-time instruction from a highly qualified professional. Addtioinally, they do not realize the detrimental effect of high staff absences on student performance.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Rowe hosts a number of parent events throughout the school year. Prior to the first day of school, parents and students are invited to Jag Express, where students can pick up their schedules, tour the facility, and purchase various supplies. Students and parents also get the chance to meet staff members and learn about various school procedures.

During the second week of school, we hosted Open House where parents were invited to visit their child's classrooms and obtain course information and teacher information.

These beginning-of-the-year events have been well-attended.

Other parent events offered included our CPOC open forum meeting, Literacy Night, Graduation planning meetings, and our Title I parent Meeting.

All parents are invited to join our VIPS and volunteer in various ways throughout the school year.

Events in which students are performing, such as music concerts and athletic events are also well-attended by Rowe families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Less than 5% of parents responded to our Title I parent survey in the spring of 2023. **Root Cause:** We are not engaging parents with electronic communication that they find valuable.

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 current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Increase rigor and application in lessons; focus on literacy.

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: We will facilitate blended learning lessons and small group instruction that include critical reading and writing and academic discourse on a weekly basis.
    Strategy's Expected Result/Impact: Student engagement will improve. Students will meet or exceed CIP targets.
    Staff Responsible for Monitoring: CCIS, Director of Instruction
	Formative		

	Nov	Feb	May
	50%	75%	100%
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Math: We will provide students with direct instruction that models the use of anchor charts as a tool to support independent practice. Additionally, we will provide students opportunities to engage in collaboration in small groups and independent practice, using anchor charts. The anchor charts can be used as a foundation for supplemental aids to support special education learners.
    Strategy's Expected Result/Impact: Students will meet or exceed CIP targets.
    Staff Responsible for Monitoring: CCIS, Director of Instruction
	Formative		

	Nov	Feb	May
	35%	65%	80%
Strategy 3 Details	**Formative Reviews**		

Strategy 3: Science: Teachers will provide opportunities for students to learn, practice, and apply academic vocabulary during each unit. Students will experience blended learning lessons that engage them in reading, critical writing, and academic discourse on a weekly basis.
    Strategy's Expected Result/Impact: Students will meet or exceed targets.
    Staff Responsible for Monitoring: CCIS, Director of Instruction
	Formative		

	Nov	Feb	May
	40%	70%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Teachers will provide opportunities for students to learn, practice, and apply academic vocabulary during each unit. Students will experience blended learning lessons that engage them in reading, critical writing, and academic discourse on a weekly basis. **Strategy's Expected Result/Impact:** Students will meet or exceed targets. **Staff Responsible for Monitoring:** CCIS, Director of Instruction	Formative		
	Nov	**Feb**	**May**
	50%	70%	95%

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: Assistant Principals work with the campus Registrar, grade level counselors, and district attendance officer to monitor dropout rates. **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Assistant Principals Academic Achievement Specialists Grade Level Counselors Registrar	Formative		
	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: 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. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Academic Achievement Specialists Director of Instruction CCIS Teachers	Formative		
	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Guidance Lessons and various clubs. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Counselors	Formative		
	Nov	**Feb**	**May**
	30%	65%	100%

Strategy 9 Details	Formative Reviews		
Strategy 9: 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	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: With Title I support, Rowe will implement the following measures: 1. Salaries--Class size reduction teachers in math, reading, and science, as well as a testing coordinator and additional instructional coach for reading will help increase student achievement to meet or exceed CIP targets. 2. Substitute Pay--When the class size reduction teachers are absent, substitutes will be compensated through Title I funds. 3. Extra Duty Pay--Teaching staff who provide interventions to increase student achievement after school hours are compensated through Title I funds. 4. Parent and Family Involvement--snacks, supplies, and teacher compensation for parent events that occur after school hours will be through Title I funds. This supports our goal of increasing parent involvement and participation at Rowe Middle School. 5. Instructional Supplies--In order to improve student engagement and meet our CIP academic targets, we will use Title I funds to purchase instructional supplies used to support Blended Learning activities. 6. Subscriptions for Reading Material--In order to provide engaging text to support our academic literacy improvement goal, we will use Title I funds to purchase current reading material. 7. Staff Development Supplies--Staff will participate in staff development that supports campus instructional goals, their professional goals, and student achievement. **Staff Responsible for Monitoring:** Principal	50%	75%	100%

0% No Progress   100% 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		
Strategy 1: Before/After School Program: After School Tutoring - AI, TEKS Tutorials, and Regular Tutorials	Formative		
Strategy's Expected Result/Impact: By the end of the 23-24 school year, students' STAAR scores will increase 10% higher than the previous year. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	75%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Professional Development: DSD Professional Development - Marcia Kish	Formative		
Strategy's Expected Result/Impact: By the end of the 23-24 school year, students' performance will have increased by 10% on STAAR. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	75%	100%

0% No Progress   100% 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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk in reading intervention classes with required reading course material. **Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will develop and implement daily check-in procedures to ensure students are in compliance with the district/ campus ID and backpack policy and procedures.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be prepared to learn daily with materials and supplies located in a clear backpack and ID badges around their neck, visible to all personnel. **Staff Responsible for Monitoring:** Assistant Principals Campus Administrators Teachers	50%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Our campus will be prepared for emergency situations. **Staff Responsible for Monitoring:** Assistant Principals	50%	75%	100%

0% No Progress   100% 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.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	60%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	75%	100%

    0% No Progress   100% 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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. Students will engage in (as appropriate) Peer Mediation (student to students and student to teacher) to address, reframe situation, discuss future choices to support the resolution of conflicts appropriately (fighting, refusing to comply, gossiping, persistent misbehaviors, etc.). **Strategy's Expected Result/Impact:** 1. Grade level AP/Counselor partner together to conduct peer mediation in an ongoing manner 2. ALT codes are used to expose students to physical/tangible education pieces such as articles, Q&A, reflection, etc. 3. Behavior Interventionist will work with grade level APs, students, and teachers using a tiered continuum of support for emerging, recurrent, and critical behaviors. **Staff Responsible for Monitoring:** Assistant Principals	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 2 Details	Formative Reviews		
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 conduct parent conferences to prevent and address students' escalated behaviors. Students and teachers will be taught our PBIS expectations, STRONG. A campus rubric with location expectations will be taught during the beginning of the year Jag Camp, JAG STRONG Time, Code of Conduct meetings, and revisited regularly during class. **Strategy's Expected Result/Impact:** 1. Students have a better understanding of behavior expectations and what they look like in all areas of the school. 2. Behavior incidents will decrease by 10%. **Staff Responsible for Monitoring:** Assistant Principals and Behavior Interventionist	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be greater than or equal to 90%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Each grading period staff with perfect attendance will be celebrated at the faculty meetings. These staff members will be recognized for their attendance each grading period.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We are expecting better attendance rates due to recognizing perfect attendance. **Staff Responsible for Monitoring:** Principal	N/A	50%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Each semester, all staff are invited to provide feedback and suggestions directly to the principal in Jag Chat--I am Listening Meetings. These will occur during October and February.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teaching staff and administration will work toward continuous improvement through collaboration and communication. **Staff Responsible for Monitoring:** Principal	35%	75%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus-Wide Blended Learning Training by Marcia Kish.	**Formative**		
Strategy's Expected Result/Impact: Blended Learning will be implemented campus-wide.	Nov	Feb	May
1. CTE Professional Development Training consisted of a full day of differentiated Blended Learning hosted by Marcia Kish. 2. Marcia Kish will visit our campus, throughout the school year, to provide staff with ongoing Blended Learning Training and feedback. **Staff Responsible for Monitoring:** Director of Instruction Principal Instructional Team	50%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Content Instructional Specialists (CCIS) will read and apply coaching strategies from The Impact Cycle by Jim Knight in order to provide teachers with quality feedback.	**Formative**		
Strategy's Expected Result/Impact: Teachers will improve in areas of their own practice chosen by them.	Nov	Feb	May
Staff Responsible for Monitoring: Director of Instruction CCIS	50%	75%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 be greater than or equal to 50%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parent events will be offered throughout the year, including Jag Express, Open House, Literacy Night, Fall Bingo Night, STAAR prep Night, Electives showcase, and 4-year plan meetings.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent involvement will increase by 5%. **Staff Responsible for Monitoring:** Academic Achievement Specialists Director of Instruction Principal	50%	75%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: Rowe Middle School will increase frequency and modality of parent communication through weekly social media posts about both academics and athletics. Additionally, parents will receive communication through School Messenger and the electronic marquee.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parents will be more informed about events occurring at Rowe Middle School, and participation will increase. **Staff Responsible for Monitoring:** Director of Instruction Principal	50%	75%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Non-classroom Professional	Gretchen Moreira	Testing Coordinator
Other School Leader (Nonteaching Professional) #3	Christine Zwerneman	CCIS
Other School Leader (Nonteaching Professional) #4	Jessica Bashay	CCIS
Other School Leader (Nonteaching Professional) #2	Lindsay Patrick	CCIS
Other School Leader (Nonteaching Professional) #1	Rhonda Wilmer	CCIS
District-level Professional	Elizabeth McDowell	District Professional
Other School Leader (Nonteaching Professional) #4	Johanna Houston	Counselor
Other School Leader (Nonteaching Professional) #3	Candice Gorden	Behavior Interventionist
Paraprofessional #2	Maria Botello	Paraprofessional #2
Paraprofessional #1	Rocio Rincon	Paraprofessional #1
Business Representative #2	Vu Hong	Business Representative #2
Business Representative #1	Rachel Kennedy	Business Representative #1
Community Member #2	Tanner Sprinkel	Community Member #2
Community Member #1	Stanley Scott	Community Member #1
Parent #2	Jessica Alvarez	Parent #2
Parent #1	John Cordero	Parent #1
Administrator (LEA) #2	Paul Zevallos	Administrator (LEA) #2
Administrator (LEA) #1	Jacqueline Lewis	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Cynthia Garicia	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Robert Erickson	Other School Leader (Nonteaching Professional) #1
Teacher #8	Jasmine Green	PE Teacher
Teacher #7	Elizabeth Hughes	Special Education Teacher
Teacher #6	Mark Donahue	Fine Arts Teacher
Teacher #5	Kathryn McGuire	ELA Teacher
Teacher #4	Abigail Fenske	Social Studies Teacher
Teacher #3	Kassandra Moncada	CTE Teacher
Teacher #2	Danielle Pittsley	Science Teacher

Committee Role	Name	Position
Classroom Teacher	Kelleigh O'Donnell	Math Teacher
Principal	Stacia Carew	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	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Math	6	Rowe	MS3	All	418	288	69%	75%	67%	132	32%	40%	33%	39	9%	15%	7%
Math	6	Rowe	MS3	Hispanic	248	172	69%	75%	67%	72	29%	35%	31%	21	8%	15%	9%
Math	6	Rowe	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Rowe	MS3	Asian	18	16	89%	95%	96%	12	67%	75%	57%	8	44%	50%	*
Math	6	Rowe	MS3	African Am.	117	69	59%	65%	61%	31	26%	35%	30%	7	6%	12%	4%
Math	6	Rowe	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Rowe	MS3	White	27	25	93%	100%	75%	14	52%	55%	40%	*	*	*	*
Math	6	Rowe	MS3	Two or More	8	6	75%	85%	80%	*	*	*	50%	*	*	*	*
Math	6	Rowe	MS3	Eco. Dis.	341	235	69%	75%	64%	97	28%	35%	29%	28	8%	15%	7%
Math	6	Rowe	MS3	Emergent Bilingual	107	62	58%	63%	57%	18	17%	23%	21%	*	*	*	*
Math	6	Rowe	MS3	At-Risk	295	187	63%	70%	61%	69	23%	30%	22%	21	7%	14%	6%
Math	6	Rowe	MS3	SPED	60	17	28%	40%	39%	*	*	*	9%	*	*	*	*
Math	7	Rowe	MS3	All	449	300	67%	73%	57%	168	37%	43%	32%	28	6%	12%	9%
Math	7	Rowe	MS3	Hispanic	265	163	62%	67%	56%	90	34%	40%	30%	13	5%	11%	7%
Math	7	Rowe	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Rowe	MS3	Asian	16	15	94%	100%	82%	13	81%	87%	65%	5	31%	37%	41%
Math	7	Rowe	MS3	African Am.	132	92	70%	75%	53%	50	38%	44%	31%	9	7%	13%	8%
Math	7	Rowe	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Rowe	MS3	White	24	19	79%	90%	71%	9	38%	45%	38%	*	*	*	*
Math	7	Rowe	MS3	Two or More	11	10	91%	88%	60%	5	45%	50%	*	*	*	*	*
Math	7	Rowe	MS3	Eco. Dis.	357	234	66%	71%	55%	121	34%	40%	30%	16	4%	11%	8%
Math	7	Rowe	MS3	Emergent Bilingual	114	56	49%	55%	44%	21	18%	25%	18%	*	*	*	5%
Math	7	Rowe	MS3	At-Risk	310	179	58%	65%	46%	83	27%	35%	21%	13	4%	9%	6%
Math	7	Rowe	MS3	SPED	43	12	28%	35%	17%	*	*	*	*	*	*	*	*
Math	8	Rowe	MS3	All	321	218	68%	73%	51%	110	34%	40%	16%	25	8%	15%	1%
Math	8	Rowe	MS3	Hispanic	193	127	66%	70%	47%	59	31%	35%	13%	14	7%	14%	*
Math	8	Rowe	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Rowe	MS3	Asian	8	8	100%	100%	71%	*	*	*	*	*	*	*	*
Math	8	Rowe	MS3	African Am.	102	68	67%	75%	57%	39	38%	45%	21%	7	7%	14%	*
Math	8	Rowe	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Rowe	MS3	White	12	9	75%	80%	58%	5	42%	50%	*	*	*	*	*
Math	8	Rowe	MS3	Two or More	5	5	100%	90%	50%	*	*	*	*	*	*	*	*
Math	8	Rowe	MS3	Eco. Dis.	255	169	66%	73%	50%	81	32%	38%	15%	19	7%	15%	*
Math	8	Rowe	MS3	Emergent Bilingual	87	48	55%	60%	43%	23	26%	32%	11%	*	*	*	*
Math	8	Rowe	MS3	At-Risk	253	159	63%	68%	44%	70	28%	33%	10%	12	5%	10%	*
Math	8	Rowe	MS3	SPED	33	11	33%	50%	26%	5	15%	25%	*	*	*	*	*
Reading	6	Rowe	MS3	All	420	315	75%	80%	71%	228	54%	60%	51%	104	25%	30%	20%
Reading	6	Rowe	MS3	Hispanic	248	183	74%	79%	71%	133	54%	60%	53%	62	25%	30%	20%
Reading	6	Rowe	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*

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Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	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
Reading	6	Rowe	MS3	Asian	18	16	89%	95%	100%	14	78%	83%	87%	10	56%	61%	39%
Reading	6	Rowe	MS3	African Am.	119	82	69%	75%	63%	56	47%	55%	43%	24	20%	25%	18%
Reading	6	Rowe	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Rowe	MS3	White	27	27	100%	100%	84%	20	74%	78%	58%	5	19%	24%	26%
Reading	6	Rowe	MS3	Two or More	8	7	88%	95%	80%	5	63%	72%	50%	*	*	*	*
Reading	6	Rowe	MS3	Eco. Dis.	343	256	75%	80%	68%	180	52%	60%	48%	81	24%	29%	18%
Reading	6	Rowe	MS3	Emergent Bilingual	108	62	57%	63%	60%	30	28%	35%	36%	9	8%	15%	9%
Reading	6	Rowe	MS3	At-Risk	297	204	69%	75%	65%	133	45%	50%	43%	49	16%	22%	14%
Reading	6	Rowe	MS3	SPED	60	17	28%	34%	33%	*	*	*	17%	*	*	*	*
Reading	7	Rowe	MS3	All	449	352	78%	83%	68%	235	52%	58%	48%	89	20%	25%	23%
Reading	7	Rowe	MS3	Hispanic	264	198	75%	80%	67%	130	49%	54%	46%	48	18%	23%	20%
Reading	7	Rowe	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Rowe	MS3	Asian	16	16	100%	100%	83%	12	75%	85%	67%	5	31%	36%	61%
Reading	7	Rowe	MS3	African Am.	132	105	80%	85%	68%	70	53%	60%	48%	30	23%	28%	25%
Reading	7	Rowe	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Rowe	MS3	White	24	22	92%	100%	81%	16	67%	75%	62%	5	21%	27%	*
Reading	7	Rowe	MS3	Two or More	12	11	92%	90%	60%	7	58%	60%	*	*	*	*	*
Reading	7	Rowe	MS3	Eco. Dis.	357	276	77%	84%	67%	184	52%	58%	44%	69	19%	25%	20%
Reading	7	Rowe	MS3	Emergent Bilingual	116	66	57%	62%	53%	31	27%	35%	25%	*	*	*	10%
Reading	7	Rowe	MS3	At-Risk	310	228	74%	80%	59%	130	42%	50%	35%	32	10%	16%	15%
Reading	7	Rowe	MS3	SPED	44	19	43%	50%	12%	9	20%	35%	*	*	*	*	*
Reading	8	Rowe	MS3	All	458	384	84%	90%	80%	258	56%	61%	51%	112	24%	30%	24%
Reading	8	Rowe	MS3	Hispanic	282	229	81%	86%	81%	156	55%	60%	47%	67	24%	29%	19%
Reading	8	Rowe	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Rowe	MS3	Asian	17	17	100%	100%	95%	12	71%	76%	77%	8	47%	54%	64%
Reading	8	Rowe	MS3	African Am.	129	109	84%	90%	77%	71	55%	60%	52%	26	20%	25%	26%
Reading	8	Rowe	MS3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Rowe	MS3	White	21	20	95%	100%	86%	14	67%	72%	59%	7	33%	39%	32%
Reading	8	Rowe	MS3	Two or More	7	7	100%	100%	78%	*	*	61%	56%	*	*	*	*
Reading	8	Rowe	MS3	Eco. Dis.	357	290	81%	86%	78%	196	55%	60%	48%	78	22%	28%	20%
Reading	8	Rowe	MS3	Emergent Bilingual	93	52	56%	61%	65%	24	26%	35%	22%	*	*	*	6%
Reading	8	Rowe	MS3	At-Risk	329	258	78%	85%	74%	153	47%	51%	38%	52	16%	22%	15%
Reading	8	Rowe	MS3	SPED	34	20	59%	60%	49%	*	*	*	14%	*	*	*	*
Science	8	Rowe	MS3	All	458	351	77%	82%	67%	222	48%	55%	37%	82	18%	23%	11%
Science	8	Rowe	MS3	Hispanic	283	209	74%	79%	65%	134	47%	55%	34%	52	18%	23%	11%
Science	8	Rowe	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Rowe	MS3	Asian	17	14	82%	87%	95%	10	59%	65%	82%	7	41%	47%	41%
Science	8	Rowe	MS3	African Am.	129	102	79%	85%	64%	58	45%	50%	35%	17	13%	20%	7%
Science	8	Rowe	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Science	8	Rowe	MS3	White	21	20	95%	100%	81%	15	71%	77%	57%	5	24%	30%	*
Science	8	Rowe	MS3	Two or More	7	5	71%	72%	61%	*	*	62%	33%	*	*	*	*
Science	8	Rowe	MS3	Eco. Dis.	358	269	75%	81%	64%	168	47%	53%	35%	53	15%	20%	10%
Science	8	Rowe	MS3	Emergent Bilingual	93	56	60%	65%	51%	22	24%	30%	22%	*	*	*	4%
Science	8	Rowe	MS3	At-Risk	329	234	71%	77%	58%	125	38%	44%	27%	43	13%	18%	8%
Science	8	Rowe	MS3	SPED	34	11	32%	50%	28%	7	21%	30%	*	*	*	*	*
Social Studies	8	Rowe	MS3	All	458	288	63%	68%	61%	139	30%	35%	27%	51	11%	17%	9%
Social Studies	8	Rowe	MS3	Hispanic	283	169	60%	65%	57%	85	30%	35%	25%	34	12%	19%	7%
Social Studies	8	Rowe	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	MS3	Asian	17	15	88%	93%	91%	10	59%	64%	50%	*	*	*	23%
Social Studies	8	Rowe	MS3	African Am.	129	80	62%	68%	64%	34	26%	32%	28%	11	9%	15%	11%
Social Studies	8	Rowe	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	MS3	White	21	17	81%	86%	68%	6	29%	34%	27%	*	*	*	*
Social Studies	8	Rowe	MS3	Two or More	7	6	86%	83%	67%	*	*	*	33%	*	*	*	*
Social Studies	8	Rowe	MS3	Eco. Dis.	358	218	61%	66%	59%	101	28%	33%	25%	34	9%	15%	9%
Social Studies	8	Rowe	MS3	Emergent Bilingual	93	34	37%	50%	44%	11	12%	17%	14%	*	*	*	4%
Social Studies	8	Rowe	MS3	At-Risk	329	178	54%	60%	52%	75	23%	28%	18%	26	8%	15%	6%
Social Studies	8	Rowe	MS3	SPED	34	8	24%	40%	28%	*	*	*	*	*	*	*	*

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	Cluster	Student Group	Tested 2023	2023: Approaches		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
				#	#	%	%	%	#	%	%	%	#	%	%	%
Algebra I	Rowe	MS 3	All	136	136	100%	100%	100%	116	85%	90%	89%	78	57%	63%	64%
Algebra I	Rowe	MS 3	Hispanic	88	88	100%	100%	100%	75	85%	90%	85%	52	59%	65%	59%
Algebra I	Rowe	MS 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Rowe	MS 3	Asian	9	9	100%	100%	100%	8	89%	95%	100%	7	78%	84%	87%
Algebra I	Rowe	MS 3	African Am.	27	27	100%	100%	100%	23	85%	91%	94%	14	52%	58%	64%
Algebra I	Rowe	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Rowe	MS 3	White	9	9	100%	100%	100%	7	78%	83%	80%	*	*	*	70%
Algebra I	Rowe	MS 3	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Rowe	MS 3	Eco. Dis.	101	101	100%	100%	100%	87	86%	91%	88%	54	53%	59%	63%
Algebra I	Rowe	MS 3	Emergent Bilingual	6	6	100%	100%	100%	6	100%	100%	84%	*	*	*	47%
Algebra I	Rowe	MS 3	At-Risk	74	74	100%	100%	100%	62	84%	89%	83%	38	51%	57%	61%
Algebra I	Rowe	MS 3	SPED	0	*	*	*	*	*	*	*	*	*	*	*	*

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.

Middle School Content Area
Standard Expectations

MS ELA 6-8 Standard Expectations

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing routines to teach and reinforce critical TEKS [think aloud, explicit instruction, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for 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

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations