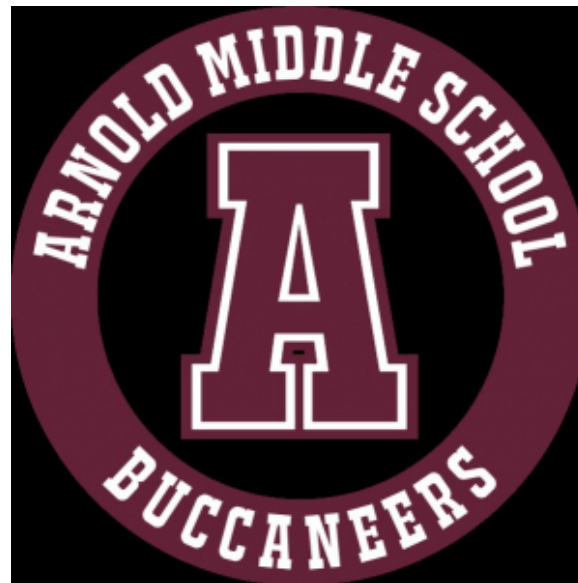


Cypress-Fairbanks Independent School District

Arnold Middle School

2023-2024



Mission Statement

The parents, students, and staff at Arnold Middle School, working together as a team with the community, are committed to creating a safe, supportive, and structured environment which honors diversity, life-long learning, effective communication, competent problem solving, and responsibility in an ever changing world.

Vision

At Arnold, our vision is to become the very BEST version of ourselves.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Arnold Middle School is a campus in Cypress, Texas. Arnold Middle School opened its doors in 1956. Arnold Middle School is projected to serve 1450 students in grades 6, 7, and 8 during the 2023-2024 school year, which is an increase from the previous year of 1420.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Arnold Middle School'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 Performance
- Spring 2023 Benchmark Performance
- Discipline Data
- Attendance Data
- Student Surveys
- Staff Surveys

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 17, 2023 and again on September 20, 2023 to develop and finalize the CNA. The meetings were held in via Zoom starting at 3:45 p.m.

At the first meeting on May 17, 2023, principal Amby Clinkscale greeted our guests. The progress towards CIP strategies were reviewed, data utilized to evaluate progress was discussed, relevant future plans related to strategies were shared, and input was sought. CPOC members determined and completed summative evaluation of Goals 1, 2, 3 and 4 from the 2022-23 CIP. Data process and team evaluations of 22-23 problem statements, root causes and strategies were discussed. Strengths and

needs based on 22-23 data were identified for content areas. CPOC members discussed and determined strengths from 22-23 and needs for 23-24. CPOC members identified specific strengths and needs for the 23-24 CIP. The proposed 23-24 Title 1 budget was shared and input was sought.

At the second meeting on September 20, 2023, the CPOC reviewed 2023 STAAR data, with a focus on performance at the meets and masters level. Differences between the 2023 STAAR test and previous assessments were shared. The CPOC determined performance objective targets for STAAR 2024 assessments. Needs assessments for goals were discussed, and data processes were shared. Problem statements and root causes for content areas and goals 1, 2, 3, and 4 were discussed. Strategies for campus improvement were finalized. Additional input was sought.

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 students who are economically disadvantaged are under performing non-economically disadvantaged students on state assessments. Through the root cause analysis process, we identified teachers need to plan more extensively for rigor, relevance, processing, and extensions.

Our second identified priority problem is in the area of student achievement, specifically AA students are under performing other student groups. Through the root cause analysis process, we identified teachers need to plan more extensively for rigor, relevance, processing, and extensions.

Our third identified priority problem is in the area of discipline, specifically that some students struggle with peer to peer and student to teacher interactions which often leads to discipline referrals. Through the root cause analysis process, we identified these relationships could be further improved by honing skills necessary to connect with students.

Student Achievement

Student Achievement Strengths

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

RLA

- 81% of our sixth graders scored at the Approaches level, which is 1% above District, and 5% above our cluster schools
- 6th grade student groups outperformed our cluster schools at the Approaches level
- Five of our student groups outperformed the District at the Meets level.
- The percentage of sixth graders scoring at the Meets level was 6% higher than our campus target.
- 6 of 8 student groups exceed the campus target
- 7 of 8 student groups outperformed our cluster schools
- 7 of 8 sixth grade student groups scored at or above the cluster average for Masters
- Hispanic, White, Emergent Bilinguals and students receiving SPED services outperformed the District at the Masters level
- Hispanic, African American, Economically Disadvantaged, Emergent Bilingual, and SPED seventh grade student groups scored above the District for Approaches.
- 7 of 8 seventh grade student groups scored at or above the cluster average for Approaches.
- 6 of 8 seventh grade student groups scored at or with the cluster average for Masters.
- 6 of 8 eighth grade student groups scored above the District for Approaches
- 7 of 8 eighth grade student groups scored at or above the average for our cluster schools for Approaches
- 7 of 8 eighth grade student groups scored above the average for our cluster schools for Meets
- 7 of 8 eighth grade student groups scored above the average for our cluster schools for Masters

Math

- 7 of 8 sixth grade student groups scored at or above the District average for Approaches
- 49% of sixth grade students scored at the Meets level on the redesigned STAAR test, which was 2% above the district average and 3% above our target.
- Even with the redesigned test, Hispanic, White, Economically Disadvantaged, and At-Risk student groups in sixth grade exceeded the target performance and District average.
- The percentage of sixth grade students scoring at the Masters level increased by 3%
- 7 of 8 sixth grade student groups scored at or above the District average for Masters.
- 3 of our seventh grade student groups scored at or above the District average for Meets
- Emergent Bilingual seventh graders met their target
- African American seventh graders scored above the District average for Masters
- 7 of 8 eighth grade student groups scored at or above the District average for Approaches
- Eighth grade Emergent Bilinguals scored 5% above the target goal for Approaches
- Our eighth graders scoring in the Meets range was 4% higher than the District average
- Eighth grade at risk and Hispanic student groups out performed their Meets level targets
- Emergent Bilingual student group and students receiving special education services exceeded their target for Masters
- 6 of 8 student groups out performed the District average at the Meets level
- All eighth grade student groups scored at or above the District average for Master
- 97% of Algebra students scored at Meets level, which was 2% higher than the District average
- Hispanic, African American, Economically Disadvantaged, and At-Risk student groups scored above the District
- 78% of Algebra students scored at the Masters level, which was 1% higher than the District
- Students in the African American student group exceeded the target for scoring at the Masters level by 9% in Algebra
- Hispanic, African American, Economically Disadvantaged, and At-Risk student groups scored above the District for Masters in Algebra

Science

- All student groups met or surpassed district average for Approaches
- All student groups outperformed our cluster schools for Approaches, six by double digits
- All student groups surpassed their target for Meets
- 7 of 8 student groups outperformed the District average for Meets
- All student groups surpassed the cluster average for Meets
- 6 of 8 student groups exceeded the District average for Masters
- 6 of 8 student groups exceeded the cluster average for Masters
- SPED, Emergent Bilingual, and At-Risk student groups exceeded their targeted performance for Masters

Social Studies

- All student groups surpassed District average for Approaches
- All student groups surpassed cluster average for Approaches
- 7 of 8 student groups exceeded the District average for Meets
- All student groups exceeded the cluster average for Meets
- All student groups exceeded the District average for Masters
- All student groups exceeded the cluster average for Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: The percentage of Econ. Disadvantaged. Students achieving meets and masters is at least 10% below grade level peers. **Root Cause:** RLA: Teams are not specifically planning extension activities to increase rigor for students once they have met the standard.

Problem Statement 2: Math: Our economically disadvantaged students are under performing when compared to other groups. **Root Cause:** Math: Strategies that increase rigor and engagement are not consistently implemented which results in a lack of relevance and engagement.

Problem Statement 3: Science: Our AA student group is under performing other groups on STAAR. **Root Cause:** Science: Teachers need to create experiences and relevance.

Problem Statement 4: Social Studies: Economically Disadvantaged students are under-performing in approaches, meets, and masters on STAAR. **Root Cause:** Social Studies: Teachers need to specifically plan to include more processing activities.

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.

We are excited to welcome all of our students back to campus this school year. We continue to work with students and families to increase daily attendance. The overall climate on the campus is positive and welcoming. Teachers continue to create environments that welcome students.

Our students participated in a survey which indicated most students-

- Have friends at school
- Know how they learn best and are given opportunities to demonstrate their learning in that way
- Are required to write in complete sentences
- Are challenged to think in their classes
- Think they will use what they are learning in their future

Our Spring 2023 PBIS Set Visit indicated-

- Students were actively engaged in learning
- Staff was actively monitoring and circulating among students
- Prompting or redirecting desired behavior expectations
- Effective time management
- Procedures and routines were in place and being used
- Students were taught the matrix and behavior expectations
- Teachers utilize PBIS rewards to acknowledge positive behavior

We continue to require 100% of our students to wear badges at all times on campus, and we have put in place additional strategies to ensure students are wearing badges as they enter the building. Students wear grade-level specific lanyards to further ensure identification. We continue to work with the students on the concept of “see something, say something.” Students participate in all of our safety drills and receive specific instructions to remind them of their expectations. We are enforcing with fidelity the district’s clear backpack policy.

We continue to improve our processes put in place to ensure student safety and an academic focus on our campus. We believe this will help meet the needs and goals of decreasing overall discipline incident reports and increase student achievement. Our assistant principals work closely with our teachers and parents to help provide foundations for future success in the classroom. In May 2023, we held a professional development session with teachers to get their feedback on and improve our PBIS matrix, student survey responses, EPS results, processes, and procedures on the campus. Staff suggestions and ideas will be implemented in various forms throughout the school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Some students struggle with peer to peer and student to teacher interactions which often leads to discipline referrals. **Root Cause:** Teacher to student and student to student relationships could be further improved by honing skills necessary to connect with students.

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.

Arnold staff members prolong their commitment to student academic success and excellence in education. This commitment drives the ongoing focus of fostering brain-based instructional and management strategies, PBIS in the classroom, high-quality relevant curriculum, a safe learning environment and ongoing assessment to prepare students for their future. As indicated in past Employee Perception Surveys, the majority enjoy a positive career experience at Arnold.

Our Spring 2023 Employee Perception Survey indicated 90% or more of the staff agreed -

- Opportunities exist think for ourselves
- Opportunities exist for professional development
- The work we are asked to do directly relate to our job
- Information is available for us to do their job effectively
- Procedures are implemented to keep us safe
- Quality work is expected of us
- Collaboration is encouraged and practiced
- Opportunities exist to discuss concerns with campus administration
- Decisions are data driven
- Job expectations are clear

Our new teacher induction program provided support for new teachers so they will remain at Arnold in the future. Teachers had the opportunity to provide input in most campus decisions and autonomy to make their own decisions based on the needs of their students. Arnold welcomes 34 new staff members this school year filling vacancies left by teachers who have received promotions, retired or relocated. We will continue to focus on quality recruitment and retention of our Arnold staff while providing a mentoring program for our new teachers that offers consistent emotional, social, and professional support throughout the year. Our new teachers will receive professional development in best practices for classroom management and instruction, working with students' emotional needs, technology, and brain-based teaching strategies.

One hundred percent of Arnold staff members participated in professional development during the 22-23 school year. Teachers had the flexibility to design their own professional development plan based in their professional goals in addition to campus-wide initiatives. In preparation for the 23-24 school year, our staff participated in a book study of Emotional Poverty in All Demographics. Teachers will participate in professional development session to learn and discuss strategies for instruction, behavior management, and relationship building. In May 2023, we held a professional development session with teachers to get their feedback on and improve our PBIS matrix, student survey responses, EPS results, processes, and procedures on the campus. Staff suggestions and ideas will be implemented in various forms throughout the school year. Teachers continue to have many options to tailor professional development to their own goals. To support teachers, the district has implemented teacher workdays. At Arnold, teachers design how to use these days to best fit their own personal needs.

We are very grateful for the hardworking, dedicated educators that support our Buccaneers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: : Paraprofessional and teachers are more likely to be absent on Mondays and Fridays. Substitutes are less likely to fill needed positions on these days causing additional strain to campus professionals. **Root Cause:** Teacher/Paraprofessional Attendance: Some staff members don't realize the crucial impact of their daily attendance (excluding health required absences) on instruction, and how challenging it is to adequately cover classes with a substitute or campus professional.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Arnold hosts events for parents throughout the school year. Each year we invite parents and students to attend Buc Express, which gives parents an opportunity to purchase items for the upcoming school year and walk their child's schedule. Sixth grade students are invited to participate in a Sixth Grade Buc Camp as a special way to welcome our sixth-grade students. During this camp, students met their Anchor Time teachers and classmates, participated in team-building activities and learned about various processes we have at Arnold. Each student received a t-shirt free of charge to commemorate the event which denotes their high school graduation year.

Open House provides an opportunity for parents to visit each of their child's teachers and interact with other community members during our come-and-go format. During Open House, parents have a chance to learn more about our Title I plan and budget. Our virtual Fifth to Sixth Grade Electives Showcase sent to the families of incoming sixth graders showcases our fine arts programs and elective options for all students to connect to a program at Arnold.

Responses to past surveys indicate that most parents attend functions when their child is performing. In direct response to this, we created our Student Showcase. Our Student Showcase event allows students and parents to experience learning in a fun way together. We look forward to hosting that event in the spring along with additional family night events. Our fine arts and athletic departments offer numerous opportunities for parents to watch student performances.

In addition to the implementation of electronic campus newsletters, we have increased our presence on social media so we can showcase the great things going on with students and share current events and information.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Most parents only attend school events if their student is directly involved. **Root Cause:** Parent and Community Engagement : We need to provide parents and community members with opportunities that showcase student involvement in addition to concerts and athletic events.





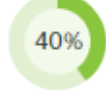

Goals







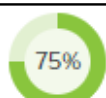
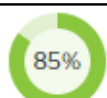
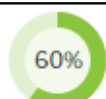
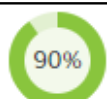
Revised/Approved: September 20, 2023









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: Teachers will plan extension activities each week to increase the rigor for students who met the standard. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: RLA Teachers RLA CCIS Campus Appraisers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teams will determine and identify specific engagement strategies differentiated in rigor to target students level of understanding. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Math Teachers Math CCIS Campus Appraisers	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will plan experiences and exposures to increase rigor, relevance and value of education during team planning sessions. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Science Teachers Science CCIS Campus Administrators	Formative		
	Nov	Feb	May
			













Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Teachers will incorporate opportunities to process content by using reading and writing strategies. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Social Studies Teachers Social Studies CCIS Campus Appraisers	Formative		
	Nov	Feb	May
			
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
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: Academic Achievement Specialists will track data on students who have a history of failing averages in multiple courses, an indicator of potential drop-out risk, and meet with campus staff. Strategy's Expected Result/Impact: Student absences will decrease and grades will improve. Staff Responsible for Monitoring: AAS	Formative		
	Nov	Feb	May
			
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. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: CCISs AASs	Formative		
	Nov	Feb	May
			
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, PBIS lessons, character building, Student Council, fine arts programs, UIL athletics, Soccer Start and Dierker's Champs Baseball. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Director of Instruction Counselors AASs	Formative		
	Nov	Feb	May
			

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. 1. Salaried Staff: Additional teachers will lower the student-teacher ratio to assist in meeting or exceeding targets on the attached CIP target tables. 2. Temporary Workers -Temporary workers will provide instructional interventions for students and support the needs of students who are at-risk. to assist in meeting or exceeding targets on the attached CIP target tables. 3. Educators Handbook - Increase effective communication between faculty and administration to identify students in need of services resulting in more frequent feedback to teachers. 4. Paper - Enhance effective instruction for students to assist in meeting or exceeding targets on the attached CIP target tables. 5. Extra Duty Pay - Provide extended school day opportunities for students to assist in meeting or exceeding targets on the attached CIP. 6. Summit K12 - Meet or exceed the targets on the attached CIP target tables for RLA. 7. PBIS Rewards - Increase in positive student behaviors that align with our PBIS matrix. 8. Temporary Workers - Temporary worker will support the needs of at-risk students through coaching teachers on implementation of effective instructional strategies. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: School-Wide Writing Focus: Teachers will increase opportunities for students to engage in writing activities in all content areas. Students will use complete sentences for both written and verbal responses. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: All Teachers CCIS Team Campus appraisers	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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


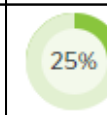




Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Summer Enrichment: Welcome Back Camp--BUC Camp (6th grade campus orientation and team-building activities) Strategy's Expected Result/Impact: By offering the 6th grade BUC camp, the 6th grade attendance rate for the month of September will be at least 92%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Students will receive subject-specific small-group enrichment from teachers during after-school tutoring. Strategy's Expected Result/Impact: By the end of the current school year, students will improve their performance on DPM/benchmark assessments by 3%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
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. Strategy's Expected Result/Impact: Students will increase performance on RLA STAAR, DPM, and benchmark assessments by 5%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 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 the Soccer Start program and READ 180 materials. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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









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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Arnold will continue to enforce with fidelity students carrying clear backpacks and students wearing badges at all times while on campus. Student adherence to badge wearing expectations will be checked at entry points by staff. Students without a badge will be issued a temporary badges immediately upon entering the campus from bus and car rider access points. Strategy's Expected Result/Impact: 100% of students will wear badges and carry clear backpacks daily. Staff Responsible for Monitoring: Staff monitoring student entry points Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, 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 Principals	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Safety: Staff will actively monitor students at all times, including student arrival entry points. Strategy's Expected Result/Impact: Increase in positive student behaviors and safe transitions. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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









Evaluation Data Sources: Student attendance records

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

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline 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. Students will participate in a variety of initiatives that teach making good choices such as:</p> <ul style="list-style-type: none">-how to treat others-anti-victimization-character-building-empathy, etc., <p>(provided by the counselors, Bringing Out the Best lessons, and anti-bullying lessons)</p> <p>Students will be made aware of their TIP Line resource and provided options for locations to report safety concerns.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be reduced to 0%</p> <p>Staff Responsible for Monitoring: Assistant Principals Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will participate in book study over Emotional Poverty and in-person professional development session lead by author Dr. Ruby Payne to better meet the needs of our students. This training will be reinforced throughout the year. Some student consequences may result in an opportunity complete an assignment to reflect and learn from the behavior.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Arnold will honor staff with perfect attendance and few absences at scheduled intervals. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal Director of Instruction	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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: Professional Development Logs

Strategy 1 Details	Formative Reviews		
Strategy 1: 1. All staff members will learn research and strategies to meet the varied needs of our students through a book study over Emotional Poverty in All Demographics 2. Teachers and in-class paraprofessionals will participate in a professional development session lead by Dr. Ruby Payne to learn instructional strategies to enhance learning for all students 3. Teachers will participate in professional development session to learn and discuss strategies for instruction, behavior management, and relationship building. 4. Teachers have access to Arnold's Self-Paced Professional Development (targeted professional development focused on teachers' CF-TESS goals) Strategy's Expected Result/Impact: Evidence of progress towards reaching professional goals and the Goal for Student Growth Staff Responsible for Monitoring: Director of Instruction Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Arnold will encourage attendance at scheduled parent involvement opportunities, including Sixth Grade Buc Camp, Buc Express, Open House, athletic events, concerts, Student Showcase and family nights, as well as seek ways to connect with our parents through social media and electronic communications. Buc Camp, Buc Express, Open House and Student Showcase are events which encourage students attend with their families. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: AASs Social Media Manager Assistant Principals Director of Instruction	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Amby Clinkscale	Principal
Teacher #1	Lisa Dolce	Teacher #1
Teacher #2	TARA KLAGES	Teacher #2
Teacher #3	Shalyn Nicholson	Teacher #3
Teacher #4	Kimberly Geaslin	Teacher #4
Teacher #5	Avanta Adeleke	Teacher #5
Teacher #6	CHERYL HERPICH	Teacher #6
Teacher #7	JANIS GARCIA	Teacher #7
Teacher #8	Shannon Marks	Teacher #8
Other School Leader (Nonteaching Professional) #1	Bridget Milligan	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Michael Barstow	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	JENNIFER KLAUS,	Administrator (LEA) #1
Administrator (LEA) #2	ASHLEY CLAYBURN,	Administrator (LEA) #2
Parent #1	Danielle Shoaf	Parent #1
Parent #2	Sonia Cavazos	Parent #2
Community Member #1	Amy Brandt	Community Member #1
Community Member #2	Matt Thomas	Community Member #2
Business Representative #1	Jeannie Heffernan	Business Representative #1
Business Representative #2	Kristin O. Henshaw	Business Representative #2
Paraprofessional #1	Monica Schreiber	Paraprofessional #1
Paraprofessional #2	Stacy Durham	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Elisabeth Brown	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Ashley Grace	Other School Leader (Nonteaching Professional) #4

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.	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
			2023					%	%			#	%		
			#	#	%	%		#	%	%		#	%	%	
Reading	6	All	464	374	81%	82%	1%	270	58%	59%	1%	128	28%	29%	1%
Reading	6	Hispanic	208	164	79%	80%	1%	116	56%	57%	1%	51	25%	26%	1%
Reading	6	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Asian	23	23	100%	100%	0%	22	96%	97%	1%	16	70%	71%	1%
Reading	6	African Am.	117	77	66%	67%	1%	42	36%	37%	1%	12	10%	11%	1%
Reading	6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	White	94	92	98%	99%	1%	77	82%	83%	1%	41	44%	45%	1%
Reading	6	Two or More	17	15	88%	89%	1%	11	65%	66%	1%	8	47%	48%	1%
Reading	6	Eco. Dis.	303	233	77%	78%	1%	152	50%	51%	1%	63	21%	22%	1%
Reading	6	LEP Current	77	48	62%	63%	1%	27	35%	36%	1%	8	10%	11%	1%
Reading	6	At-Risk	283	210	74%	75%	1%	121	43%	44%	1%	45	16%	17%	1%
Reading	6	SPED	63	22	35%	36%	1%	8	13%	14%	1%	*	*	*	*
Reading	7	All	435	345	79%	80%	1%	226	52%	53%	1%	114	26%	27%	1%
Reading	7	Hispanic	192	149	78%	79%	1%	90	47%	48%	1%	41	21%	22%	1%
Reading	7	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Asian	34	33	97%	98%	1%	29	85%	86%	1%	17	50%	51%	1%
Reading	7	African Am.	99	72	73%	74%	1%	40	40%	41%	1%	22	22%	23%	1%
Reading	7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	White	92	78	85%	86%	1%	57	62%	63%	1%	30	33%	34%	1%
Reading	7	Two or More	14	12	86%	87%	1%	9	64%	65%	1%	*	*	*	*
Reading	7	Eco. Dis.	282	216	77%	78%	1%	136	48%	49%	1%	61	22%	23%	1%
Reading	7	LEP Current	70	39	56%	57%	1%	16	23%	24%	1%	*	*	*	*
Reading	7	At-Risk	260	185	71%	72%	1%	93	36%	37%	1%	38	15%	16%	1%
Reading	7	SPED	50	24	48%	49%	1%	5	10%	11%	1%	*	*	*	*
Reading	8	All	484	426	88%	89%	1%	314	65%	66%	1%	151	31%	32%	1%
Reading	8	Hispanic	215	188	87%	88%	1%	136	63%	64%	1%	61	28%	29%	1%
Reading	8	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Asian	37	34	92%	93%	1%	33	89%	90%	1%	25	68%	69%	1%
Reading	8	African Am.	108	91	84%	85%	1%	51	47%	48%	1%	17	16%	17%	1%
Reading	8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	White	104	95	91%	92%	1%	81	78%	79%	1%	39	38%	39%	1%
Reading	8	Two or More	17	15	88%	89%	1%	11	65%	66%	1%	7	41%	42%	1%
Reading	8	Eco. Dis.	308	261	85%	86%	1%	179	58%	59%	1%	78	25%	26%	1%
Reading	8	LEP Current	64	46	72%	73%	1%	22	34%	35%	1%	*	*	*	*
Reading	8	At-Risk	280	229	82%	83%	1%	140	50%	51%	1%	54	19%	20%	1%
Reading	8	SPED	54	26	48%	49%	1%	7	13%	14%	1%	*	*	*	*
Math	6	All	467	370	79%	80%	1%	229	49%	50%	1%	98	21%	22%	1%
Math	6	Hispanic	209	163	78%	79%	1%	99	47%	48%	1%	41	20%	21%	1%
Math	6	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*

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.	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
			2023												
			#	#	%	%		#	%	%		#	%	%	
Math	6	Asian	24	23	96%	97%	1%	21	88%	89%	1%	14	58%	59%	1%
Math	6	African Am.	116	73	63%	64%	1%	27	23%	24%	1%	5	4%	5%	1%
Math	6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	White	96	93	97%	98%	1%	69	72%	73%	1%	31	32%	33%	1%
Math	6	Two or More	17	15	88%	89%	1%	11	65%	66%	1%	6	35%	36%	1%
Math	6	Eco. Dis.	302	223	74%	75%	1%	127	42%	43%	1%	47	16%	17%	1%
Math	6	LEP Current	78	53	68%	69%	1%	26	33%	34%	1%	6	8%	9%	1%
Math	6	At-Risk	283	207	73%	74%	1%	99	35%	36%	1%	37	13%	14%	1%
Math	6	SPED	63	30	48%	49%	1%	6	10%	11%	1%	*	*	*	*
Math	7	All	435	267	61%	62%	1%	170	39%	40%	1%	49	11%	12%	1%
Math	7	Hispanic	193	111	58%	59%	1%	69	36%	37%	1%	14	7%	8%	1%
Math	7	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Asian	33	29	88%	89%	1%	27	82%	83%	1%	12	36%	37%	1%
Math	7	African Am.	99	50	51%	52%	1%	26	26%	27%	1%	9	9%	10%	1%
Math	7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	White	92	67	73%	74%	1%	41	45%	46%	1%	11	12%	13%	1%
Math	7	Two or More	14	9	64%	65%	1%	6	43%	44%	1%	*	*	*	*
Math	7	Eco. Dis.	283	162	57%	58%	1%	98	35%	36%	1%	26	9%	10%	1%
Math	7	LEP Current	70	26	37%	38%	1%	15	21%	22%	1%	*	*	*	*
Math	7	At-Risk	259	126	49%	50%	1%	66	25%	26%	1%	16	6%	7%	1%
Math	7	SPED	50	10	20%	21%	1%	*	*	*	*	*	*	*	*
Math	8	All	290	211	73%	74%	1%	117	40%	41%	1%	24	8%	9%	1%
Math	8	Hispanic	141	107	76%	77%	1%	64	45%	46%	1%	13	9%	10%	1%
Math	8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Asian	6	5	83%	84%	1%	*	*	*	*	*	*	*	*
Math	8	African Am.	85	52	61%	62%	1%	21	25%	26%	1%	5	6%	7%	1%
Math	8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	White	48	40	83%	84%	1%	26	54%	55%	1%	5	10%	11%	1%
Math	8	Two or More	9	6	67%	68%	1%	*	*	*	*	*	*	*	*
Math	8	Eco. Dis.	203	141	69%	70%	1%	76	37%	38%	1%	18	9%	10%	1%
Math	8	LEP Current	55	39	71%	72%	1%	20	36%	37%	1%	*	*	*	*
Math	8	At-Risk	201	133	66%	67%	1%	69	34%	35%	1%	13	6%	7%	1%
Math	8	SPED	53	25	47%	48%	1%	7	13%	14%	1%	*	*	*	*
Science	8	All	480	412	86%	87%	1%	308	64%	65%	1%	134	28%	29%	1%
Science	8	Hispanic	214	183	86%	87%	1%	129	60%	61%	1%	47	22%	23%	1%
Science	8	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Asian	37	34	92%	93%	1%	34	92%	93%	1%	27	73%	74%	1%
Science	8	African Am.	106	80	75%	76%	1%	48	45%	46%	1%	8	8%	9%	1%
Science	8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*

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.	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
			2023												
			#	#	%	%		#	%	%		#	%	%	
Science	8	White	103	97	94%	95%	1%	82	80%	81%	1%	45	44%	45%	1%
Science	8	Two or More	17	16	94%	95%	1%	13	76%	77%	1%	6	35%	36%	1%
Science	8	Eco. Dis.	303	248	82%	83%	1%	175	58%	59%	1%	67	22%	23%	1%
Science	8	LEP Current	63	42	67%	68%	1%	22	35%	36%	1%	*	*	*	*
Science	8	At-Risk	278	226	81%	82%	1%	144	52%	53%	1%	46	17%	18%	1%
Science	8	SPED	54	31	57%	58%	1%	14	26%	27%	1%	*	*	*	*
Social Studies	8	All	478	355	74%	75%	1%	217	45%	46%	1%	132	28%	29%	1%
Social Studies	8	Hispanic	214	151	71%	72%	1%	80	37%	38%	1%	42	20%	21%	1%
Social Studies	8	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Asian	37	34	92%	93%	1%	31	84%	85%	1%	26	70%	71%	1%
Social Studies	8	African Am.	105	64	61%	62%	1%	29	28%	29%	1%	15	14%	15%	1%
Social Studies	8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	White	102	91	89%	90%	1%	65	64%	65%	1%	42	41%	42%	1%
Social Studies	8	Two or More	17	13	76%	77%	1%	10	59%	60%	1%	7	41%	42%	1%
Social Studies	8	Eco. Dis.	302	208	69%	70%	1%	120	40%	41%	1%	72	24%	25%	1%
Social Studies	8	LEP Current	63	29	46%	47%	1%	12	19%	20%	1%	*	*	*	*
Social Studies	8	At-Risk	277	179	65%	66%	1%	91	33%	34%	1%	52	19%	20%	1%
Social Studies	8	SPED	54	21	39%	40%	1%	9	17%	18%	1%	5	9%	10%	1%

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

[illegible]

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