

Cypress-Fairbanks Independent School District

Smith Middle School

2023-2024



Mission Statement

Smith Middle School provides an engaging and rigorous learning environment through the collaboration of the entire school community. Our supportive atmosphere promotes critical thinking and problem solving, so students will be prepared to meet the demands of an ever-changing society.

Vision

LEAD - Learn. Empower. Achieve. Dream.

Table of Contents

Comprehensive Needs Assessment	4
Goals	5
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.	5
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	10
Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.	13
Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.	15
Addendums	16

Comprehensive Needs Assessment

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Next Year's Recommendation: We will continue the 24-25 school year focusing on meeting or exceeding the STAR performance targets as noted in our 24-25 CIP data table.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Through purposeful planning, teachers will increase the number of opportunities that students have to practice responding using the different question types represented on STAAR. They will do so by embedding the question types in assignments, in blended learning rotations, exit tickets, and in small groups.</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 DI CCIS Assistant Principal AAS</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Through purposeful planning, teachers will increase the number of opportunities that students have to practice responding using the different question types represented on STAAR. They will do so by embedding the question types in assignments, in blended learning rotations, exit tickets, and in small groups.</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 DI CCIS Assistant Principal AAS</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Through purposeful planning, teachers will increase the number of opportunities that students have to practice responding using the different question types represented on STAAR. They will do so by embedding the question types in assignments, in blended learning rotations, exit tickets, and in small groups.</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 DI CCIS Assistant Principal AAS</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Through purposeful planning, teachers will increase the number of opportunities that students have to practice responding using the different question types represented on STAAR. They will do so by embedding the question types in assignments, in blended learning rotations, exit tickets, and in small groups.</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 DI CCIS Assistant Principal AAS</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal AAS</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: The campus will follow up on students withdrawing or not attending school and communicate with parents on a consistent basis.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Registrar Attendance Aide Teachers Assistance Principals Counselors Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: DI CCISs AAS</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Next Year's Recommendation: We will continue in the 24-25 school year to address student learning loss as a result of COVID-19, but will do so without ESSER Funding.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Before/Afters School Tutoring - Students attending additional tutoring will be provided with support to close learning gaps or receive accelerated learning support.</p> <p>Strategy's Expected Result/Impact: 80% of the students attending extended day tutorials during the 2023-24 school year will score in the meets category on content STAAR tests.</p> <p>Staff Responsible for Monitoring: Principal DI AAS CCISs</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal DI AAS</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Mental Health Supports: Monthly Mentor Luncheons - Smith MS will provide staff mentors to students that will offer the opportunity for those students needing relationship support skills such as developing positive relationships, resolving conflicts, resisting negative peer pressure and effective communication through monthly meetings. (snacks, games, drinks)</p> <p>Strategy's Expected Result/Impact: Through the implementation of monthly mentor luncheons, Smith Middle School will show a decrease in disciplinary referrals by .5% for the 2023-24 school year.</p> <p>Staff Responsible for Monitoring: Principal AAS DI Counselors</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Smith Middle School will support student achievement by providing incentives/recognitions (Spirit Sticks) for students receiving honor roll each 9 weeks. In addition, provide additional math and reading support using Scholastic Scope, Flocabulary, and Sumit K12 programs to move students from Meets to Masters.</p> <p>Strategy's Expected Result/Impact: 95% of Smith Middle School students who previously scored at the Masters level will move back to the Masters level. Thus increasing increase daily academic performance, which will increase students receiving honor roll recognition.</p> <p>Staff Responsible for Monitoring: Principal AAS DI CCISs</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Smith Middle will provide additional instructional resources for teachers to implement blended learning. These resources include Quizizz and Seidlitz Education. Teachers will use Seidlitz Education resources to assist in planning for small group instruction, and Quizizz to create blended learning rotations. Professional development will be provided by Blend Education LLC, and book studies using the following books: Shift Writing and 50 Strategies to Boost Cognitive Engagement.</p> <p>Strategy's Expected Result/Impact: Increased fidelity of teachers using blended learning in the classroom, which will increase small group instruction. In addition increase in students' writing and student engagement.</p> <p>Staff Responsible for Monitoring: Principal AAS DI CCISs</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We will continue to provide 100% of the district's safety policies in 2024-2025.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: The campus will ensure all students carry clear backpacks that meet the size standards created by CFISD. The campus will ensure all students wear campus ID badges and grade-specific colored lanyards.</p> <p>Strategy's Expected Result/Impact: All students will carry clear backpacks and wear ID badges in order to create a safe and secure environment for learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teacher DI</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teacher DI</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 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

Next Year's Recommendation: Same

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Attendance Secretary Teachers Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Attendance Secretary Teachers Counselors</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: Exceeded Objective

Next Year's Recommendation: Same

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Smith MS will 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. provide staff mentors to students in order to support skills for building positive relationships, resolving conflicts, and resisting negative peer pressure.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be 0%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals AAS PBIS Core Teacher Team</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. When working with Level 1 and Level 2 infractions, the campus administrators will seek to use conferencing, check-ins, PBIS STRONG, Saber Cash, mentoring program, and the Student PBIS Core Team. The administrators will monitor the progress of the student and provide additional resources as necessary to the students and staff.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Assistant Principals Principal Counselors AAS</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Same

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The campus will provide rewards and treats for staff members with perfect attendance each 9 weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principal, CCIS</p>	Formative		
	Nov	Feb	May
			
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Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 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
 Goal Setting

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers and paraprofessionals will be offered professional development on implementing a station rotation style of blended learning.</p> <p>Strategy's Expected Result/Impact: Teachers and paraprofessionals will effectively be able to offer differentiated instruction to support student growth by incorporating through incorporating technology and small group instruction.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will receive additional coaching and resources to continue the path to a blended learning classroom.</p> <p>Strategy's Expected Result/Impact: Increase student performance across RLA, Math, Science, and Social Studies.</p> <p>Staff Responsible for Monitoring: Principal DI AAS CCIS</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 increase by 5%.

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Same

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Increase parent and family engagement through the participation and support of the campus Color Run, student fine arts performances, and activities.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal DI AAS Teachers Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
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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: 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												
					#	#	%	%		#	%	%		#	%	%	
Science	8	Smith	MS1	White	268	263	98%	99%	96%	242	90%	92%	90%	161	60%	62%	54%
Science	8	Smith	MS1	Two or More	28	28	100%	100%	83%	26	93%	95%	75%	16	57%	62%	58%
Science	8	Smith	MS1	Eco. Dis.	104	97	93%	96%	75%	73	70%	74%	58%	42	40%	44%	25%
Science	8	Smith	MS1	Emergent Bilingual	22	21	95%	98%	69%	18	82%	84%	50%	9	41%	43%	*
Science	8	Smith	MS1	At-Risk	151	143	95%	97%	81%	110	73%	75%	67%	64	42%	45%	37%
Science	8	Smith	MS1	SPED	29	22	76%	78%	47%	13	45%	47%	*	*	*	*	*
Social Studies	8	Smith	MS1	All	678	637	94%	96%	87%	518	76%	78%	70%	369	54%	56%	46%
Social Studies	8	Smith	MS1	Hispanic	145	131	90%	92%	84%	96	66%	68%	59%	67	46%	48%	39%
Social Studies	8	Smith	MS1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Smith	MS1	Asian	151	146	97%	98%	94%	135	89%	91%	83%	110	73%	75%	62%
Social Studies	8	Smith	MS1	African Am.	85	79	93%	95%	65%	57	67%	69%	35%	32	38%	40%	16%
Social Studies	8	Smith	MS1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Smith	MS1	White	267	254	95%	97%	91%	207	78%	79%	79%	142	53%	55%	49%
Social Studies	8	Smith	MS1	Two or More	28	25	89%	92%	83%	21	75%	79%	58%	16	57%	62%	58%
Social Studies	8	Smith	MS1	Eco. Dis.	104	87	84%	88%	67%	60	58%	61%	42%	35	34%	37%	22%
Social Studies	8	Smith	MS1	Emergent Bilingual	22	18	82%	84%	54%	13	59%	61%	27%	6	27%	29%	19%
Social Studies	8	Smith	MS1	At-Risk	150	123	82%	84%	72%	95	63%	65%	50%	65	43%	45%	32%
Social Studies	8	Smith	MS1	SPED	29	16	55%	57%	*	10	34%	36%	*	5	17%	19%	*

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