

Cypress-Fairbanks Independent School District

Thornton Middle School

2023-2024



Mission Statement

In everything we do, Patriots will LEAD, contribute, and excel exemplifying the spirit, We Are One!

Vision

Thornton Middle School exists to prepare, equip, and LEAD students to be 21st Century critical thinkers, problem solvers, visionaries, trend setters, and productive citizens as we prepare them for the next step in their educational journey.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: In May 2023, content teams completed data digs reviewed progress towards the 22-23 CIP goals, and discussed whether goals should be updated based on achievement data for the following school year. In May 2023, the Academic Achievement Specialist gathered data from the current year's local assessments and STAAR raw testing data. The Director of Instruction provided an electronic copy of the 22-23 year CIP including the goals, problem statements, root cause statements, and strategies. The Thornton Instructional Leadership Team in conjunction with CPOC met on May 16th to discuss the data and look for the strengths and weaknesses revealed. Based on the observations, the CIP, STAAR RAW data, and May suggestions were reviewed and revisions to the goals were considered. Each instructional leader met with their respective grade level and content teams to review the problem statement and root cause analysis during the August professional development week; some teams went through their own root cause analysis and problem statement process. New problem statements and root causes were proposed. These team meetings occurred during the week of 9/21-25. The campus Leadership Team met on September 11th to review the Campus Improvement Plan with the updates suggested in May and August as well as review state testing data to determine a needs assessment and revision to goals and strategies. Each team sent a representative to meet with their department to finalize the draft of the problem statement, root cause, and strategies to be proposed for input from the CPOC committee in September.

The comprehensive needs assessment was reviewed and/or revised on the following dates: the CPOC meeting on May 16, 2023, at 3:30 PM over Zoom, at the Campus Leadership Meeting on September 11, the Campus Instructional Meeting on September 6th, Team Planning Sessions from 9/12-14, and at the CPOC meeting on September 26, 2023.

In summary, the comprehensive needs assessment denotes the following: Planning for student engagement and rigorous instruction are limited and not maximized to the fullest for our AA, ELL, and Sped students. AA students are performing lower than other subgroups. K-level students are not being pushed with higher-level questioning. There is a lack of implementation of small group instruction in the classrooms.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies for the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee that develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 16, 2023, and September 26, 2023, to develop the CNA and the strategies. Those meetings were held over Zoom and in person with school personnel from campus and parents, community members, and district representatives joining on the computer starting at 3:30 pm. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign-in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings, the most recent data available was shared with the committee. In May this was local assessment data and in August state testing data. This allowed for a

conversation on strengths and weaknesses and concluded with a needs assessment. During the meetings, the committee was led through an agenda to review the current progress towards the 22-23 campus improvement plan goals, and then an opportunity to review the suggestions for goal revisions or replacement if the goals were achieved based on the identified needs from the data review. An opportunity for questions and feedback was provided. Once goals were established, strategies were presented as a plan for the campus to work towards this school year. An opportunity was provided for feedback on the strategies and/or suggestions for additional strategies. Representatives from each content who proposed the revisions and strategies were available to answer any clarifying questions.

Based on feedback from the committee, the campus has the following priorities for the current school year: Our SPED and African American students performed lower than other subgroups; meets and masters levels are significantly below district on Reading STAAR. Therefore, teachers will intentionally plan for differentiated instruction to meet the needs of all learners; intentionally plan for small group instruction; and provide specific, and timely feedback on progress. Additionally, rigorous planning is not done and implemented consistently to provide differentiated instruction for ELL and SPED students for Approaches and K-level students for meets and masters' levels on district and state assessments. Therefore, the campus will implement the Fundamental 5 High Yield strategies on a regular basis in each classroom across the campus.

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language-accessible services to individuals who are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of Cypress-Fairbanks ISD Title I campus home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based on campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Demographics

Demographics Summary

Total Enrollment is 1404 with 752 males and 652 females.

Hispanic 808

Am Ind 10

Asian 61

Black 413

Pai 3

White 73

Multi Race 36

ESL 340

Sped 179

Free/Reduced lunch 1263

Student Achievement

Student Achievement Summary

2023-24 Needs Assessment

ELAR- incorporating the writing into the curriculum – small group instruction

MATH-more use of online calculators and small group instruction training are necessary.

SCI – Students are improving at analyzing charts and graphs –intentionally planning for differentiation needed.

SS – Additional small group instruction is necessary; more work on new question types

Resetting what planning sessions are and what small group looks like

Student Achievement Strengths

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

- 2% increase masters in 6th math
- 4% increase in meets for 6th math
- 8% increase in 6th math for approaches
- maintained 16% masters for 6th reading
- 9% increase for 6th ELA approaches
- 8% increase ALgebra masters
- 2% increase for 8th math in masters
- 100% approaches in Algebra
- 11% increase in 8th math in approaches
- 3% increase in Social Studies masters 8th grade
- 14% increase in Social Studies meets 8th grade
- 10% increase in Social Studies approaches 8th grade

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: There is a lack of exposure to academic vocabulary, critical thinking, and critical writing in classrooms. **Root Cause:** RLA: Teachers do not effectively plan for exposure of vocabulary, critical thinking, and critical writing in the classroom.

Problem Statement 2: Math: The Special Education students at Thornton performed lower than those in the cluster. **Root Cause:** Math: Lack of planning and instruction that is differentiated for all subpopulations.

Problem Statement 3: Science: There is a lack of planning for differentiated instruction across all levels. **Root Cause:** Science: We lack an understanding of planning for and implementing equitable learning environments.

Problem Statement 4: Social Studies: Our White Population performed lowest in mastery; targets were unmet. We are significantly below the district standards in meets and mastery. Our Sped population performed the lowest in the mastery category and did not meet or exceed the district target. **Root Cause:** Social Studies: The teacher did not effectively differentiate instruction to meet the needs of all learning styles.

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.

Problem Statement 7: 2023 Identification of Schools for Improvement - Targeted Support and Improvement: The asian student group missed the Closing the Gaps Domain targets in Academic Achievement Status (RLA and Math), Academic Growth Status (Math) and Student Success Status for 2019, 2022, and 2023. **Root Cause:** We need to deepen our understanding of and address the specific academic needs of the Asian student group and plan specifically for this population.

School Culture and Climate

School Culture and Climate Strengths

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

Despite challenges, Thornton has maintained an acceptable attendance rate; our assistant principals, counselors, and attendance officers routinely meet with students and parents about attendance. Restorative discipline has continued to be a focus for our discipline, implementing more restorative circles with students when disagreements occur. A full-time Behavior Interventionist was utilized on campus to curb the behavior. The master schedule allowed a certified teacher from each of the four content areas to visit the discipline management class daily. Thornton has maintained to be a safe campus by implementing all safety drills, maintaining and updating emergency operation plans, and welcoming assistance from our district PD in the form of an officer on campus full-time and visiting officers throughout the year. The campus returned to face-to-face meetings for parent conferences, which has assisted in building stronger collaboration between home and school. The campus encourages staff members to join various committees, including the solution seekers. PBIS is active on campus, and teachers recognize the student of the month. Field trip opportunities returned to campus after COVID including athletics, GT and Hispanic Scholars trips.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Intentional planning has not been done to frequently acknowledge the success of students and staff who are always meeting campus expectations. **Root Cause:** Many staff members and parents have not been involved in the planning and structure of Thornton events; their voices have not been heard.

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.

The staff is made up of diverse ethnicities. Over 35% of the staff has a Master's degree. More than 50% of the staff has over five years of experience, with an average of 8 years of experience. Administrators attended career fairs at the district level and outside the district to meet the potential staff. When interviewing new staff members, we pull in an interview panel from various academic levels and coaching levels to see all aspects of the candidate. Professional development opportunities are offered by the district and at the campus level. Two campus time equivalent opportunities for professional development were provided to staff members. Day one was attending the summer digital learning conference, and day two was completing a campus-built Schoology course that staff could complete on their own to earn two days off during the month of November. An emphasis on special education and 504 paperwork and accommodations was a highlight of campus professional development provided to staff during the school day. A mentor program is in place on campus to support new staff to the campus supported by two lead mentors.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff members do not feel appreciated and recognized. **Root Cause:** Teacher/Paraprofessional Attendance: Staff members are not surveyed to have a voice in the specific ways they would most feel acknowledged for their efforts.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

The campus continues to welcome parents back after COVID had many events going virtual. Community events included a Tailgating Party and spring and fall curriculum engagement nights. An 8th-grade and fine arts awards ceremony was held in person with many parents in attendance. In addition, the campus hosted parent presentations about the Four Year Plans and College Academy supported by the counseling office. Many parents attended the Open House fall night and met the teacher. An electives fair occurred face to face in the spring and was attended by many incoming 6th graders and their families and 7th and 8th graders. The campus partnered with Cypress Park HS to highlight our students at the Vertical GT Showcase. The principal, AP, Counselor, and DI visited each feeder elementary school to welcome incoming students' families to our campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We are not providing enough varied opportunities for our parents to engage actively. **Root Cause:** We lack parent voice in creating opportunities to involve our parents outside of the large group campus-wide attendance of events.

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

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--|--|--|--|
| <p>Strategy 1: RLA: Teachers will increase exposure of vocabulary, critical thinking, and writing as determined by regular analysis of assessment data that identify specific standards students have not mastered.</p> <p>Strategy's Expected Result/Impact: -Meet or exceed the targets on the attached CIP target tables.</p> <ul style="list-style-type: none"> -Implement 3-week checkpoints regularly for data specifically pertaining to vocabulary, critical thinking, and critical writing. -Analyze checkpoint data/samples and determine areas for reteach -Plan instruction that provides ample, ongoing opportunities for exposure of determined critical skills -Develop and maintain a progress monitoring tool to track classroom exposure to academic vocabulary, critical thinking, and critical writing. -Teachers will intentionally plan for small group instruction using relevant student data and high-quality resources as well as constantly provide specific, timely feedback to students in writing. -Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary. <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals ELAR CCIS ELAR teachers Interventionists</p> | Formative | | |
| | Nov | Feb | May |
| |  25% |  75% |  90% |

| Strategy 2 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 2: Math: Math teachers will consistently plan for differentiated lessons and small group instruction (with a focus on EB, AA, SPED, and K-Level) to provide support in the problem-solving process and skills.</p> <p>Strategy's Expected Result/Impact: -Meet or exceed the targets on the attached CIP target tables.</p> <ul style="list-style-type: none"> -Increase in Blended Learning opportunities in the classroom -Consistent small group instruction -Increase in student-to-student collaboration -Provide critical writing opportunities -Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary. -Math interventionist <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Math CCIS Math teachers Math Interventionist</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Science: Teachers will plan for differentiation in learning across all levels, emphasizing intentional small groupings, hands-on learning (Labs, project-based learning, problem-based learning, inquiry-based learning, blended learning), interactive learning software, and vocabulary and writing development in science. Teachers will seek and attend one professional development per 9 weeks regarding equity in learning. Teachers will use data to drive instruction and boost diverse learner experience in their classrooms, reaching all untapped students and closing learning gaps.</p> <p>Strategy's Expected Result/Impact: -Meet or exceed the targets on the attached CIP target tables.</p> <ul style="list-style-type: none"> -Implementation of Interactive software (educandy, quizzes, google slides for drag and drops, flashcards, kahoot) -Use of blended learning for small groups and differentiated instruction. -Use of project based learning for rigor and deep analysis. -Use of Fundamental 5 for rigor -Use of STAAR camp for readiness and supporting skills -Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary. <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Science CCIS Science teachers</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |

| Strategy 4 Details | Formative Reviews | | |
|--|--|--|--|
| <p>Strategy 4: Social Studies: The teacher will consistently and intentionally plan out lessons thoroughly with all student learning styles in mind. The lesson will be rigorous and relevant, with the student's needs at the forefront. We will utilize vocabulary and academic terminology to equip students with required verbiage to be successful. Data will be analyzed and viewed to make adequate adjustments to ensure that students are mastering the TEKS</p> <p>Strategy's Expected Result/Impact: -Meet or exceed the targets on the attached CIP target tables. -Implementation of Interactive Word Walls from The Science Toolkit training -Increase in culturally relevant learning connections, conversations. and writing opportunities. -Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Social Studies CCIS Social Studies teachers</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</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Dropout Prevention: The campus will work with families to keep all students actively engaged in the learning process.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Engage remote learners daily. Home visits to students who miss several days of school.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Registrar Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers</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. Reduce the instructional loss as a result of loss of direct instruction. Based on student performance, students will be identified by content specialist. Targeted students will be placed in small groups for focused remediation, both face to face and virtual. Students will be provided with motivational resources, incentives, or rewards as students' progress. CCIS are writing lessons to close the achievement gap based on current student deficiencies. Students are provided materials and resources such as folders, paper, subscriptions and other supplies as needed.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Academic Achievement Specialist CCIS Teachers</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: 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:</p> <ul style="list-style-type: none"> -Destination Imagination -Support Campus Fine Arts Programs of Band, choir, art -STEAM Club -Girls in Coding -Explore UT Field Trip -Hispanic Forum Field Trip <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Encourage female students in STEM Allow students opportunities to experience success outside of the classroom Expose students to real world application opportunities</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |

| Strategy 9 Details | Formative Reviews | | |
|--|---|-----|-----|
| <p>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</p> <p>Strategy's Expected Result/Impact: With Title I support, Thornton will implement the following measures:</p> <ol style="list-style-type: none"> Salaries - The 7 class-size reduction teachers in history (3), math (2), reading and science will assist with meeting our students' goals in all content areas. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. Professional Development -The leadership team, teaching staff, and para-professionals 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. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. PBIS Supplies - 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. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP. Extra Duty Pay - Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP. Parent Involvement - We will increase parent involvement through the year with events like Patriot Express, Open House, Curriculum Night, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. Tardy Calculator Subscription - We will increase student attendance by tracking tardies for all students. Supplies - Classroom supplies such as wireless keyboards for Promethean boards will increase teacher proximity and support our instructional goals as specified in the CIP. <p>Staff Responsible for Monitoring: Principal DI AP Counselors</p> | Formative | | |
| | Nov | Feb | May |
| | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>25%</p> </div> <div style="text-align: center;">  <p>70%</p> </div> <div style="text-align: center;">  <p>80%</p> </div> </div> | | |

 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: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Before/After School Program: Before/after school tutoring - Targeted tutorials to close the achievement gap in identified students.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, STAAR scores in all content areas will increase by 3% in the meets category.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Before/After School Program: Saturday STAAR Camps - Students will participate in Saturday instructional rotations to fill in identified academic gaps prior to taking the 23-24 STAAR exams.</p> <p>Strategy's Expected Result/Impact: All student demographic groups will increase STAAR scores in the meets category by 3% in all content areas tested.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: All student demographic groups will increase STAAR scores in the meets category by 3% in all content areas tested.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| No Progress Accomplished Continue/Modify Discontinue | | | |

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

Performance Objective 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 | | |
|---|---|---|---|
| <p>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</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: State Compensatory Education: Provide additional support to at-risk students by providing mailed parent communications with academic and attendance updates. Strategy's Expected Result/Impact: Maintain clear communication with parents on student progress to support meeting or exceeding STAAR targets on the attached data table. Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 4: 2023 Identification of Schools for Improvement - Targeted Support and Improvement: By the end of the current school year, the campus will meet the Closing the Gaps targets for the Asian student group in the following areas:

Academic Achievement Status (RLA and Math), Academic Growth Status (Math) and Student Success Status for 2019, 2022, and 2023.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|--|--|--|
| <p>Strategy 1: Reading: Teachers will increase exposure to vocabulary, critical thinking, and writing, as determined by regular analysis of assessment data for the Asian demographic, which identifies specific standards students have not mastered.</p> <p>Strategy's Expected Result/Impact: -Meet or exceed the targets on the attached CIP target tables for the asian demographic.</p> <ul style="list-style-type: none"> -Implement 3-week checkpoints regularly for data specifically pertaining to vocabulary, critical thinking, and critical writing for asian students. -Analyze checkpoint data/samples and determine areas for reteach -Plan instruction that provides ample, ongoing opportunities for exposure of determined critical skills -Develop and maintain a progress monitoring tool to track classroom exposure to academic vocabulary, critical thinking, and critical writing for asian students. -Teachers will intentionally plan for small group instruction using relevant student data and high-quality resources and constantly provide specific, timely feedback to students in writing. -Additional Title I funded personnel to provide for classroom reduction in lowering student-to-teacher ratio and assisting in meeting our student's goals in the content area and a substitute staff member when necessary. <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals ELAR CCIS ELAR teachers Interventionists</p> | Formative | | |
| | Nov | Feb | May |
| |  <p>20%</p> |  <p>45%</p> |  <p>75%</p> |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 2: Math: Math teachers will consistently plan for differentiated lessons and small group instruction (with a focus on the Asian demographic) to provide support in the problem-solving process and skills.</p> <p>Strategy's Expected Result/Impact: -Meet or exceed the targets on the attached CIP target tables for the Asian population.</p> <ul style="list-style-type: none"> -Increase in Blended Learning opportunities in the classroom with an emphasis on the Asian student placements -Consistent small group instruction -Increase in student-to-student collaboration -Provide critical writing opportunities -Additional Title I funded personnel to provide for classroom reduction in lowering student-to-teacher ratio and assisting in meeting our student's goals in the content area and a substitute staff member when necessary. <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Math CCIS Math teachers</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 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 enforce the following layers of safety:</p> <ul style="list-style-type: none"> - Clear backpacks - Student ID badges - Staff ID badges - Reduction of entry/exit points - Reduction and awareness of visitors in the building - Primary and secondary reunification sites - Weekly door checks <p>Strategy's Expected Result/Impact: 100% of students and staff will know the layers of safety and respond appropriately to safety protocol.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors DI Helping Teacher Academic Achievement Specialist Behavior Interventionist CCIS Staff</p> | Formative | | |
| | Nov | Feb | May |
| |  <p>25%</p> |  <p>70%</p> |  <p>100%</p> |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), and 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 with students and staff responding appropriately to safety protocols.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals</p> | Formative | | |
| | Nov | Feb | May |
| |  <p>25%</p> |  <p>70%</p> |  <p>100%</p> |

 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 | | |
|--|---|---|---|
| <p>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</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) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Campus-wide tardy process supported by the tardy calculator system to reduce the number of students arriving to class late and arriving to class absent after 10 minutes. Strategy's Expected Result/Impact: Decrease of tardies by 15% Increase in class attendance Staff Responsible for Monitoring: Principal APs</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: Met 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. The campus will work to reduce violent incidents through providing grade level lessons addressing social skills, communication, problem solving and coping.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Behavior Interventionist</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. Positive Behavior reinforcers will be utilized more frequently to reduce incident frequency.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

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: Increased frequency of staff morale events.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Develop a stronger staff morale committee. Through PBIS (staff incentives) teachers will be rewarded for attendance. Assign Leaders to designated roles in the staff morale area.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Leadership Team Behavior Interventionist</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: ESL Study groups, GT certification opportunities, implementing fundamental 5 strategies, and Technology sessions with a campus or district leader are all opportunities available to staff.</p> <p>Strategy's Expected Result/Impact: Additional Staff members acquire their GT certification Additional staff members become ESL certified Blended learning classrooms provide for more differentiation of student needs Staff are better equipped to meet the emotional needs of the students Opportunities are provided to staff to grow in their field by attending professional development specific to their content.</p> <p>Staff Responsible for Monitoring: Director of Instruction</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 20%.

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

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|--|
| <p>Strategy 1: Parent and Family Engagement: Through PBIS, VIPS Committee Teachers and staff will work to build opportunities with all campus and community stake holders. We will consistently communicate and afford opportunities for parents to be actively involved. Such opportunities include but are not limited to:</p> <ul style="list-style-type: none"> -4 CPOC meetings -Counselor Conversation Meetings -Open House with Title I parent meeting -Patriot Express/Meet the Teacher -Electives Night -Fall Curriculum Night -Spring Curriculum Night -Support provided for the English for Parents community program -College Academy Parent Informational Meetings -Four Year Planning Informational Dyslexia Parent Meeting -Mail out of information <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%. 100% of parents have the opportunity attend a meeting at a time that best suits their needs. Parent resources and snacks will be provided to assist parents in coming to events immediately from work. Extra duty pay will be utilized to extend the contract day of staff to support parent events. A campus translator will be provided for parents of students who have another language other than English so they feel more comfortable attending events. Paper copies of pertinent school resources will be provided to parents through mailouts.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors DI Helping Teacher Academic Achievement Specialist Behavior Interventionist CCIS Staff</p> | Formative | | |
| | Nov | Feb | May |
| |  25% |  50% |  100% |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

2023-2024 CPOC

| Committee Role | Name | Position |
|-----------------------------|---------------------|-------------------------|
| Paraprofessional | Christina Gonzales | Paraprofessional |
| Other School Leader #1 | Jeananne Curington | Librarian |
| Parent #2 | Edit Patino | Parent |
| Parent #1 | Erin Jones | Parent |
| Community Member #2 | Stephanie Houston | Community Member |
| Community Member #1 | Dannie Anderson | Community Member |
| Business Representative #2 | Mason Holt | Business Rep. |
| Business Representative #1 | Alex Soler | Business Rep. |
| Classroom Teacher | Vacancy Vacancy | 8th Grade U.S. History |
| Classroom Teacher | Jadad Platt | 7th Grade Texas History |
| Classroom Teacher | Rev. John Davis | 6th Grade World Culture |
| Classroom Teacher | Amari Shields | 8th Grade Science |
| Classroom Teacher | Hannah Estupinan | 7th Grade Science |
| Classroom Teacher | Michael Eatmon | 6th Grade Science |
| Classroom Teacher | Alyssa Rodriguez | 8th Grade Math |
| Classroom Teacher | Candis Jackson | 7th Grade Math |
| Classroom Teacher | Daniel Foster | 6th Grade Math |
| Classroom Teacher | Lee Kelly | 8th Grade ELAR |
| Classroom Teacher | Shumerian Curtis | 7th Grade ELAR |
| Classroom Teacher | Valeria Polanco | 6th Grade ELAR |
| Non-classroom Professional | Jeffrey Heidenreich | CCIS |
| Non-classroom Professional | Sarah Gonzalez | CCIS |
| Non-classroom Professional | Susan Smith | CCIS |
| Non-classroom Professional | Adetria Singleton | CCIS |
| Non-classroom Professional | Victoria Thomas | CCIS |
| District-level Professional | Stacie Davis | District |
| Non-classroom Professional | Erica Wells | Testing Cordinator |

| Committee Role | Name | Position |
|----------------------------|------------------|---------------------------------|
| Non-classroom Professional | Jennifer Seams | DI Helping Teacher |
| Non-classroom Professional | Sherri Jacob | Counselor 8th Grade |
| Non-classroom Professional | Natalie Ospina | Counselor 7th Grade |
| Non-classroom Professional | Ailcia Ridge | Counselor 6th Grade |
| Administrator | Jessica Ervin | Behavior Interventionist |
| Administrator | Glen Kirk | Academic Achievement Specialist |
| Administrator | Kimberly Wilson | Academic Achievement Specialist |
| Administrator | Becky Rodriguez | Assistant Principal 8th Grade |
| Administrator | Steve Martinez | Assistant Principal 7th Grade |
| Administrator | Terrence Archie | Assistant Principal 6th Grade |
| Administrator | Mary Becher | Director Of Instruction |
| Principal | Reginal Mitchell | 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: 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 | Thornton | MS4 | White | 24 | 22 | 92% | 95% | 71% | 14 | 58% | 67% | 43% | * | * | * | * | |
| Science | 8 | Thornton | MS4 | Two or More | 14 | 7 | 50% | 70% | 73% | * | * | 40% | * | * | * | * | * | |
| Science | 8 | Thornton | MS4 | Eco. Dis. | 395 | 269 | 68% | 79% | 53% | 141 | 36% | 47% | 24% | 27 | 7% | 17% | 5% | |
| Science | 8 | Thornton | MS4 | Emergent Bilingual | 103 | 49 | 48% | 53% | 35% | 16 | 16% | 21% | 9% | * | * | * | * | |
| Science | 8 | Thornton | MS4 | At-Risk | 353 | 221 | 63% | 68% | 45% | 99 | 28% | 33% | 17% | 13 | 4% | 9% | 3% | |
| Science | 8 | Thornton | MS4 | SPED | 45 | 15 | 33% | 41% | 24% | 5 | 11% | 19% | * | * | * | * | * | |
| Social Studies | 8 | Thornton | MS4 | All | 496 | 304 | 61% | 67% | 47% | 153 | 31% | 35% | 19% | 61 | 12% | 15% | 8% | |
| Social Studies | 8 | Thornton | MS4 | Hispanic | 283 | 167 | 59% | 64% | 45% | 90 | 32% | 32% | 17% | 37 | 13% | 15% | 5% | |
| Social Studies | 8 | Thornton | MS4 | Am. Indian | 2 | * | * | * | * | * | * | * | * | * | * | * | * | |
| Social Studies | 8 | Thornton | MS4 | Asian | 27 | 24 | 89% | 91% | 59% | 14 | 52% | 54% | 45% | 7 | 26% | 25% | 27% | |
| Social Studies | 8 | Thornton | MS4 | African Am. | 144 | 83 | 58% | 62% | 48% | 34 | 24% | 27% | 20% | 12 | 8% | 10% | 9% | |
| Social Studies | 8 | Thornton | MS4 | Pac. Islander | 2 | * | * | * | * | * | * | * | * | * | * | * | * | |
| Social Studies | 8 | Thornton | MS4 | White | 24 | 20 | 83% | 88% | 62% | 10 | 42% | 44% | * | * | * | * | * | |
| Social Studies | 8 | Thornton | MS4 | Two or More | 14 | 6 | 43% | 56% | 45% | 5 | 36% | 46% | * | * | * | * | * | |
| Social Studies | 8 | Thornton | MS4 | Eco. Dis. | 394 | 230 | 58% | 63% | 45% | 117 | 30% | 35% | 17% | 48 | 12% | 15% | 6% | |
| Social Studies | 8 | Thornton | MS4 | Emergent Bilingual | 103 | 38 | 37% | 40% | 26% | 13 | 13% | 18% | 8% | 5 | 5% | 7% | * | |
| Social Studies | 8 | Thornton | MS4 | At-Risk | 351 | 182 | 52% | 57% | 38% | 82 | 23% | 29% | 13% | 32 | 9% | 11% | 4% | |
| Social Studies | 8 | Thornton | MS4 | SPED | 45 | 11 | 24% | 32% | 14% | * | * | 18% | * | * | * | * | * | |

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