Grand Prairie Independent School District

Arnold Middle School

2025-2026 Campus Improvement Plan

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Value Statement

CORE VALUES:

Purposeful Decision-Making

Accountability

Integrity

Resilience

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Bill Arnold Middle School is committed to strengthening the planning, delivery, and assessment of instruction through targeted professional development designed to build the capacity of all stakeholders, including the Campus Leadership Team (CLT) and instructional staff. The effectiveness of this plan will be monitored weekly through reflection on student data during Professional Learning Community (PLC) meetings.

This systematic approach was informed by a campus diagnostic conducted by Region 10, whose recommendations were aligned with the Effective Schools Framework. In collaboration with District Leadership, campus supervisors, and educational consultants from Region 10, CLT members analyzed student data from the 2024–2025 school year and developed a comprehensive Plan of Action.

CLT members will implement a comprehensive, research-based instructional framework, ensuring that every child demonstrates growth in daily and weekly assignments as well as in district and state assessments. Each lesson will be aligned with state standards, and student products will reflect mastery of those expectations.

The campus has also established a systematic process for collecting, analyzing, and utilizing student performance data to guide instruction and intervention strategies. This process includes dedicated PLC time for data review, collaborative discussions among staff, and the use of data to inform decision-making at both the classroom and campus levels. These efforts are supported by the campus instructional leadership team, administration, Academic Facilitators, the Area Chief of Schools, and the Teaching and Learning Department.

Demographics

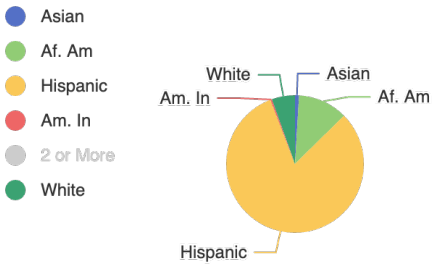
Summary

VISION: Arnold Middle School is committed to providing high-quality, engaging educational experiences that foster academic excellence, personal growth, and lifelong learning.

MISSION: Arnold Middle School's mission is to cultivate an inclusive and dynamic learning environment through high quality educational experiences, collaborative leadership, and a relentless commitment to maximizing student growth and achievement.

CORE VALUES:
Purposeful Decision-Making
Accountability
Integrity
Resilience

Bill Arnold Middle School is in it's second year as a traditional neighborhood middle school campus which was formed by combining Young Men's Leadership and Young Women's Leadership Academies. Our current enrollment is 1183 students, and we have approximately 118 faculty and staff members. 80% of our students are Hispanic, 12% African American, 6% White, 1% Asian, and 2% 2 or more races. 83.4%% of our students are on free and reduced lunch, 14% receive Special Education Services, 7% 504, and 47% are E Bilingual/LEP.



Our campus offers Advanced Academics and opportunities for students to receive high school credit. Students also have the opportunity to participate in multiple extra curricular activities. Some of those opportunities include Athletics, Fine Arts, Kickstart Karate, JCC-Junior Cadet Core, AVID, CCR-College and Career Readiness, Leadership, Pre-Athletics-6th grade, Intro to Engineering, Entrepreneurship, Spanish 1 &2, and AP Spanish.

Strengths

Arnold families are supportive of the campus and activities.

Arnold embraces community connections and community volunteers serve the campus.

Arnold faculty/staff is diverse in teaching experience ranging form 1-40 years

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Teachers and staff reported concerns regarding how the girls and boys would transition after attending an all girls and all boys school. Some teachers were concerned because they had never taught mixed gender classes.	Combining two campuses and staff as one. Combing all boys and all girls campuses together.
2 ★	Enhanced communication is needed for families about services provided by the district and campuses.	A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.

★ = Priority

Student Learning

Summary

Bill Arnold Middle School is in it's second year as a traditional middle school campus. The campus received an overall rating of an F for the 24-25 school year.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**49**	**F**	
Student Achievement		**54**	**F**	**0%**
STAAR Performance	26	54		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**57**	**F**	**70%**
Academic Growth	45	54	F	
Relative Performance (Eco Dis: 87.4%)		57	F	
Closing the Gaps	**0**	**30**	**F**	**30%**

Overall Achievement

App-50%

Meets-19%

Masters-6%

ELA Achievement

APP- 60%

Meets - 29%

Masters -9%

Math Achievement

APP - 45%

Meets - 15%

Masters - 3%

8th Grade Science

APP- 57%

Meets - 26%

Masters - 5%

8th Grade SS

APP - 23%

Meets - 7%

Masters - 3%

Strengths

Our students have access to Advanced Academics, College Career and Technical courses, and are able to earn high school credit. We have full Athletic and Fine Arts programs which gives all students the opportunity to be involved.

We are in our second year, and have strong community support. We have added more staff to accommodate the increase of students. It is the goal of teachers and staff to create a school where every student and family feels they belong. We will continue to recognize, celebrate, and acknowledge all cultures of our students and families and use every opportunity to connect with our community.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Gains need to be made in science achievement.	Students need more time performing hands-on experiments.
2 ★	Gains need to be made in writing.	Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
3 ★	The performance of our English language learner population falls below the performance of our other student populations.	Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.
4 ★	Gains need to be made in math achievement.	Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

★ = Priority

School Processes & Programs

Summary

Bill Arnold Middle School is committed to providing high-quality, engaging educational experiences that foster academic excellence, personal growth, and life long learning. Our mission is to cultivate an inclusive and dynamic learning environment through high quality educational experiences, collaborative leadership, and a relentless commitment to maximizing student growth and achievement. We are guided by our core values. Purposeful decision making, accountability, integrity, and resilience.

Bill Arnold Middle School uses HQIM (High Quality Instructional Materials) and resources vetted by the district and state to prepare great learning experiences for our students. All decisions are based on the needs of our students, families, and faculty and staff. The Administration team meets twice per week and monthly with our CLT team to discuss campus data such as academics, discipline, student data, survey data, logistics, and campus operations. Decisions are based on campus needs determined by the multiple data points.

Professional development is provided to staff based on the goals and individual needs of faculty/staff. This ensures faculty/staff have the best training and gain the skills to implement the best practices to support student academic and social and emotional learning. Communication is sent to parents and key stakeholders weekly using SMORE. The SMORE highlights important updates, events, student and faculty/staff success and parent resources. Staff notes are sent out to faculty and staff each week to establish climate, cultural, and instructional focus. It also highlights important updates, events, and resources.

At Arnold, we run a 7 period 45 minute per class schedule. This includes 3 lunches with a 30 minute advisory period. Advisory is held during 5th period everyday. The advisory periods are broken up into HB1416 and CCMR. Students in Math advisories will work on IXL lessons focused on their specific needs. The same is true for ELA and Science advisories. All advisory teachers follow the advisory schedule and cover the specific lesson plan created.

MON	**SEL LESSONS:** RC COLA
TUES	**ELA/MATH:**
WED	**ELA/MATH:**
THURS	**ELA/Math:**
FRI	**ELA/MATH:**

Bill Arnold Middle School has a variety of extra curricula opportunities for students. We offer a full Athletic Program for girls and boys, Fine Arts, CTE courses, and electives such as AVID, Kickstart for Kids (Karate), JCC (Junior Cadet Core), leadership, and College and Career Readiness. Students are also able to participate in TAFE (Teacher Association of Future Educators, Skills USA,

and Kindness Crew.

Our campus is 1 to 1 ratio campus in regards to technology. All students have access to an iPAD. Teachers use a combination of online assignments, apps, and technological resources such as Canvas to integrate technology into the learning environment.

Strengths

Arnold Middle School is implementing a vetted curriculum with High Quality Instructional materials both on level and advanced academics. We have a diverse group of campus leadership and teaching staff with experience ranging from 1-40 years. Our students have choice and access to multiple extracurricular opportunities through Athletics, Fine Arts, Career and Technical courses, and student organizations.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Both combining campuses had increases in incidences of physical aggression by all students.	Root Cause: Increase in students with social and emotional challenges , such as trauma, anxiety, and anger. Students also struggle with conflict resolution. Campus need to be consistent in providing target SEL support, and implement restorative practices and PBIS systems.
2 ★	The number of students identified as Emerging Bilingual and at risk has increased from 50 to 80% of the School's population.	Combining 2 title 1 campuses with high populations of emerging bilingual and at risk students. High mobility rate due to increase in apartment cost and housing cost across the metroplex.
3 ★	The number of students performing at the meets level on the STAAR from both combining campuses were below the district and state level. Decrease in the number of students meeting their expected growth on STAAR reading and math.	Low student efficacy 35%. Staffing challenges limiting Accelerated Instruction opportunities for students who were not successful on STAAR the previous year. Continued improvement of Tier 1 instructional practices.

★ = Priority

Perceptions

Summary

Arnold faculty and staff believe that all students can and will learn in an environment where they feel safe and have a sense of belonging. We believe that student success stems from our opportunity to collaborate as a staff through professional learning communities, using high quality instructional materials, and team planning. When everyone works together and best practices are aligned and consistent throughout the building everyone is accountable for and feels responsible for the success of all our students' results.

Relationships are at the center of all that we do, and through the implementation of the 3 Cs, Restorative Practices, weekly intentional social-emotional learning and SEL targeted groups, PBIS, and high quality educational experiences, we are committed to cultivating an inclusive and dynamic learning environment through and a relentless commitment to maximizing student growth and achievement.

Parent surveys were sent to all parents and stakeholders. We utilized the data to determine communication methods, assess academic and social emotional needs of students and parents, and parent interest in volunteering. Parent and student orientations were held for each grade level. The campus mission, vision and values were shared with all stakeholders. We repeated this process with faculty and staff as well. These processes will be ongoing throughout the year and be used develop true partnership between key stakeholders and the campus to support the needs of students, parents and staff.

Strengths

Arnold faculty and staff are working to communicate and connect with our families throughout the year. Weekly SMORE newsletters from the Principal and communication through email, text, calls, and social media platforms to help increase our reach to families and our community. Parent, staff, and student survey data is collected and analyzed to help gain insight into where were are and how we can improve. This continuous cycle of accountability and improvement helps us meet the diverse needs of our school community.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	GPISD students in grades 6-12 have low confidence in their ability to succeed (self-efficacy), especially during middle school.	Middle school students face more challenges and changes, which might not be fully supported, leading to lower confidence in their abilities.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Enhanced communication is needed for families about services provided by the district and campuses.	A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.
2 ★	Gains need to be made in science achievement.	Students need more time performing hands-on experiments.
3 ★	Gains need to be made in writing.	Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
4 ★	The performance of our English language learner population falls below the performance of our other student populations.	Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.
5 ★	Gains need to be made in math achievement.	Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.
6 ★	Both combining campuses had increases in incidences of physical aggression by all students.	Root Cause: Increase in students with social and emotional challenges , such as trauma, anxiety, and anger. Students also struggle with conflict resolution. Campus need to be consistent in providing target SEL support, and implement restorative practices and PBIS systems.

7 ★

The number of students identified as Emerging Bilingual and at risk has increased from 50 to 80% of the School's population.

Combining 2 title 1 campuses with high populations of emerging bilingual and at risk students. High mobility rate due to increase in apartment cost and housing cost across the metroplex.

8 ★

The number of students performing at the meets level on the STAAR from both combining campuses were below the district and state level. Decrease in the number of students meeting their expected growth on STAAR reading and math.

Low student efficacy 35%. Staffing challenges limiting Accelerated Instruction opportunities for students who were not successful on STAAR the previous year. Continued improvement of Tier 1 instructional practices.

9 ★

GPISD students in grades 6-12 have low confidence in their ability to succeed (self-efficacy), especially during middle school.

Middle school students face more challenges and changes, which might not be fully supported, leading to lower confidence in their abilities.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Student failure and/or retention rates**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: Arnold Middle School is a 6th - 8th grade campus.

Measurable Objective 2

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: Arnold Middle School is a 6th - 8th grade campus.

Measurable Objective 3

☑ High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

Bill Arnold Middle School is committed to strengthening the planning, delivery, and assessment of instruction through targeted professional development designed to build the capacity of all stakeholders, including the Campus Leadership Team (CLT) and instructional staff. The effectiveness of this plan will be monitored weekly through reflection on student data during Professional Learning Community (PLC) meetings.

Strategy's Expected Result/Impact: Teachers trained in research based practices that help students improve reading and writing skills. Increase in students scoring meets or above on STAAR Reading

Staff Responsible for Monitoring: Academic Facilitator, Admin assigned to PLC.

Problem Statements: School Processes & Programs 3

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | January | March | June

Strategy 2

Writing: Implement ACE (answer cite, explain) across content in conjunction with the 11 minutes essay in ELA.

Strategy's Expected Result/Impact: Improve student writing scores by decreasing the number of students receiving a score of zero.

Staff Responsible for Monitoring: Admin team, Academic Facilitator.

Problem Statements: Student Learning 2

Formative Reviews

Moderate Progress

November | January | March | June

Measurable Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Gains need to be made in writing.	Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Measurable Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	The number of students performing at the meets level on the STAAR from both combining campuses were below the district and state level. Decrease in the number of students meeting their expected growth on STAAR reading and math.	Low student efficacy 35%. Staffing challenges limiting Accelerated Instruction opportunities for students who were not successful on STAAR the previous year. Continued improvement of Tier 1 instructional practices.

Measurable Objective 4 ☑ High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Implement PBIS ROAR Ticket system. Students earn tickets for meeting ROAR expectations and can use them as currency to shop in the school store.

Strategy's Expected Result/Impact: Decrease in major campus disruptions that result in DAEP and OSS.

Staff Responsible for Monitoring: Admin team, PBIS committee.

Problem Statements: School Processes & Programs 1

Funding Sources: 199 - General Fund,

Formative Reviews

November	January	March	June
Some Progress			

Measurable Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Both combining campuses had increases in incidences of physical aggression by all students.	Root Cause: Increase in students with social and emotional challenges , such as trauma, anxiety, and anger. Students also struggle with conflict resolution. Campus need to be consistent in providing target SEL support, and implement restorative practices and PBIS systems.

Measurable Objective 5 ☑ High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

Family Engagement: Bill Arnold Middle School will demonstrate continuous growth in family engagement by stream lining communication through our weekly SMORE to include important information, campus updates, and services and resources available to students and families.

Strategy's Expected Result/Impact: Increase awareness of services and provided by the campus and district. Increase number of families attending campus events.

Staff Responsible for Monitoring: Family Liaison, Admin team.

Problem Statements: Demographics 2

Formative Reviews

Moderate Progress

November | January | March | June

Measurable Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Enhanced communication is needed for families about services provided by the district and campuses.	A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.

Measurable Objective 6 ☑ High Priority

Student Attendance: Grand Prairie ISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030.

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Student Attendance: Bill Arnold Middle School will increase overall Average Daily Attendance (ADA) from 93.3% to 94.5% by June 2030.

Strategy's Expected Result/Impact: Increase overall attendance rate.

Staff Responsible for Monitoring: Grade level AP's and attendance clerk.

Formative Reviews

Considerable Progress

November | January | March | June

Measurable Objective 7 ☑ High Priority ☑ HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR

criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

Bill Arnold Middle School is committed to strengthening the planning, delivery, and assessment of instruction through targeted professional development designed to build the capacity of all stakeholders, including the Campus Leadership Team (CLT) and instructional staff. The effectiveness of this plan will be monitored weekly through reflection on student data during Professional Learning Community (PLC) meetings.

Strategy's Expected Result/Impact: Teachers trained in research based practices that help students improve math skills and an increase in students scoring meets or above on STAAR Math.

Staff Responsible for Monitoring: Admin team

Problem Statements: School Processes & Programs 3

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Strategy 2

Academic Monitoring: By the beginning of quarter 3, teachers will use success criteria's aligned to the teacher exemplar and model student's to conduct laps through out the lesson to monitor student academic progress toward mastery.

Strategy's Expected Result/Impact: Increase in number of students scoring at the meets and masters level on the STAAR Math from 18% to 38%.

Staff Responsible for Monitoring: Admin team, academic facilitator.

Problem Statements: Student Learning 4

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Measurable Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Gains need to be made in math achievement.	Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

Measurable Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	The number of students performing at the meets level on the STAAR from both combining campuses were below the district and state level. Decrease in the number of students meeting their expected growth on STAAR reading and math.	Low student efficacy 35%. Staffing challenges limiting Accelerated Instruction opportunities for students who were not successful on STAAR the previous year. Continued improvement of Tier 1 instructional practices.

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024