Cypress-Fairbanks Independent School District

Truitt Middle School

2023-2024

Mission Statement

Our TMS learning community educationally empowers, socially encourages and emotionally inspires lifelong learners who positively impact current and future generations.

Vision

Nurture a community that empowers the WOLF in all of us.

Well-rounded Open Leaders of the Future

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SCHOOL PROFILE

Truitt Middle School is a campus in Houston, Texas. Truitt Middle School opened its doors in 1990. Truitt Middle School is projected to serve 1345 students in grades 6th through 8th during the 2023-2024 school year, which is a decrease from the previous year of 1416 of students at the end of 2022-23.

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

- STAAR Performances
- TELPAS and EB progress data
- Spring 2023 Benchmark Performances
- Attendance Data
- Discipline Data
- Staff Surveys
- Parent engagement

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 4, 2023, and again on September 14, 2023, to develop and finalize the CNA. The meetings were held in the Truitt Library at 3:30.

At the first meeting on May 4, 2023, principal Dr. Williams and Director of Instruction Wendy Harris shared relevant data with our committee. The summative evaluation was completed on goals 1,2, 3, and 4 for the 2022-2023 campus improvement plan. Strengths and areas of growth were identified. We discussed our needs and goals for 2023-2024 based on the data.

At the second meeting on September 14, 2023, the Campus Performance Objective Committee reviewed and discussed

problem statements and root causes. Strategies were approved for the campus improvement plan for 2023-2024.

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem is in the area of student achievement, specifically our emergent bilingual struggled in all grade levels. Through the root cause analysis process, we identified strategies are not being purposefully planned for and utilized in the classroom with fidelity for language acquisition.

Our second identified priority problem is in the area of student achievement, specifically EB and SPED are disproportionately lower performing. Through the root cause analysis process, we identified deficiency in planning for engaging and relevant differentiated lessons and discomfort in implementing.

Our third identified priority problem is in the area of low parent involvement in school related activities. Through the root cause analysis process, we identified the connection or relationship with the school is lacking. We need to work with our parents to overcome issues that may prevent them from participating in events.

Student Achievement

Student Achievement Strengths

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

Algebra EOC: 99% passing

Math: Showed growth in 6th grade **ALL(+9)** AA(+21) H(+9) W(+16) ED(+9) SPED(+19) LEP(+11)

                7th grade LEP(+6)

                8th grade AA(+7) W(+26) SPED(+7) LEP(+7)

Reading: Showed growth in 6th grade **ALL (+10)** AA(+15) H(+12) A(+9) ED(+13) SPED(+12) LEP(+22)

                7th grade A(+5)

                8th grade W(+5) 2/more (+9)

Science: Showed growth in H(+1) 2/more(+3) SPED(+12)

Social Studies: Showed growth in 2/more(+3) LEP(+2)

The following strengths were identified based on a review of the 2022-2023 TELPAS data:

TELPAS Progress Rate: EL Current (+)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our emergent bilingual struggled in all grade levels.   **Root Cause:** RLA: Strategies are not being purposefully planned for and utilized in the classroom with fidelity for language acquisition.

Problem Statement 2: Math: EB and SPED are disproportionately lower performing.   **Root Cause:** Math: The lack of implementing strategies and providing students the opportunities to work collaboratively to engage in their learning.

Problem Statement 3: Science: AA and EB are the lowest performing populations.   **Root Cause:** Science: Insufficient clear and concise first time instruction accompanied relevant quality practices.

Problem Statement 4: Social Studies: AA and EB populations are the lowest achieving.   **Root Cause:** Social Studies: Deficiency in planning for engaging and relevant differentiated lessons and discomfort in implementing.

Problem Statement 5: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

School Culture and Climate

School Culture and Climate Strengths

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

Student attendance: Truitt's ADA number was for 2022-2023.

Grade 6   92.1%

Grade 7   92.9%

Grade 8   91.6%

PBIS and Restorative discipline:

PBIS has become a daily routine for staff and students. Building Better Relationship lessons and scenarios with collaborative activities are implemented daily. We hold all students accountable with the alignment of the PBIS matrix. Therefore, PBIS has become the campus norm. The behavioral specialist will spend time in rooms of new and experienced staff to guide them in using classroom management strategies. With the implementation of PBIS, BBR, and Restorative Discipline, we have continued to see positive impacts. With the support of our Behavioral Specialist, we at Truitt are committed to creating an environment in which all staff and students are safe.

Campus safety:

Truitt's Assistant Principals revised our campus safety procedures to ensure the safety and will-being of staff and students. All procedures are clear as drills are scheduled to reinforce safety protocols, foster readiness, and reduce panic in the event of an emergency.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Academic success of students in DMC is following behind the success of students in general classroom setting.   **Root Cause:** Students are missing opportunities to ask clarifying questions and receiving assistance and feedback.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

We will continue to focus on quality recruitment for our Truitt staff. We will assign new staff members a mentor to ensure that teachers are supported. Each month the new teachers meet to discuss any concerns or issues. Core teachers are also supported with curriculum and coaching by a Campus Content Instructional Specialist.

Professional Development: Truitt supports all teachers through collaborative planning times and dates, in which the Campus Curriculum Instructional Specialist and an administrator is present. We will provide high-quality professional development through resources such as the Lead4Ward, Rigor and Relevance, Fundamental Five, ESL strategies, Special Education training on IEP and Data Collection, and CCIS coaching teachers on quality first time instruction. We will implement Wisdom Wednesday for mini professional development sessions as well as on campus professional development.

Teacher/Paraprofessional attendance: Truitt Middle School's staff attendance rate for 2022-2023 school year was 1619 total absences which is 94%. For the 2022-2023 school year, our substitute fill rate was 55%. Absences that were not filled were covered either by campus personnel or by splitting classes.

Employee Perception Survey 2022-2023

Based on the 2023 Employee Perception Survey, the following are strengths:

- 93% of participants agree that the work they are asked to do directly relates to their job responsibilities.
- 96% of participants agree that quality work is expected of them.
- 91% of participants agree that information related to their job is accessible.
- 90% of participants agree that opportunities for professional growth are available.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences increase during the second semester. **Root Cause:** Teacher/Paraprofessional Attendance: Work-related stress and burnout tend to lead to mental health day absences.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Truitt's parent and community engagement increased in 2022-2023 by establishing open lines of communication, encouraging parent and community involvement in campus activities, and collaborating with community organizations and businesses.

The following methods are used to foster the school to home partnership:

- Curriculum Nights
- Title 1 Parent Meetings
- Home Access Center
- School Messenger
- Backpack Program
- Campus Facebook Page
- Campus Instagram
- Campus Website
- Twitter
- Monthly Parent Newsletter
- Monthly Student Newsletter
- Weekly Staff Newsletter
- CPOC Meetings
- Posting of school events through our televisions located on our campus and the marquee.
- School activities throughout the year
- Organize multicultural events
- Family nights: Painting with a Twist

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is low parent involvement in school related activities. **Root Cause:** Connection or relationship with the school is lacking. We need to work with our parents to overcome issues that may prevent them from participating in 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		
Strategy 1: RLA: ELA and Reading teachers will plan for and implement strategies that support all students, with the focus on EB students. This will include chunking lessons, conferring, implementing targeted small group instruction, and student led collaborative learning while increasing the rigor and relevance and utilizing the Fundamental 5.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, Benchmark Improved EL performance on all four TELPAS domains. 100% of teachers will work in the Power Zone and use effective teaching strategies. **Staff Responsible for Monitoring:** ELAR/ESL teachers Instructional Leadership Team	40%	75%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Math teachers will plan for and implement strategies and differentiation and targeted small group instruction using the Fundamental 5 and increasing the rigor and relevance of daily lessons to support all students, focusing on EB and SPED students.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Benchmarks. Increased use of supplemental aids and calculators. **Staff Responsible for Monitoring:** Math teachers Instructional Leadership Team	30%	50%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Science teachers will plan for and implement strategies that support EB and AA students, as well as, all student populations by implementing differentiated and targeted small instruction, student led collaborative learning while increasing the rigor and relevance to engage students and utilizing the Fundamental 5. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Benchmark. **Staff Responsible for Monitoring:** Science teachers Instructional Leadership Team	**Formative**		
	Nov	**Feb**	**May**
	40%	70%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Social Studies teachers will plan for and implement strategies that support EB and AA students, as well as, all student populations by implementing targeted small instruction, student led collaborative learning while increasing the rigor and relevance and utilizing the Fundamental 5. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Benchmark. **Staff Responsible for Monitoring:** Social Studies teachers Instructional Leadership Team	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	90%

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	40%	75%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: We will meet the needs of all students that are at the risk of not graduating by utilizing the Behavioral Specialist, AASs, AP, Grade level Counselor, and Principal. We will work collaboratively to ensure any student coded with a 98 is located and school placement is recorded. **Strategy's Expected Result/Impact:** The dropout rate will be 0%. Students will consistently meet academic and behavioral goals. Improved academic performance on STAAR, DPM, and Checkpoints. All students will increase their reading Lexiles by 100%+. **Staff Responsible for Monitoring:** Administration Team Registrar District Attendance Officer	**Formative**		
	Nov	**Feb**	**May**
	55%	70%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: 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: Building Better Relationships (Social emotional lessons), PBIS lessons, UIL Athletics and Athletic Programs, UIL Fine Arts and programs- MakeMusic and afterschool clubs. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers Administration	Formative		
	Nov	**Feb**	**May**
	100%	100%	100%

Strategy 8 Details	Formative Reviews		
Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: small group instruction for all students in Language Arts, Math, Science, and Social Studies. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers Instructional Leadership Team	Formative		
	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 9 Details	Formative Reviews		
Strategy 9: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	**Feb**	**May**
	40%	65%	100%

Strategy 10 Details	Formative Reviews		
Strategy 10: Teachers will participate in trainings to prepare them to close the achievement gaps of all students using the appropriate level of rigor and pacing. Trainings include ICLE Rigor Relevance, Lead4ward, Sibme AI and Coach the Coaches Program, Bullseye Walkthrough Platform and Fundamental 5. **Strategy's Expected Result/Impact:** Decrease in students' learning gaps and improvement in district and state assessments. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS, Academic achievement Specialist, Teacher.	Formative		
	Nov	**Feb**	**May**
	50%	75%	100%

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

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

Performance Objective 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		
Strategy 1: Before/After School Program: Before/After School Tutoring and Saturday Camp - Enrichment to bridge gaps in students' knowledge.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Our goal is to improve students' academic achievements by 5% in the core content areas. **Staff Responsible for Monitoring:** Principal	50%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): Supplies to address student learning loss as a result of COVID-19.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	30%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Class Size Reduction Teacher in Reading will be hired to work with students to improve their academic performance.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: To increase student lexile levels 5% by the end of the year. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Hire a consultant to conduct training to enhance rigor and relevance to lessons and increase efficacy.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal	50%	80%	100%

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

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Throughout the year, we will use the SCE funds to cover extra duty and supplies for 4 Saturday STAAR Blitz and STAAR tutorials.
    Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	30%	50%	100%

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

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

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

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

 Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Continued implementation of PBIS during staff training's, monthly faculty meetings, monthly PBIS meetings, daily student BBR lessons, and Student Code of Conduct.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of staff and students engage in common language and expectations as outlined by PBIS matrix. **Staff Responsible for Monitoring:** Principal APs BI PBIS committee	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown in the classroom as well as Lockdown drills in large gatherings and lunch settings, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant Principals	100%	100%	100%

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

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate	Nov	Feb	May
Staff Responsible for Monitoring: Principal	90%	90%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate	Nov	Feb	May
Staff Responsible for Monitoring: Principal	90%	90%	90%

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

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Student Code of Conduct meeting takes place in the first month of school and reviewed in January, PBIS and initiatives, and staff will be in hallways during each passing period. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal Assistant Principals Behavior Interventionist	**Formative**		
	Nov	Feb	May
	75%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Student behavior will be addressed using continuum. Teachers were trained in the use of PBIS strategies and on the continuum at the beginning of the school year. Teachers will make first parent contact and document prior to submitting an office referral. We will utilize the PBIS rewards, e-Hall Pass and Educators Handbook. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal Assistant Principals Behavior Interventionist	**Formative**		
	Nov	Feb	May
	40%	50%	75%

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 98%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Teacher/Paraprofessional Attendance: We will create opportunities to celebrate our substitutes and absences will be submitted as far in advance as possible.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%.
    Staff Responsible for Monitoring: Principal
    DI, APs
	Formative		

	Nov	Feb	May
	40%	60%	95%
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Teacher/Paraprofessional feedback, collaboration, and recognition: Staff will receive feedback and teacher appreciation throughout the year.
    Strategy's Expected Result/Impact: Feedback, recognition, and collaboration with teachers and paraprofessionals will increase to 98%.
    Staff Responsible for Monitoring: Principal
    DI, APs
	Formative		

	Nov	Feb	May
	60%	75%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Truitt Staff will participate in Wisdom Wednesday, after school PD, campus and district PD focused on our campus needs including the Fundamental 5, Dr. Hardy - Rigor & Relevance, Model School Conference, Lead4Ward, ESL Strategies, Content Share Sessions, Sibme AI and Coach the Coaches Program, Bullseye Walkthrough Platform and Instructional Team Coaching with Jim Knight.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Small group instruction implementation How data correlates to student growth 1st time instruction Meeting the needs of Subpops Creating anchor charts **Staff Responsible for Monitoring:** Instructional Leadership Team	40%	75%	100%

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

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 50%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: A newsletter will be sent out to include a message from the principal and Parent & Community Liaison with upcoming events and important dates. Campus social media (Facebook, Twitter, Instagram) will also be used to showcase events as well as all important information and updates.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%. **Staff Responsible for Monitoring:** Principal Media Specialist Campus secretary	50%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Parent and Family Engagement: Parents will be invited to participate in several family engagement activities throughout the school. Snacks and materials will be provided.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: School/home partnership will be strengthened. **Staff Responsible for Monitoring:** Leadership Team Teachers	30%	75%	100%

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

2023-2024 CPOC

Committee Role	Name	Position
Non-classroom Professional	Jessica Taylor	Librarian
Classroom Teacher	Anel Garza	LOTE Teacher
Classroom Teacher	Kaila Barron	6th ELAR
Classroom Teacher	Ronda Gray	SPED
Non-classroom Professional	Marjorie Ward	Counselor
Non-classroom Professional	Crystal Imoudu	Counselor
Non-classroom Professional	Paula Jenkins	Counselor
Parent	Ryan Heath	Parent
Classroom Teacher	Kendall Walsh	7th ELAR
Classroom Teacher	Gloria Martin	7th Reading
Classroom Teacher	Deborah DelValle	NAC
Classroom Teacher	Misty Pierce	6th ELAR
Non-classroom Professional	Bertha Salinas-Sanchez	Title 1
Classroom Teacher	Jeison Martinez	7th Math
Classroom Teacher	Alondra Ramirez	8th ELAR
Non-classroom Professional	Kristen Cantu	Testing Coordinator
Classroom Teacher	Taylor Vahrenkamp	6th Math
Classroom Teacher	David Coronado	Life Skills
District-level Professional	Dr. Mo Wong	District Administrator
Administrator	Lauria Waligura	Other School Leader (Nonteaching Professional) #4
Administrator	Amy Martin	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Eva Green	Paraprofessional #2
Paraprofessional #1	Morgan Harvey	Paraprofessional #1
Business Representative #2	Albert Hargrove	Business Representative #2
Business Representative #1	Jennifer Ramirez	Business Representative #1
Community Member #2	Bhumika Afarwal	Community Member #2
Community Member #1	Ignacio Ochoa	Community Member #1

Committee Role	Name	Position
Parent	Laura Blake	Parent
Parent	Jonathan Bruckbauer	Parent
Administrator	Juan Alvarenga	Administrator (LEA) #2
Administrator	Angelica Moulton	Administrator (LEA) #1
Administrator	Matthew Utter	Assistant Principal
Administrator	Wendy Harris	Director of Instruction
Non-classroom Professional	Bethany Bennett	DIHT
Teacher #7	Priscilla Flores	8 ELAR
Teacher #6	Ruby Torres Guzman	8th Science
Teacher #5	Tiffany Willke	Math CCIS
Teacher #4	Kate Jackson	ELAR CCIS
Teacher #3	Bria Robinson	ELAR CCIS
Teacher #2	Jesus Ramos	SS CCIS
Teacher #1	Nickolaus Ruiz	Science CCIS
Principal	Plas Williams	Principal

Addendums

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

Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Math	6	Truitt	MS4	All	445	304	68%	73%	56%	149	33%	38%	24%	52	12%	16%	6%
Math	6	Truitt	MS4	Hispanic	310	197	64%	68%	55%	90	29%	34%	20%	27	9%	14%	4%
Math	6	Truitt	MS4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Truitt	MS4	Asian	26	25	96%	100%	93%	18	69%	73%	75%	11	42%	45%	29%
Math	6	Truitt	MS4	African Am.	67	45	67%	72%	44%	17	25%	30%	12%	7	10%	15%	*
Math	6	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Truitt	MS4	White	34	30	88%	94%	75%	20	59%	62%	31%	6	18%	22%	14%
Math	6	Truitt	MS4	Two or More	7	6	86%	91%	50%	*	*	*	36%	*	*	*	*
Math	6	Truitt	MS4	Eco. Dis.	355	230	65%	70%	54%	104	29%	34%	22%	31	9%	14%	5%
Math	6	Truitt	MS4	Emergent Bilingual	174	86	49%	55%	40%	31	18%	23%	12%	9	5%	10%	*
Math	6	Truitt	MS4	At-Risk	353	218	62%	68%	47%	94	27%	32%	17%	31	9%	14%	4%
Math	6	Truitt	MS4	SPED	49	23	47%	55%	29%	*	*	17%	*	*	*	*	*
Math	7	Truitt	MS4	All	434	218	50%	55%	53%	118	27%	32%	33%	40	9%	14%	11%
Math	7	Truitt	MS4	Hispanic	278	125	45%	50%	50%	56	20%	25%	30%	12	4%	9%	8%
Math	7	Truitt	MS4	Am. Indian	7	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Truitt	MS4	Asian	29	25	86%	92%	93%	20	69%	75%	82%	12	41%	48%	50%
Math	7	Truitt	MS4	African Am.	78	33	42%	47%	42%	17	22%	27%	17%	*	*	*	*
Math	7	Truitt	MS4	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Truitt	MS4	White	31	22	71%	76%	75%	18	58%	63%	53%	8	26%	31%	*
Math	7	Truitt	MS4	Two or More	10	8	80%	85%	50%	5	50%	55%	43%	*	*	*	*
Math	7	Truitt	MS4	Eco. Dis.	338	159	47%	52%	50%	82	24%	29%	30%	26	8%	13%	8%
Math	7	Truitt	MS4	Emergent Bilingual	158	50	32%	37%	45%	20	13%	18%	23%	6	4%	9%	7%
Math	7	Truitt	MS4	At-Risk	345	147	43%	48%	46%	62	18%	24%	27%	20	6%	11%	9%
Math	7	Truitt	MS4	SPED	52	12	23%	28%	24%	5	10%	15%	10%	*	*	*	*
Math	8	Truitt	MS4	All	337	207	61%	66%	61%	88	26%	31%	26%	13	4%	9%	7%
Math	8	Truitt	MS4	Hispanic	232	143	62%	67%	60%	58	25%	30%	23%	*	*	*	5%
Math	8	Truitt	MS4	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Truitt	MS4	Asian	12	7	58%	63%	82%	5	42%	47%	73%	*	*	*	55%
Math	8	Truitt	MS4	African Am.	59	34	58%	62%	56%	12	20%	25%	21%	*	*	*	*
Math	8	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Truitt	MS4	White	23	20	87%	92%	79%	12	52%	57%	50%	*	*	*	*
Math	8	Truitt	MS4	Two or More	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Truitt	MS4	Eco. Dis.	257	159	62%	67%	61%	60	23%	28%	24%	7	3%	8%	6%
Math	8	Truitt	MS4	Emergent Bilingual	137	77	56%	62%	54%	28	20%	26%	21%	5	4%	9%	6%
Math	8	Truitt	MS4	At-Risk	286	170	59%	66%	58%	59	21%	26%	20%	8	3%	8%	5%
Math	8	Truitt	MS4	SPED	57	25	44%	50%	33%	9	16%	21%	*	*	*	*	*
Reading	6	Truitt	MS4	All	446	336	75%	80%	65%	219	49%	54%	45%	98	22%	27%	21%
Reading	6	Truitt	MS4	Hispanic	309	226	73%	78%	61%	140	45%	50%	42%	53	17%	22%	17%
Reading	6	Truitt	MS4	Am. Indian	2	*	*	*	55%	*	*	*	*	*	*	*	*

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Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Reading	6	Truitt	MS4	Asian	26	26	100%	100%	93%	21	81%	86%	89%	16	62%	67%	43%
Reading	6	Truitt	MS4	African Am.	67	51	76%	81%	68%	33	49%	54%	34%	13	19%	24%	15%
Reading	6	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Truitt	MS4	White	35	26	74%	80%	72%	19	54%	61%	61%	12	34%	38%	42%
Reading	6	Truitt	MS4	Two or More	7	6	86%	91%	50%	5	71%	76%	36%	*	*	*	36%
Reading	6	Truitt	MS4	Eco. Dis.	355	261	74%	79%	64%	162	46%	51%	44%	67	19%	24%	17%
Reading	6	Truitt	MS4	Emergent Bilingual	174	110	63%	69%	46%	50	29%	34%	26%	14	8%	13%	7%
Reading	6	Truitt	MS4	At-Risk	353	253	72%	78%	58%	144	41%	46%	35%	56	16%	21%	14%
Reading	6	Truitt	MS4	SPED	49	17	35%	41%	28%	5	10%	19%	13%	*	*	*	*
Reading	7	Truitt	MS4	All	439	274	62%	65%	70%	174	40%	43%	49%	79	18%	21%	24%
Reading	7	Truitt	MS4	Hispanic	280	160	57%	60%	68%	94	34%	37%	46%	36	13%	16%	20%
Reading	7	Truitt	MS4	Am. Indian	7	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Truitt	MS4	Asian	31	28	90%	93%	97%	23	74%	77%	83%	15	48%	51%	55%
Reading	7	Truitt	MS4	African Am.	78	49	63%	66%	67%	29	37%	40%	38%	9	12%	15%	22%
Reading	7	Truitt	MS4	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Truitt	MS4	White	32	25	78%	81%	81%	21	66%	69%	65%	16	50%	53%	32%
Reading	7	Truitt	MS4	Two or More	10	7	70%	73%	71%	*	*	*	57%	*	*	*	36%
Reading	7	Truitt	MS4	Eco. Dis.	341	204	60%	63%	68%	119	35%	38%	46%	52	15%	18%	21%
Reading	7	Truitt	MS4	Emergent Bilingual	159	56	35%	39%	54%	20	13%	16%	31%	6	4%	7%	8%
Reading	7	Truitt	MS4	At-Risk	349	195	56%	60%	64%	105	30%	34%	40%	45	13%	16%	17%
Reading	7	Truitt	MS4	SPED	52	12	23%	26%	30%	6	12%	15%	*	*	*	*	*
Reading	8	Truitt	MS4	All	505	408	81%	84%	70%	250	50%	53%	44%	102	20%	23%	19%
Reading	8	Truitt	MS4	Hispanic	334	265	79%	82%	66%	162	49%	52%	38%	56	17%	20%	12%
Reading	8	Truitt	MS4	Am. Indian	5	*	*	*	83%	*	*	*	*	*	*	*	*
Reading	8	Truitt	MS4	Asian	40	34	85%	88%	91%	28	70%	73%	84%	19	48%	51%	53%
Reading	8	Truitt	MS4	African Am.	79	63	80%	83%	67%	29	37%	39%	35%	11	14%	17%	18%
Reading	8	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Truitt	MS4	White	36	31	86%	89%	90%	22	61%	63%	70%	12	33%	37%	47%
Reading	8	Truitt	MS4	Two or More	11	11	100%	100%	73%	7	64%	70%	55%	*	*	*	*
Reading	8	Truitt	MS4	Eco. Dis.	358	280	78%	82%	68%	164	46%	49%	41%	62	17%	20%	16%
Reading	8	Truitt	MS4	Emergent Bilingual	142	83	58%	62%	52%	35	25%	28%	23%	7	5%	8%	4%
Reading	8	Truitt	MS4	At-Risk	382	292	76%	81%	64%	155	41%	44%	36%	53	14%	17%	12%
Reading	8	Truitt	MS4	SPED	61	27	44%	49%	40%	10	16%	19%	12%	*	*	*	*
Science	8	Truitt	MS4	All	505	350	69%	72%	51%	202	40%	43%	24%	58	11%	14%	10%
Science	8	Truitt	MS4	Hispanic	335	233	70%	73%	46%	125	37%	40%	15%	27	8%	11%	3%
Science	8	Truitt	MS4	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Truitt	MS4	Asian	40	34	85%	88%	84%	27	68%	71%	66%	19	48%	51%	44%
Science	8	Truitt	MS4	African Am.	77	42	55%	57%	45%	23	30%	32%	18%	5	6%	9%	8%
Science	8	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*

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Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Science	8	Truitt	MS4	White	37	30	81%	84%	80%	20	54%	56%	63%	5	14%	*	37%
Science	8	Truitt	MS4	Two or More	11	7	64%	70%	45%	5	45%	53%	45%	*	*	*	*
Science	8	Truitt	MS4	Eco. Dis.	358	236	66%	69%	48%	126	35%	38%	20%	33	9%	12%	7%
Science	8	Truitt	MS4	Emergent Bilingual	142	61	43%	46%	31%	28	20%	23%	11%	5	4%	7%	*
Science	8	Truitt	MS4	At-Risk	383	242	63%	68%	45%	130	34%	38%	17%	32	8%	12%	6%
Science	8	Truitt	MS4	SPED	60	27	45%	50%	28%	10	17%	20%	*	*	*	*	*
Social Studies	8	Truitt	MS4	All	504	276	55%	58%	45%	127	25%	28%	21%	48	10%	12%	6%
Social Studies	8	Truitt	MS4	Hispanic	334	174	52%	55%	38%	75	22%	26%	13%	21	6%	9%	3%
Social Studies	8	Truitt	MS4	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	MS4	Asian	40	32	80%	83%	78%	22	55%	58%	53%	14	35%	38%	22%
Social Studies	8	Truitt	MS4	African Am.	77	32	42%	44%	38%	14	18%	21%	14%	6	8%	11%	*
Social Studies	8	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	MS4	White	37	29	78%	81%	77%	12	32%	34%	63%	6	16%	20%	27%
Social Studies	8	Truitt	MS4	Two or More	11	7	64%	70%	55%	*	*	*	55%	*	*	*	*
Social Studies	8	Truitt	MS4	Eco. Dis.	357	175	49%	52%	42%	76	21%	25%	17%	23	6%	9%	4%
Social Studies	8	Truitt	MS4	Emergent Bilingual	142	46	32%	36%	27%	12	8%	12%	10%	*	*	*	*
Social Studies	8	Truitt	MS4	At-Risk	383	179	47%	51%	36%	75	20%	23%	15%	24	6%	9%	4%
Social Studies	8	Truitt	MS4	SPED	60	17	28%	33%	21%	7	12%	15%	*	*	*	*	*

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

Content	Campus	Cluster	Student Group	Tested 2023	2023: Approaches		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				#	#	%	%	%	#	%	%	%	#	%	%	%
Algebra I	Truitt	MS 4	All	172	171	99%	100%	100%	152	88%	93%	98%	116	67%	72%	72%
Algebra I	Truitt	MS 4	Hispanic	104	104	100%	100%	100%	90	87%	92%	95%	63	61%	66%	63%
Algebra I	Truitt	MS 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Truitt	MS 4	Asian	30	30	100%	100%	100%	30	100%	100%	100%	28	93%	98%	91%
Algebra I	Truitt	MS 4	African Am.	18	17	94%	100%	100%	14	78%	83%	100%	12	67%	72%	50%
Algebra I	Truitt	MS 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Truitt	MS 4	White	14	14	100%	100%	100%	13	93%	98%	100%	10	71%	76%	88%
Algebra I	Truitt	MS 4	Two or More	6	6	100%	100%	100%	5	83%	88%	100%	*	*	*	*
Algebra I	Truitt	MS 4	Eco. Dis.	103	103	100%	100%	100%	89	86%	91%	96%	65	63%	68%	70%
Algebra I	Truitt	MS 4	Emergent Bilingual	7	7	100%	100%	100%	5	71%	76%	100%	*	*	*	67%
Algebra I	Truitt	MS 4	At-Risk	99	98	99%	100%	100%	85	86%	91%	99%	66	67%	72%	69%
Algebra I	Truitt	MS 4	SPED	4	*	*	*	*	*	*	*	*	*	*	*	*

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