Cypress-Fairbanks Independent School District

Aragon Middle School

2023-2024

Mission Statement

Our mission is to **inspire**, **motivate**, and **support** the growth and achievement of all learners.

PBIS R.O.A.R. Attributes

ROAR - Respectful, Organized, Accountable, Reliable

Motto

Lead the Wildcat Way

Vision

We will prepare our students with a quality education that enables them to live successfully in an ever-changing society through effort, mutual respect and focus on our mission and goals.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Aragon Middle School is a campus in Houston, Texas. Aragon opened its doors in 2001. Aragon is projected to serve 1470 students in grades six through eight during the 2023-2024 school year, which is a decrease from the previous year of 1480.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- District and Campus past goals
- Past campus improvement plan
- TAPR / STAAR and EOC accountability information / distinction designations
- TELPAS results and EB progress measure data
- Local reading assessments and local benchmarks
- Attendance data and mobility rates
- Discipline records
- Staff feedback and professional development needs
- Parent engagement data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 9, 2023 and again on September 27, 2023 to develop and finalize the CNA. The meetings were held in the Aragon library at 3:30.

At the first meeting on May 9, 2023, principal, Lloyd Turner welcomed everyone to the meeting. Data from STAAR, TELPAS, the Employee Perception Survey, campus professional development, economically disadvantaged, emergent bilingual and special populations was presented.Strengths and areas of growth were identified. A root cause analysis was performed on the identified areas of need.

At the second meeting on September 27, 2023, principal, Lloyd Turner welcomed everyone to the meeting and discussed the Wildcat Way document. The CPOC committee reviewed Aragon

2023 STAAR data by sub-populations and campus comparisons. Strengths and areas of concern were discussed. The CPOC reviewed the Campus Improvement Plan and provided input on

campus goals and strategies. An ESSER and Title I funding update was provided and discussed. Lastly, the CPOC reviewed and made changes to the Parent School Compact and Written

Parent Involvement Policy. Upcoming events were discussed and members of the CPOC were encouraged to attend before ending the meeting.

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 math. Through the root cause analysis process, we identified that economically disadvantaged and emergent bilingual students are performing below campus expectations due to lack of opportunities with productive struggle and purposeful questions in a small group setting.

Our second identified priority problem is in the area of student achievement, specifically social studies. Through the root cause analysis process, we identified African American, emergent

bilingual and economically disadvantaged students are performing below campus expectations due to a lack of relevant vocabulary used in small group activities and student discourse.

Our third identified priority problem is in the area of discipline, specifically inappropriate physical contact.. Through the root cause analysis process, we identified that students do not understand how to resolve conflict appropriately and respect the personal space of other students.

Student Achievement

Student Achievement Strengths

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

Reading STAAR:

6th Grade: An increase in both Approaches and Meets, All but one sub-population increased at the Approaches and Meets level, All sub-populations increased at the Masters level

7th grade: LEP increased passing in Approaches and Meets, SPED increased passing in Meets

8th grade: SPED increased passing in Meets, LEP increased passing in Masters

Math STAAR:

6th grade: African American percentage increased in Approaches and Masters, SPED increased passing in Approaches

7th grade: Hispanic, African American, LEP, Eco. Dis and SPED increased in Meets

8th grade: Increased in Meets and Masters in the all category and several sub-populations.

Science STAAR:

8th grade: Meets increased in the all, LEP At-Risk and SPED categories.

Social Studies STAAR:

8th grade: Meets increased in the all, LEP, At-Risk and SPED categories.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Based upon the 2022-23 data, Economically Disadvantaged students are performing below campus expectations in Reading. **Root Cause:** RLA: The lack of small group and individualized instruction.

Problem Statement 2: Math: Based upon the 2022-23 data, Economically Disadvantaged and Emergent Bilingual students are performing below campus expectations in Math. **Root Cause:** Math: The lack of opportunities with productive struggle and purposeful questions in a small group setting.

Problem Statement 3: Science: Based upon the 2022-23 data, African American and Economically Disadvantaged students are performing below campus expectations in Science. **Root Cause:** Science: The lack of quality first time instruction through small group activities.

Problem Statement 4: Social Studies: Based upon the 2022-23 data, African American, Emergent Bilingual and Economically Disadvantaged students are performing below campus expectations in Social Studies. **Root Cause:** Social Studies: The lack of relevant vocabulary used in small group activities and student discourse.

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

Employee Perception (Based on 2022-23 School Year)

The following 2023 EPS indicators are at or above 90% (Strongly Agree/Agree): "Opportunities exist for me to think for myself" (97%), "Opportunities for professional growth are available" (92%), "The work I am asked to do directly relates to my job responsibilities" (94%), "Information is available to help me do my job effectively" (94%), "Opportunities are available to provide input" (94%), "Quality work is expected of me" (97%), "Collaboration is encouraged and practiced" (93%), "There are opportunities to discuss my concerns with my campus administrators" (90%), "Information related to my job is accessible" (94%), Staff recognition is built into the school culture" (91%), "I am clear about my job responsibilities" (97%)

Student Attendance

Aragon has a high attendance rate; however, we need to continue to improve on students who take an extended absence from school. For example, students who leave the semester early or are out for more than three days in a row. Aragon continues to promote high attendance.

PBIS and Restorative Discipline Data

Aragon continues to promote restorative practices as opposed to removing students from class to provide consequences. Discipline data has decreased due to restorative practices. Assistant Principals will continue to train on restorative practices and promote positive outcomes with students.

Campus Safety

Aragon students and faculty will become comfortable with safety procedures including mental health and active shooter training. Students receive a safety lessons periodically through Advisory. Students will practice and talk through scenarios to better prepare for a crisis. Students will also participate in guidance lessons that promote mental health.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Based upon the 2022-23 EPS data, staff feels quality of work is not expected from students.   **Root Cause:** School Culture and Climate: The lack of consequences and follow through provided to students who are choosing to not be academically successful.

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.

Aragon welcomes 34 new staff members, which include 13 teachers, 14 para-professionals and 7 administrators/non-teaching professionals. Aragon continues to support and mentor teachers within their first three years of teaching. They will continue to receive training, materials, and support from administration at the campus and district level. Additional staff development offerings for mentors, throughout the year, will enable them to give extra support to our new teachers. Our mentors would like to see additional staff development opportunities for new teachers on classroom management, time management, and handling paperwork.

We will continue to focus on quality recruitment of our Aragon staff while providing a mentoring program for our new teachers and para-professionals that offers consistent emotional, social, and professional support throughout the year.

Staff at Aragon prolong their commitment to student academic success and excellence in education. For the 2023-24 school year, this commitment drives the ongoing focus of attitude, academics and attendance.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There is a decrease in staff attendance. **Root Cause:** Teacher/Paraprofessional Attendance: As the school year progresses, the stress level of teachers and staff increase with the demands of state testing, therefore, teachers are more likely to take days off to manage their personal wellness.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

We are constantly searching for ways to help all of our parents feel more at ease and more comfortable at the start of each new school year. We are committed to providing more activities aimed at the community, as well as greater involvement from community mentors and support groups who are willing to come to Aragon to provide additional support to our students. We are also working to ensure that our parents, VIPS, business and community members know that we genuinely appreciate their support.

Our goal is to continuously reach out to our community with important information in varying formats. We will use a wide range of specificity and depth in our communications with parents to ensure they are inspired to get involved in our school and to make sure they always feel welcome at Aragon.

Additionally, we aim to utilize various opportunities to receive feedback from our parents, several of which are listed below: Face-to face and virtual visits, CPOC, VIPS, campus website, Home Access Center, School Messenger, E-mails, Surveys, Wildcat Express and Cub Camp.

Our VIPS (volunteers) are a constant presence on our campus, assisting in supporting various activities such as the school store, spirit sales, volunteering in classrooms, fund-raising, picture days, health screenings, dance organization, chaperoning, and teacher celebrations among many other levels of support.

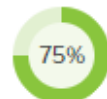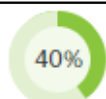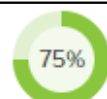**Problem Statements Identifying Parent and Community Engagement Needs**

Problem Statement 1: Parent and Community Engagement: Aragon needs more parent and community activities throughout the year.   **Root Cause:** Parent and Community Engagement : The lack of effort put towards planning and providing activities for parents and the community.
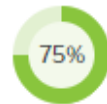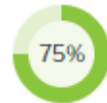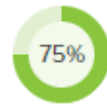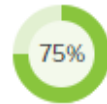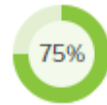
Goals

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

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: Reading and Language Arts teachers will provide small group instruction to model in-depth analysis of texts and writing prompts, and give students opportunities to demonstrate their understanding both orally and in writing using academic language.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Reading and Language Arts Department, Reading and Language Arts CCIS, Administration
	Formative		

	Nov	Feb	May
	40%	75%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: Math teachers will maximize student growth by providing opportunities for productive struggle and justification of thinking through small groups using purposeful questioning strategies to guide student discourse.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Math Department, Math CCIS, Administration
	Formative		

	Nov	Feb	May
	40%	75%	

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Science teachers will increase student performance by maximizing the impact of first time quality instruction using small groups and hands-on activities.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Science Department, Science CCIS, Administration
	Formative		

	Nov	Feb	May
	40%	75%	

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Social Studies: Social Studies teachers will use accessible vocabulary and relevant connections to help students retain historical events using strategies such as small groups, word walls, and student discourse.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Social Studies Department, Social Studies CCIS, Administration	40%	75%	

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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal, PE Teachers	40%	75%	

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Dropout Prevention: Aragon will follow up with at-risk students and those not attending school to find ways that work with families to get kids to school.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Registrar, Counselors, Administration	40%	75%	

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Core Content Teachers, CCIS, Administration	40%	75%	

Strategy 8 Details	**Formative Reviews**		
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: Bringing Out the Best activities, PBIS lessons and leadership, character building, Student Council, a variety of clubs, fine arts activities, and UIL athletics.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** All staff	40%	75%	

Strategy 9 Details	Formative Reviews		
Strategy 9: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Salaries and Benefits: A Behavior Interventionist was hired to support student discipline and staff management strategies. Extra Duty Pay: Staff will get paid to provide tutorials and plan after school activities. Temporary Workers: Temporary workers will work with students to provide interventions in an effort to meet CIP targets. Professional Development: Staff will attend local and/or national professional development in order to strengthen understanding of behavioral and instructional practices. Parent and Family Engagement Activities: Opportunities for parents and the community to interact with school staff and attend events will be provided. Supplies: Instructional supplies will be provided to staff and students in order to support student engagement and learning. Online Learning Resources: Emergent Bilingual students will utilize Summit K12 to increase listening, speaking, reading and writing proficiency. **Staff Responsible for Monitoring:** Principal, Director of Instruction	40%	75%	

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their reading and math academic performance.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will show growth in reading and math academic scores to meet CIP targets. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Language Arts CCIS, Math CCIS, Academic Achievement Specialist	40%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class Size Reduction Teacher in Social Studies will be hired to work with students to improve their academic performance and meet CIP targets.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will show growth in academic scores throughout the school year and perform at the Approaches level on State assessments. **Staff Responsible for Monitoring:** Principal	40%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Mental Health Supports: Second Step - Students will participate in weekly advisory lessons.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will participate in lessons throughout the year that increase self-awareness, self-management, social awareness, relationship skills and responsible decision making. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Academic Achievement Specialist	40%	75%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Support: Students in grades 6-8 will participate in IXL Learning through rotation activities and closing the gap time.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students' understanding of math concepts and math scores will increase on DPMs and STAAR. **Staff Responsible for Monitoring:** Director of Instruction, Academic Achievement Specialist, Math CCIS, Math Teachers	N/A	N/A	

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

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk through after school tutorials and temporary workers.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS, CCIS and Core Content Teachers	40%	75%	
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

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: Students in all grade levels will receive safety lessons periodically though Advisory. Lessons will include procedures and scenarios to be discussed and practiced as a class with the teacher.
    Strategy's Expected Result/Impact: Students will know how to react in an emergency situation.
    Staff Responsible for Monitoring: All campus staff
	Formative		

	Nov	Feb	May
	40%	75%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Assistant Principal
	Formative		

	Nov	Feb	May
	40%	75%	

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** All campus staff, Registrar, Administration	**Nov**	**Feb**	**May**
	40%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Registrar, Administration	**Nov**	**Feb**	**May**
	45%	75%	

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

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. Aragon will continue to provide violent prevention training through counseling and assistant principal grade level meetings.
    Strategy's Expected Result/Impact: Violent incidents will be 0%
    Staff Responsible for Monitoring: Assistant Principals, Counselors, BI, Principal
	Formative		

	Nov	**Feb**	**May**
	40%	75%	
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. Administrators and teachers will provide more restorative discipline practices including restorative circles in an effort to reduce student discipline data.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, BI, Principal
	Formative		

	Nov	**Feb**	**May**
	40%	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 by 10%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Aragon will provide attendance awards for staff with perfect attendance and recognition for those with fewer than two absences a semester.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Substitute Representative, Appraisers	40%	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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Aragon will provide on-campus professional development each month to all staff in an effort to increase technology understanding, classroom management and engagement. We will also suggest district provided professional development for more targeted development of teachers.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will participate in professional developments and use learned strategies in their classroom. The CCIS/Appraiser will conduct walk-throughs to observe implementation. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Technology Liaison, Administration, CCIS	40%	75%	
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, community family engagement will increase by 10%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Multiple opportunities will be provided for campus families and the community to become involved including but not limited to Cub Camp, Wildcat Express, Multicultural Festival, Game Nights, Book Swaps, VIPS Meetings, CPOC, School Store, Grade Level Events, PIE Mentors, Reading Buddies and fundraisers.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** All Teachers, CCIS, Administrative Team	40%	75%	

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

2023-2024 CPOC

Committee Role	Name	Position
Principal	Lloyd Turner	Principal
Teacher #1	Andrea Twidwell	Teacher #1
Teacher #2	Angela Eads	Teacher #2
Teacher #3	Yolanda Figgs	Teacher #3
Teacher #4	Kari Jickling	Teacher #4
Teacher #5	Caitlan Lacey	Teacher #5
Teacher #6	Victoria Leon	Teacher #6
Teacher #7	Maurice Rausaw	Teacher #7
Teacher #8	Lorri Thompson	Teacher #8
Other School Leader (Nonteaching Professional) #1	Stephanie Castro	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Kendall Parr	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Linda Sams	Administrator (LEA) #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Parent #1	Amanda Ball	Parent #1
Parent #2	Valerie Effinger	Parent #2
Community Member #1	Teri Tidmore	Community Member #1
Community Member #2	Sherri Thrash	Community Member #2
Business Representative #1	Tara Hall	Business Representative #1
Business Representative #2	Sam Masa	Business Representative #2
Paraprofessional #1	Amy Dunn-Masa	Paraprofessional #1
Paraprofessional #2	Beth Wallace	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Katrina Skinner	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Toni Williams	Other School Leader (Nonteaching Professional) #4
Paraprofessional	Gracie Uvalle	Paraprofessional #3
Administrator	Melissa Bradley	
Non-classroom Professional	Lara Edge	

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	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Reading	6	Aragon	MS 1	All	440	370	84%	86%	2%	272	62%	64%	2%	129	29%	35%	6%
Reading	6	Aragon	MS 1	Hispanic	186	149	80%	82%	2%	100	54%	56%	2%	31	17%	23%	6%
Reading	6	Aragon	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Aragon	MS 1	Asian	50	46	92%	94%	2%	39	78%	80%	2%	28	56%	62%	6%
Reading	6	Aragon	MS 1	African Am.	70	55	79%	81%	2%	40	57%	59%	2%	16	23%	29%	6%
Reading	6	Aragon	MS 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Aragon	MS 1	White	110	99	90%	92%	2%	78	71%	73%	2%	48	44%	50%	6%
Reading	6	Aragon	MS 1	Two or More	22	19	86%	88%	2%	13	59%	61%	2%	5	23%	29%	6%
Reading	6	Aragon	MS 1	Eco. Dis.	211	162	77%	79%	2%	105	50%	52%	2%	26	12%	18%	6%
Reading	6	Aragon	MS 1	LEP Current	79	52	66%	68%	2%	19	24%	26%	2%	*	*	*	*
Reading	6	Aragon	MS 1	At-Risk	255	189	74%	76%	2%	106	42%	44%	2%	27	11%	17%	6%
Reading	6	Aragon	MS 1	SPED	50	25	50%	52%	2%	13	26%	28%	2%	*	*	*	*
Reading	7	Aragon	MS 1	All	503	446	89%	91%	2%	343	68%	70%	2%	191	38%	43%	5%
Reading	7	Aragon	MS 1	Hispanic	206	180	87%	89%	2%	130	63%	65%	2%	64	31%	36%	5%
Reading	7	Aragon	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Aragon	MS 1	Asian	52	47	90%	92%	2%	39	75%	77%	2%	31	60%	65%	5%
Reading	7	Aragon	MS 1	African Am.	86	72	84%	86%	2%	54	63%	65%	2%	26	30%	35%	5%
Reading	7	Aragon	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Aragon	MS 1	White	141	129	91%	93%	2%	108	77%	79%	2%	63	45%	50%	5%
Reading	7	Aragon	MS 1	Two or More	16	16	100%	100%	0%	11	69%	71%	2%	7	44%	49%	5%
Reading	7	Aragon	MS 1	Eco. Dis.	213	179	84%	86%	2%	124	58%	60%	2%	59	28%	33%	5%
Reading	7	Aragon	MS 1	LEP Current	49	34	69%	71%	2%	16	33%	35%	2%	*	*	*	*
Reading	7	Aragon	MS 1	At-Risk	259	206	80%	82%	2%	129	50%	52%	2%	57	22%	27%	5%
Reading	7	Aragon	MS 1	SPED	60	31	52%	54%	2%	18	30%	32%	2%	*	*	*	*
Reading	8	Aragon	MS 1	All	549	496	90%	94%	4%	386	70%	75%	5%	216	39%	44%	5%
Reading	8	Aragon	MS 1	Hispanic	244	216	89%	93%	4%	159	65%	70%	5%	74	30%	35%	5%
Reading	8	Aragon	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Aragon	MS 1	Asian	59	58	98%	100%	2%	51	86%	91%	5%	42	71%	76%	5%
Reading	8	Aragon	MS 1	African Am.	93	78	84%	88%	4%	53	57%	62%	5%	27	29%	34%	5%
Reading	8	Aragon	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Aragon	MS 1	White	137	131	96%	100%	4%	114	83%	88%	5%	67	49%	54%	5%
Reading	8	Aragon	MS 1	Two or More	14	12	86%	90%	4%	8	57%	62%	5%	5	36%	41%	5%
Reading	8	Aragon	MS 1	Eco. Dis.	255	217	85%	89%	4%	150	59%	64%	5%	76	30%	35%	5%
Reading	8	Aragon	MS 1	LEP Current	66	47	71%	75%	4%	25	38%	43%	5%	10	15%	20%	5%
Reading	8	Aragon	MS 1	At-Risk	262	218	83%	87%	4%	142	54%	59%	5%	64	24%	29%	5%
Reading	8	Aragon	MS 1	SPED	50	22	44%	48%	4%	10	20%	25%	5%	*	*	*	*

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	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Math	6	Aragon	MS 1	All	439	354	81%	83%	2%	215	49%	54%	5%	110	25%	27%	2%
Math	6	Aragon	MS 1	Hispanic	186	136	73%	75%	2%	70	38%	43%	5%	26	14%	16%	2%
Math	6	Aragon	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Aragon	MS 1	Asian	50	47	94%	96%	2%	41	82%	87%	5%	28	56%	58%	2%
Math	6	Aragon	MS 1	African Am.	70	55	79%	81%	2%	27	39%	44%	5%	11	16%	18%	2%
Math	6	Aragon	MS 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Aragon	MS 1	White	110	96	87%	89%	2%	69	63%	68%	5%	42	38%	40%	2%
Math	6	Aragon	MS 1	Two or More	21	18	86%	88%	2%	8	38%	43%	5%	*	*	*	*
Math	6	Aragon	MS 1	Eco. Dis.	211	155	73%	75%	2%	73	35%	40%	5%	21	10%	12%	2%
Math	6	Aragon	MS 1	LEP Current	79	43	54%	56%	2%	15	19%	24%	5%	6	8%	10%	2%
Math	6	Aragon	MS 1	At-Risk	254	175	69%	71%	2%	73	29%	34%	5%	29	11%	13%	2%
Math	6	Aragon	MS 1	SPED	50	30	60%	62%	2%	6	12%	17%	5%	*	*	*	*
Math	7	Aragon	MS 1	All	499	383	77%	80%	3%	275	55%	57%	2%	94	19%	24%	5%
Math	7	Aragon	MS 1	Hispanic	207	157	76%	79%	3%	104	50%	52%	2%	28	14%	19%	5%
Math	7	Aragon	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Aragon	MS 1	Asian	49	43	88%	91%	3%	37	76%	78%	2%	24	49%	54%	5%
Math	7	Aragon	MS 1	African Am.	86	55	64%	67%	3%	33	38%	40%	2%	8	9%	14%	5%
Math	7	Aragon	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Aragon	MS 1	White	140	114	81%	84%	3%	93	66%	68%	2%	32	23%	28%	5%
Math	7	Aragon	MS 1	Two or More	16	13	81%	84%	3%	8	50%	52%	2%	*	*	*	*
Math	7	Aragon	MS 1	Eco. Dis.	215	151	70%	73%	3%	99	46%	48%	2%	20	9%	14%	5%
Math	7	Aragon	MS 1	LEP Current	49	27	55%	58%	3%	13	27%	29%	2%	*	*	*	*
Math	7	Aragon	MS 1	At-Risk	258	157	61%	64%	3%	93	36%	38%	2%	26	10%	15%	5%
Math	7	Aragon	MS 1	SPED	60	25	42%	45%	3%	12	20%	22%	2%	*	*	*	*
Math	8	Aragon	MS 1	All	292	219	75%	79%	4%	134	46%	48%	2%	32	11%	13%	2%
Math	8	Aragon	MS 1	Hispanic	150	109	73%	77%	4%	68	45%	47%	2%	9	6%	8%	2%
Math	8	Aragon	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Aragon	MS 1	Asian	21	19	90%	94%	4%	16	76%	78%	2%	9	43%	45%	2%
Math	8	Aragon	MS 1	African Am.	66	47	71%	75%	4%	21	32%	34%	2%	*	*	*	*
Math	8	Aragon	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Aragon	MS 1	White	48	40	83%	87%	4%	27	56%	58%	2%	11	23%	25%	2%
Math	8	Aragon	MS 1	Two or More	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Aragon	MS 1	Eco. Dis.	168	117	70%	74%	4%	68	40%	42%	2%	16	10%	12%	2%
Math	8	Aragon	MS 1	LEP Current	60	37	62%	66%	4%	22	37%	39%	2%	6	10%	12%	2%
Math	8	Aragon	MS 1	At-Risk	188	126	67%	71%	4%	66	35%	37%	2%	17	9%	11%	2%
Math	8	Aragon	MS 1	SPED	49	26	53%	57%	4%	5	10%	12%	2%	*	*	*	*

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	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Science	8	Aragon	MS 1	All	550	495	90%	92%	2%	388	71%	73%	2%	167	30%	35%	5%
Science	8	Aragon	MS 1	Hispanic	244	215	88%	90%	2%	157	64%	66%	2%	52	21%	26%	5%
Science	8	Aragon	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Aragon	MS 1	Asian	59	59	100%	100%	0%	52	88%	90%	2%	39	66%	71%	5%
Science	8	Aragon	MS 1	African Am.	94	75	80%	82%	2%	47	50%	52%	2%	13	14%	19%	5%
Science	8	Aragon	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Aragon	MS 1	White	137	133	97%	99%	2%	121	88%	90%	2%	58	42%	47%	5%
Science	8	Aragon	MS 1	Two or More	14	12	86%	88%	2%	10	71%	73%	2%	5	36%	41%	5%
Science	8	Aragon	MS 1	Eco. Dis.	256	213	83%	85%	2%	152	59%	61%	2%	55	21%	26%	5%
Science	8	Aragon	MS 1	LEP Current	66	47	71%	73%	2%	30	45%	47%	2%	6	9%	14%	5%
Science	8	Aragon	MS 1	At-Risk	262	214	82%	84%	2%	144	55%	57%	2%	50	19%	24%	5%
Science	8	Aragon	MS 1	SPED	51	29	57%	59%	2%	14	27%	29%	2%	*	*	*	*
Social Studies	8	Aragon	MS 1	All	547	412	75%	80%	5%	232	42%	47%	5%	121	22%	27%	5%
Social Studies	8	Aragon	MS 1	Hispanic	243	168	69%	74%	5%	82	34%	39%	5%	37	15%	20%	5%
Social Studies	8	Aragon	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Aragon	MS 1	Asian	58	55	95%	100%	5%	45	78%	83%	5%	31	53%	58%	5%
Social Studies	8	Aragon	MS 1	African Am.	93	59	63%	68%	5%	26	28%	33%	5%	8	9%	14%	5%
Social Studies	8	Aragon	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Aragon	MS 1	White	137	119	87%	92%	5%	74	54%	59%	5%	43	31%	36%	5%
Social Studies	8	Aragon	MS 1	Two or More	14	10	71%	76%	5%	5	36%	41%	5%	*	*	*	*
Social Studies	8	Aragon	MS 1	Eco. Dis.	255	165	65%	70%	5%	84	33%	38%	5%	37	15%	20%	5%
Social Studies	8	Aragon	MS 1	LEP Current	66	32	48%	53%	5%	10	15%	20%	5%	5	8%	13%	5%
Social Studies	8	Aragon	MS 1	At-Risk	260	158	61%	66%	5%	70	27%	32%	5%	33	13%	18%	5%
Social Studies	8	Aragon	MS 1	SPED	50	14	28%	33%	5%	*	*	*	*	*	*	*	*

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

Level	Campus	EOC	2023 Cluster	Student Group	Tested 2023	2023: Approaches		2024 Approaches Incremental	% Approaches Growth Needed	2023: Meets		2024 Meets Incremental Growth	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth	% Masters Growth Needed
					#	#	%	%	%	#	%	%	%	#	%	%	%
MS	Aragon	Algebra I	MS 2	All	260	259	100%	100%	0%	248	95%	98%	3%	206	79%	84%	5%
MS	Aragon	Algebra I	MS 2	Hispanic	94	94	100%	100%	0%	87	93%	96%	3%	69	73%	78%	5%
MS	Aragon	Algebra I	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
MS	Aragon	Algebra I	MS 2	Asian	40	40	100%	100%	0%	40	100%	100%	0%	39	98%	100%	2%
MS	Aragon	Algebra I	MS 2	African Am.	27	26	96%	100%	4%	25	93%	96%	3%	18	67%	72%	5%
MS	Aragon	Algebra I	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
MS	Aragon	Algebra I	MS 2	White	90	90	100%	100%	0%	87	97%	100%	3%	75	83%	88%	5%
MS	Aragon	Algebra I	MS 2	Two or More	8	8	100%	100%	0%	8	100%	100%	0%	5	63%	68%	5%
MS	Aragon	Algebra I	MS 2	Eco. Dis.	87	87	100%	100%	0%	81	93%	96%	3%	66	76%	81%	5%
MS	Aragon	Algebra I	MS 2	Emergent Bilingual	6	6	100%	100%	0%	6	100%	100%	0%	5	83%	88%	5%
MS	Aragon	Algebra I	MS 2	At-Risk	74	74	100%	100%	0%	71	96%	99%	3%	55	74%	79%	5%
MS	Aragon	Algebra I	MS 2	SPED	1	*	*	*	*	*	*	*	*	*	*	*	*

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