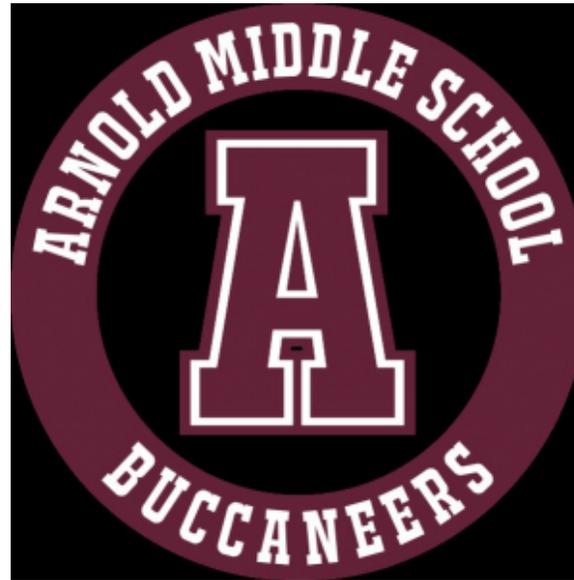# Cypress-Fairbanks Independent School District

Arnold Middle School

2024-2025

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.

Goals

Revised/Approved: September 19, 2024

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

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

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will plan strategies and lessons that will help build background knowledge and schema for students.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** RLA Teachers RLA CCIS Campus Appraisers	**Nov**	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** All Teachers CCIS Team Campus appraisers	**Nov**	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Math: Teams will determine and identify specific engagement strategies differentiated in rigor to target students level of understanding. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Math Teachers Math CCIS Campus Appraisers	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Science: Teachers will plan experiences and exposures to increase rigor, relevance and value of education during team planning sessions. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Science Teachers Science CCIS Campus Administrators	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Social Studies: Teachers will incorporate opportunities to process content by using reading and writing strategies. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Social Studies Teachers Social Studies CCIS Campus Appraisers	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 6 Details	**Formative Reviews**		
Strategy 6: 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**
	Considerable	Considerable	Considerable

Strategy 7 Details	Formative Reviews

Strategy 7: 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: Drop out rate will be at 0%

    Staff Responsible for Monitoring: AAS

Formative		
Nov	Feb	May
Considerable	Considerable	Considerable

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

    Staff Responsible for Monitoring: Director of Instruction
Counselors
AASs

Formative		
Nov	Feb	May
Considerable	Considerable	Considerable

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

    Staff Responsible for Monitoring: Principal

Formative		
Nov	Feb	May
Considerable	Considerable	Considerable

Strategy 10 Details	Formative Reviews

Strategy 10: 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.

    Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

    Staff Responsible for Monitoring: Principal

Formative		
Nov	Feb	May
Considerable	Considerable	Considerable

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: 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 badge immediately upon entering the campus from the 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
	Considerable	Considerable	Considerable

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
	Considerable	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Safety: Staff will actively monitor students at all times, including during arrival, dismissal and during passing periods. **Strategy's Expected Result/Impact:** Increase in positive student behaviors and safe transitions. **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	May
	Considerable	Considerable	Considerable

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

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

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ❌ Discontinue

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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Students will participate in a variety of initiatives that teach making good choices such as Bringing Out the Best lessons. Students will be made aware of their TIP Line resource and provided options for locations to report safety concerns. **Strategy's Expected Result/Impact:** Violent incidents will be reduced to 0% **Staff Responsible for Monitoring:** Assistant Principals Counselors	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will participate in training over strategies for responding to misbehavior in a way that maintains the professional relationship between the student and teacher. When possible assistant principals will facilitate restorative conferences with a teacher and student when a consequence has been administered. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

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

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Arnold will honor staff with perfect attendance and few absences at scheduled intervals.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal Director of Instruction	Considerable	Considerable	Considerable

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will choose from the following professional development learning paths: Engaging Instruction, Behavior Management, New Science TEKS, New to CFISD. Summer 2024 learning will include Quantum Learning sessions and/or a book study related to the learning path. Teachers will have options to attend after-school path-related professional development sessions to extend their learning throughout the school year. Implementation of learning in the classroom will be a focus. **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**
	Considerable	Considerable	Accomplished
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue			

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Arnold will increase communication with parents through electronic newsletters and social media. We 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%. **Staff Responsible for Monitoring:** AASs Social Media Manager Assistant Principals Director of Instruction	Considerable	Considerable	Considerable

No Progress   Accomplished   ➡️ Continue/Modify   ❌ Discontinue

CPOC

Committee Role	Name	Position
Principal	Amby Clinkscale	Principal (there is only one principal)
Teacher #1	Stacey Ross	Teacher #1
Teacher #2	Ashley Ponicsan	Teacher #2
Teacher #3	Kristy Kaulfus	Teacher #3
Teacher #4	Ryan Meyer	Teacher #4
Teacher #5	Boni Hamilton	Teacher #5
Teacher #6	Cheryl Herpich	Teacher #6
Teacher #7	Jessica Cooper	Teacher #7
Teacher #8	Monica Esquivel	Teacher #8
Other School Leader (Nonteaching Professional) #1	Sara DiCaro	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Michael Barstow	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Michelle Pizzi	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Ashley Grace	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Cheyenne Purnell	Paraprofessional #1
Paraprofessional #2	Stacy Durham	Paraprofessional #2
Administrator (LEA) #1	Leslie Francis	Administrator (LEA) #1
Administrator (LEA) #2	Kay Pechacek	Administrator (LEA) #2
Parent #1	Danielle Shoaf	Parent #1
Parent #2	Kimberly Henry	Parent #2
Community Member #1	Amy Brandt	Community Member #1
Community Member #2	Matt Thomas	Community Member #2
Business Representative #1	Teri Yates	Business Representative #1
Business Representative #2	Kristin O. Henshaw	Business Representative #2

Addendums

Arnold

Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	78%	80%	82%	84%	86%
Meets or Above	52%	55%	58%	61%	64%
Masters Grade Level	25%	28%	31%	34%	37%

2024-25	Target Check
82%	Met District Strategic Target
56%	Met District Strategic Target
28%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					#	%	%	%	%	%	%	%	%	%
Reading	6	Arnold	MS3	All	467	80%	82%	73%	58%	60%	51%	25%	27%	25%
Reading	6	Arnold	MS3	Hispanic	212	77%	80%	72%	53%	55%	45%	21%	23%	20%
Reading	6	Arnold	MS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
Reading	6	Arnold	MS3	Asian	29	97%	97%	89%	87%	90%	75%	60%	62%	50%
Reading	6	Arnold	MS3	African Am.	114	79%	81%	61%	52%	54%	38%	16%	18%	13%
Reading	6	Arnold	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	6	Arnold	MS3	White	92	81%	83%	87%	67%	68%	73%	31%	33%	41%
Reading	6	Arnold	MS3	Two or More	15	82%	87%	36%	59%	60%	36%	35%	40%	*
Reading	6	Arnold	MS3	Eco. Dis.	324	77%	79%	67%	51%	53%	43%	16%	18%	18%
Reading	6	Arnold	MS3	EB	89	65%	67%	56%	44%	46%	24%	15%	17%	*
Reading	6	Arnold	MS3	At-Risk	280	71%	75%	65%	46%	48%	37%	14%	16%	11%
Reading	6	Arnold	MS3	SPED	78	51%	53%	45%	18%	21%	26%	*	15%	8%
Reading	7	Arnold	MS3	All	437	74%	81%	73%	53%	59%	45%	25%	27%	21%
Reading	7	Arnold	MS3	Hispanic	191	70%	75%	72%	49%	51%	40%	19%	21%	17%
Reading	7	Arnold	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	7	Arnold	MS3	Asian	27	100%	100%	89%	96%	96%	74%	77%	78%	44%
Reading	7	Arnold	MS3	African Am.	119	56%	75%	68%	35%	50%	42%	10%	12%	19%
Reading	7	Arnold	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Arnold	MS3	White	82	92%	94%	76%	74%	76%	53%	37%	39%	27%
Reading	7	Arnold	MS3	Two or More	15	92%	93%	87%	69%	73%	47%	54%	53%	*
Reading	7	Arnold	MS3	Eco. Dis.	281	67%	75%	69%	45%	47%	37%	17%	19%	15%
Reading	7	Arnold	MS3	EB	96	45%	50%	55%	26%	33%	25%	9%	11%	7%
Reading	7	Arnold	MS3	At-Risk	290	59%	75%	63%	34%	40%	31%	13%	15%	12%
Reading	7	Arnold	MS3	SPED	70	29%	50%	44%	16%	33%	15%	10%	11%	*
Reading	8	Arnold	MS3	All	468	83%	85%	82%	55%	58%	62%	25%	27%	32%
Reading	8	Arnold	MS3	Hispanic	220	80%	82%	82%	51%	53%	58%	19%	21%	31%
Reading	8	Arnold	MS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Arnold	MS3	Asian	24	97%	100%	100%	94%	96%	92%	65%	67%	75%
Reading	8	Arnold	MS3	African Am.	115	80%	82%	70%	41%	50%	45%	16%	18%	12%
Reading	8	Arnold	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Arnold	MS3	White	96	89%	93%	93%	64%	66%	82%	35%	38%	45%
Reading	8	Arnold	MS3	Two or More	12	80%	83%	92%	67%	67%	92%	*	50%	58%
Reading	8	Arnold	MS3	Eco. Dis.	308	80%	82%	76%	48%	50%	54%	18%	20%	27%
Reading	8	Arnold	MS3	EB	95	61%	63%	65%	29%	33%	37%	6%	8%	15%
Reading	8	Arnold	MS3	At-Risk	270	76%	78%	74%	43%	45%	48%	14%	16%	22%
Reading	8	Arnold	MS3	SPED	65	50%	52%	38%	16%	32%	17%	*	18%	*
Math	6	Arnold	MS3	All	467	68%	83%	61%	32%	52%	26%	12%	25%	8%
Math	6	Arnold	MS3	Hispanic	212	65%	79%	58%	30%	48%	20%	13%	21%	4%
Math	6	Arnold	MS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
Math	6	Arnold	MS3	Asian	29	90%	97%	96%	63%	86%	79%	40%	59%	46%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					#	%	%	%	%	%	%	%	%	%
Math	6	Arnold	MS3	African Am.	114	63%	75%	46%	19%	40%	14%	*	15%	*
Math	6	Arnold	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	6	Arnold	MS3	White	92	72%	98%	77%	39%	61%	39%	13%	33%	13%
Math	6	Arnold	MS3	Two or More	15	67%	87%	50%	44%	53%	*	*	33%	*
Math	6	Arnold	MS3	Eco. Dis.	324	62%	75%	53%	23%	43%	17%	6%	17%	5%
Math	6	Arnold	MS3	EB	89	56%	69%	54%	22%	36%	14%	*	9%	*
Math	6	Arnold	MS3	At-Risk	280	57%	75%	50%	20%	40%	13%	7%	14%	5%
Math	6	Arnold	MS3	SPED	78	35%	45%	47%	9%	36%	13%	*	13%	*
Math	7	Arnold	MS3	All	436	62%	81%	55%	41%	50%	33%	13%	17%	12%
Math	7	Arnold	MS3	Hispanic	191	60%	75%	52%	41%	43%	34%	10%	12%	10%
Math	7	Arnold	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	7	Arnold	MS3	Asian	27	92%	93%	78%	85%	85%	63%	62%	63%	41%
Math	7	Arnold	MS3	African Am.	118	39%	75%	49%	14%	40%	19%	*	10%	4%
Math	7	Arnold	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Arnold	MS3	White	82	85%	99%	63%	60%	62%	41%	21%	23%	17%
Math	7	Arnold	MS3	Two or More	15	92%	93%	57%	77%	80%	43%	*	13%	*
Math	7	Arnold	MS3	Eco. Dis.	280	53%	75%	46%	32%	40%	24%	8%	10%	7%
Math	7	Arnold	MS3	EB	96	39%	45%	42%	24%	36%	25%	7%	9%	*
Math	7	Arnold	MS3	At-Risk	290	44%	75%	40%	27%	40%	22%	9%	11%	7%
Math	7	Arnold	MS3	SPED	70	26%	46%	29%	11%	36%	12%	*	14%	7%
Math	8	Arnold	MS3	All	287	59%	76%	53%	18%	47%	25%	3%	11%	3%
Math	8	Arnold	MS3	Hispanic	136	63%	77%	52%	19%	45%	21%	*	10%	*
Math	8	Arnold	MS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Arnold	MS3	Asian	7	86%	86%	71%	*	86%	*	*	71%	*
Math	8	Arnold	MS3	African Am.	100	47%	75%	49%	11%	41%	25%	*	7%	*
Math	8	Arnold	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Arnold	MS3	White	40	65%	75%	56%	24%	60%	37%	10%	11%	*
Math	8	Arnold	MS3	Two or More	3	56%	67%	*	*	67%	*	*	33%	*
Math	8	Arnold	MS3	Eco. Dis.	220	57%	72%	49%	15%	40%	22%	2%	10%	3%
Math	8	Arnold	MS3	EB	76	55%	57%	43%	16%	36%	16%	*	1%	*
Math	8	Arnold	MS3	At-Risk	206	56%	75%	44%	12%	40%	18%	*	7%	*
Math	8	Arnold	MS3	SPED	61	49%	51%	23%	12%	36%	9%	*	16%	*
Science	8	Arnold	MS3	All	468	76%	80%	79%	48%	52%	60%	19%	20%	27%
Science	8	Arnold	MS3	Hispanic	220	74%	75%	77%	44%	47%	58%	15%	17%	22%
Science	8	Arnold	MS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Arnold	MS3	Asian	24	97%	100%	96%	85%	88%	83%	50%	50%	71%
Science	8	Arnold	MS3	African Am.	115	63%	75%	62%	31%	45%	40%	10%	13%	10%
Science	8	Arnold	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	8	Arnold	MS3	White	96	92%	93%	96%	63%	64%	81%	24%	25%	45%
Science	8	Arnold	MS3	Two or More	12	67%	75%	92%	53%	50%	83%	*	42%	50%
Science	8	Arnold	MS3	Eco. Dis.	308	70%	75%	71%	41%	42%	49%	11%	12%	21%
Science	8	Arnold	MS3	EB	95	55%	65%	63%	29%	31%	40%	6%	7%	10%
Science	8	Arnold	MS3	At-Risk	270	68%	75%	69%	35%	36%	45%	10%	11%	13%
Science	8	Arnold	MS3	SPED	65	46%	55%	35%	18%	18%	18%	*	11%	8%
Social Studies	8	Arnold	MS3	All	468	60%	76%	63%	34%	46%	38%	21%	29%	20%
Social Studies	8	Arnold	MS3	Hispanic	220	57%	75%	61%	30%	38%	31%	16%	25%	15%
Social Studies	8	Arnold	MS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Arnold	MS3	Asian	24	94%	96%	92%	71%	83%	79%	50%	71%	54%
Social Studies	8	Arnold	MS3	African Am.	115	46%	75%	49%	25%	36%	23%	15%	23%	8%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Social Studies	8	Arnold	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Arnold	MS3	White	96	74%	75%	78%	43%	65%	57%	29%	32%	34%
Social Studies	8	Arnold	MS3	Two or More	12	53%	75%	83%	33%	58%	75%	*	42%	50%
Social Studies	8	Arnold	MS3	Eco. Dis.	308	53%	75%	56%	28%	41%	30%	14%	25%	14%
Social Studies	8	Arnold	MS3	EB	95	40%	47%	45%	15%	20%	20%	6%	7%	7%
Social Studies	8	Arnold	MS3	At-Risk	270	49%	75%	51%	23%	34%	26%	13%	20%	10%
Social Studies	8	Arnold	MS3	SPED	65	29%	40%	24%	10%	18%	17%	*	14%	8%
Algebra I	MS	Arnold	MS3	All	182	98%	100%	99%	84%	98%	89%	66%	79%	71%
Algebra I	MS	Arnold	MS3	Hispanic	84	98%	100%	100%	87%	96%	87%	67%	71%	68%
Algebra I	MS	Arnold	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Arnold	MS3	Asian	17	100%	100%	100%	93%	100%	100%	81%	100%	94%
Algebra I	MS	Arnold	MS3	African Am.	16	100%	100%	93%	80%	100%	67%	60%	81%	53%
Algebra I	MS	Arnold	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Arnold	MS3	White	56	95%	100%	98%	76%	98%	96%	62%	80%	74%
Algebra I	MS	Arnold	MS3	Two or More	9	100%	100%	100%	83%	100%	88%	*	100%	75%
Algebra I	MS	Arnold	MS3	Eco. Dis.	89	99%	100%	98%	80%	98%	87%	62%	76%	70%
Algebra I	MS	Arnold	MS3	EB	19	100%	100%	100%	85%	89%	89%	54%	53%	61%
Algebra I	MS	Arnold	MS3	At-Risk	64	96%	100%	99%	75%	95%	85%	56%	72%	67%
Algebra I	MS	Arnold	MS3	SPED	4	*	100%	*	*	75%	*	*	50%	*

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

- Utilize teaching and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Use instructional practices and routines to create a classroom community that allows students to engage actively and safely in their learning.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS.
  - Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, grammar instruction that focuses on meaning and effect
- Use questioning strategies to guide students to depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic talk and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- 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 instruction.
- 1:1 Technology in the English Language Arts classroom should provide students with:
  - opportunities to engage safely with digital texts and resources
  - the environment to create, collaborate, and think with peers
  - activities to research and produce original products in the digital environment.
  .

Mathematics

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

Secondary Science

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

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.

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

LOTE

- 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