

Cypress-Fairbanks Independent School District

Brautigam Center

2024-2025



Mission Statement

District Mission Statement: "We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st century global learners."

Leonard Brautigam Center's Mission Statement: The Brautigam Center will create a safe, nurturing, and challenging learning community where all students are inspired to become productive, self-reliant, lifelong learners. Faculty and staff members pledge to support and mentor each student as well as each other, embracing a "whatever-it-takes" attitude to promote academic, emotional, and social confidence for all.

Vision

The Leonard Brautigam Center's Vision is to: Nurture...Guide...Challenge...Inspire...Every Student, Every Day!

Whatever It Takes




The Brautigam Center staff and students join in a meaningful partnership to ensure student success in achieving their educational and post-graduation goals through rigorous and relevant learning experiences along with a strong dose of caring guidance. At the Brautigam Center, failure is not an option; we do Whatever-It-Takes to reach each student's goal of graduation and assist in decision-making for post-secondary opportunities.




Goals






District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR EOC English, Algebra, Biology, and US History results
district assessments and campus unit exams

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: During the 2024-25 school year, teachers will make independent reading the priority at the beginning of each class. Teachers will determine what skills need to be taught with independent novels and through conferencing with students on a regular basis. English teachers will model with mentor text, and then, they will apply what they modeled to independent text.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: All English Teachers Reading Interventionist Director of Instruction Academic Coordinator Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: WRITING: During the 2024-25 school year, teachers will devise better vertical alignment in the writing process from English I, English II, English III, and English IV classes by using similar writing structures and terminology for STAAR writing. Teachers will give timely feedback to students through writing conferences on a regular basis in all English classes.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: All English Teachers Reading Interventionist Director of Instruction Principal Academic Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: MATH: During the 2024-25 school year, students in mathematics courses will be given warm-up activities and unit pre-tests to determine where a teacher should begin instruction. Students will be placed in cooperative learning groups to enhance mastery of skills, and teachers will utilize many hands-on-activities to highly engage students.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: All Math Teachers Math Interventionist Director of Instruction Principal Academic Coordinator</p>	Formative		
	Nov	Feb	May
			






Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SCIENCE: Teachers will use purposeful questioning techniques, graphic organizers, labs, and small group instruction to build content vocabulary and reading comprehension skills of science content. Through meaningful and purposeful strategies, students will be inspired to read and write in science each day to build vocabulary and to increase reading and writing levels.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: All Science Teachers Director of Instruction Team Leader Principal Academic Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SOCIAL STUDIES: Through the use of teaching methods that address multiple modalities of learning for students, social studies teachers will teach content specific vocabulary. Through purposeful planning and instruction, students will learn how to provide proof/evidence of their answers through inductive/deductive reasoning, feedback, and modeling. To help students improve their reading level, vocabulary, and comprehension level, teachers will utilize reading passages and/or current events to practice providing proof/evidence of answers.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Social Studies Team Leader Principal Director of Instruction Academic Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Small Group Instruction: Students will be taught reading and writing strategies in small groups or individually and math strategies in small groups or individually by our reading interventionist and math interventionist.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Director of Instruction Academic Coordinator All Teachers Principal Reading Interventionist Math Interventionist</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Performance Objective 2: 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.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.







Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students in CTE courses will be tracked throughout the year to determine if they are on track to earn a workforce industry certification.</p> <p>Strategy's Expected Result/Impact: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Academic Coordinator Counselor</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.







Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The graduation rate will be increased by carefully monitoring students' grades during each grading period to ensure students receive credit for the courses they are currently enrolled in.</p> <p>Strategy's Expected Result/Impact: The percentage of students graduating in four years or less will increase by at least 1%.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Academic Coordinator Math Interventionist Reading Interventionist Counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor attendance, grades, and behavioral indicators to identify which students may need extra support throughout the school year to help decrease the dropout rate.</p> <p>Strategy's Expected Result/Impact: The percentage of students graduating in four years or less will increase by at least 1%.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Academic Coordinator Math Interventionist Reading Interventionist Counselor All Teachers</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2024-25 school year, 100% of the district's safety policies will be implemented.







Evaluation Data Sources: Records of safety drills and other required safety procedures: Clear Backpacks, CFPD Canine, Student ID's, ID Blitz, Project Safety Lessons, Electronic Sign IN/OUT

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All staff members of LBC will actively supervise students in classrooms, hallways, and the Student Union to maintain a safe environment for all students. Staff members with cameras will monitor cameras daily, and tip-line will be monitored daily by administrators with rights to tip-line. The staff of LBC will actively supervise students who attend extended day tutoring.</p> <p>Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented.</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Director of Instruction All Brautigam Center Staff Academic Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: All staff with supervision from Safety Team</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Attendance will be monitored: 1. The teacher of record will call home when a student is absent more than three days. 2. The teacher will fill out the "Brautigam Concern Notice" Google form if a student continues to be absent. 3. An administrator will reach out to the student and family to find solutions and/or provide support. Students with exemplary attendance (3 or less absences) are invited to the GAP (Grade Attendance Party) each nine week grading period.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Instruction Counselor Academic Coordinator All Brautigam Center staff members CYS Nurse</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance, excused and unexcused absences.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Instruction Teachers Academic Coordinator</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgement of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports






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. LBC staff members will implement Capturing Kids' Hearts strategies to help educate students how to properly address conflict. LBC staff members will attend professional development that focuses on building relationships.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Assistant Principal Director of Instruction All LBC Staff Members Campus Officers Principal Academic Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our Assistant Principal, Director of Instruction, Principal, and our Academic Coordinator will utilize the CFISD Code of Conduct and our campus discipline procedures as the main resources when addressing student discipline. Implementing Capturing Kids' Hearts campus-wide is vital when helping all teachers and staff members understand the importance of building relationships with our students and the parents/guardians of those students. True North Time will also be implemented each Wednesday campus-wide to complete a Capturing Kids' Heart lesson or a Bringing Out the Best lesson.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: All LBC Staff Members Assistant Principal Director of Instruction Principal Academic Coordinator</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	N/A		
<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>			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/non-teaching professional attendance will increase by 1%.







Evaluation Data Sources: Teacher/Non-Teaching Professional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We provide teachers and paraprofessionals with support needed to do their jobs effectively through frequent campus communication of expectations, professional development opportunities, and mentors for new staff members. Throughout the school year, staff members will give each other "Anchor of Hope" awards. Staff members nominate each other for this award by identifying colleagues who have gone above and beyond to help the campus culture. Our campus also has "The Beacon of Light" award, and this award is obtained by staff members writing "Lighthouse Recognition" notes to colleagues each month. All of the staff members nominated by peers go into a drawing, and the staff member who wins gets a special parking spot for a month and jeans for a month.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Academic Coordinator Assistant Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: Teachers will receive job targeted professional development based on identified needs.



Evaluation Data Sources: Classroom implementation of professional learning, walk-throughs, lesson plans, utilization of staff development opportunities






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff members will receive individualized coaching from our Technology Liaison, Assistant Principal, Principal, Director of Instruction, Team Leaders, Librarian, Capturing Kids' Hearts Pathfinders, reading interventionist, math interventionist, and our Academic Coordinator. We will encourage teachers to attend professional conferences, CKH training, professional development in person and via Zoom specific to their content area, and various other technology platforms.</p> <p>Strategy's Expected Result/Impact: Teachers will feel more confident in their use of technology, Schoology, and various technology platforms. Teachers will develop instructional strategies to effectively teach their content and build positive relationships with students.</p> <p>Staff Responsible for Monitoring: Director of Instruction Principal Assistant Principal Academic Coordinator Technology Liaison Librarian</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High Quality Professional Development: We will continue to implement Capturing Kids' Hearts on our campus, and staff members will continue to be trained in CKH practices to help us build a positive campus culture. This helps staff members build positive relationships with students, parents, and each other, and it helps staff members understand that perseverance, a positive spirit, and relationship building between all students and staff members create a safe learning environment.</p> <p>Strategy's Expected Result/Impact: A positive campus culture</p> <p>Students feeling they are in a safe learning environment which leads to greater student success</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Instruction Academic Coordinator Counselor Assistant Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

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

Evaluation Data Sources: Facebook, Twitter, and Instagram activity, community resources available to our campus, and School Messenger

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will share information with parents/guardians using School Messenger, email, Facebook, Twitter, Instagram, Schoology, and Remind to communicate upcoming information, important dates, and student deadlines.</p> <p>Strategy's Expected Result/Impact: Parent, guardian, and family engagement will increase by 1%.</p> <p>Staff Responsible for Monitoring: All administration Webmaster Teachers Administrative Assistants</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Community Engagement: We will reach out to local businesses and churches to partner with them for resources that will help our students be successful academically and social/emotionally.</p> <p>Strategy's Expected Result/Impact: Community engagement to support our school will increase by 1%</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Counselor Academic Coordinator Teachers Administrative Assistants</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parent and Family Engagement: We will invite parents to Open House, Celebration of Success ceremonies for our graduates, and other special events through School Messenger.</p> <p>Strategy's Expected Result/Impact: Attendance of parents/guardians to special events on campus</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Administrative Assistants Academic Coordinator Counselors All 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>			

CPOC

Committee Role	Name	Position
Principal	Craig Pliskin	Principal (there is only one principal)
Teacher #1	Jonathan Salvador	Teacher
Teacher #2	Amanda Fulton	Teacher
Teacher #3	Tina King	Teacher
Teacher #4	Stacy Hill	Teacher
Teacher #5	Monique Scott	Teacher
Teacher #6	Tracie Pope	Teacher
Teacher #7	Jill Johnson	Teacher
Teacher #8	Nichole Wade	Teacher
Paraprofessional #1	Bianca Thomas	Paraprofessional #1
Other School Leader (Nonteaching Professional) #1	Taryn Rosales	Teacher/Academic Coordinator
Other School Leader (Nonteaching Professional) #2	Brant Dole	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Susan Calda	Director of Instruction
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Heather Bergman	Administrator (LEA) #1
Parent #1	Marisol Soliz	Parent #1
Parent #2	Joe Soliz	Parent #2
Community Representative	Marty Blacklock	Community Resident #1
Community Representative	Kim Blacklock	Community Resident #2
Business Representative	Matt Brown	Business Representative #1
Business Representative	Matt Milks	Business Representative #2

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

High School Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Model reading with anchor passages and texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
 - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
 - Conduct informal and structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
 - Encourage the application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to engage in their learning actively and safely.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
 - Engage with digital texts and resources to create and collaborate with peers.
 - Exercise digital literacy through judicious use of appropriate online resources for the research process.
 - Produce original products in a digital environment.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, FluidMath, 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.

Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face-to-face and digital collaboration;
 - locate and access information and resources stored in different platforms;
 - explore simulations;
 - collect and represent data using probeware and other digital tools;
 - analyze and interpret data using various digital tools;
 - communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond "word-level" performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication
 - locate and access information and resources stored in different platforms such as Schoology
 - receive immediate, individualized feedback
 - connect to speakers outside of the classroom
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s)
 - increase opportunities for individuals participating in unrehearsed communication