

## Tomball ISD Systematic Extension Opportunities

\*In a high performing district like Tomball ISD, extensions for students mastering grade level proficiency are as systematic and targeted as intervention for students who are struggling. Pre-assessments on essential learning standards are utilized to determine students' initial knowledge prior to a unit of study. Along with CFA's, this valuable pre-assessment data is used to inform initial instruction, small group instruction, and gain instructional time. It is through this data analysis that extension activities are accessed by students based on their level of mastery.

Campus master schedules are built with Flex time for all students based on their level of need, and students who have demonstrated mastery can extend their learning (by student, by standard) through team-designed and TEKS-aligned activities that allow students to learn at deeper levels through voice and choice activities that engage higher order thinking skills. Activities are created with PLC Question 1 and PLC Question 4 in mind through the instructional design process prior to each unit when teams are completing the *Designing Learning Template* for each essential grade level standard.

- ★ *Campus Flex time for Intervention/Extension goes by certain names:*
  - ★ *Flex Group, Flex Time (Elementary Level)*
  - ★ *Accelerated Instruction, Intervention & Extension Lab (Intermediate Level)*
  - ★ *PAW Period, Cougar Block, Tiger Den, Wildcat Den, Power Hour (Jr High/High School)*

At the elementary and intermediate grade levels, Depth and Complexity Icons are utilized as springboards to extend students' level of understanding through critical thinking and writing during initial instruction and extension activities. Once students demonstrate mastery, they access Choice Boards, Menus, or Instructional Playlists that allow them to think critically and engage in more constructive dialogue with peers about their learning.

Depth of Knowledge training has been provided to all secondary campuses to extend learning outcomes for all students through core classes. DOK allows teachers to increase the rigor of instruction by pushing student thinking to the Strategic and Extended Thinking levels (DOK 3 & 4). This has provided teachers with a common language and framework for extending student learning outcomes beyond just grade level proficiency.

Campuses use shared Google Drives to share extension activities with other grade levels, and GT Specialists share extension activities with their colleagues at monthly collaborative sessions. PLC Question 4 tips are shared in weekly campus newsletters and through monthly Advanced Academic newsletters districtwide.

- **Tomball Memorial High School** has designed their daily *Wildcat Den* to serve all 3,000 students with “by student, by standard” learning extensions once grade level mastery has been achieved. [MODEL TMHS Wildcat Den 2022–2023](#)
- **Tomball Star Academy** (Early College High School) uses their Power Hour for students to engage in activities that extend learning outcomes across content areas. [Copy of PCC Socratic Seminar – Student Instructions](#)
- **Elementary Schools** design Learning Progressions as part of their team collaborative protocol to ensure systems are in place to assess and calibrate mastery effectively, and to provide opportunities for extending learning within each grade level essential learning standard. [Copy of Formation of Sedimentary Rocks/Fossil Fuels Learning Progression 1](#)
- **First Grade** teams collaborate to extend learning through Depth and Complexity Icons to promote listening, speaking, reading, and writing skills. [Copy of Icon Application](#)