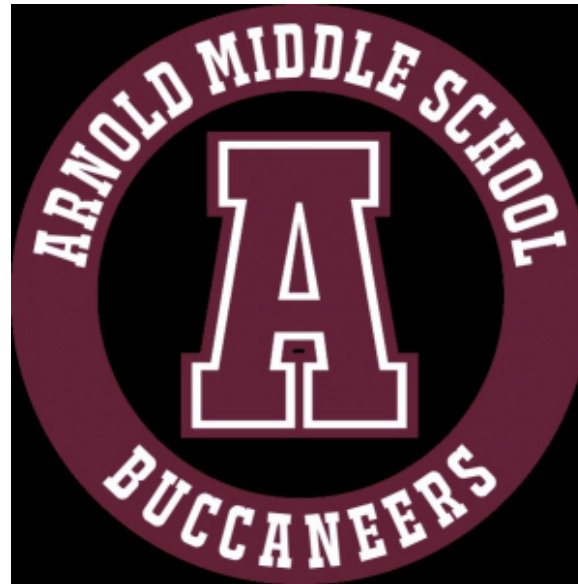


Cypress-Fairbanks Independent School District

Arnold Middle School

2025-2026



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 is a campus in Cypress, Texas. Arnold Middle School is projected to serve 1339 students in grades 6-8 during the 2025-26 school year, which is a decrease from the previous year of 1380.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Arnold's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 15, 2025, and again on September 17, 2025. The meetings were held via Zoom. We plan to meet again on November 13, 2025; March 2, 2026; and May 14, 2025 to review and revise the CNA as needed.

At the first meeting on May 15, 2025:

In the May CIP Strategy Evaluation, we reviewed the progress of each of the four goals outlined in the campus improvement plan. The evaluation focused on various strategies and their corresponding progress toward achieving the goals. For Goal 1—Academic Achievement, the progress was substantial across the board, with RLA at 82%, Math at 83%, Science at 83%, Social Studies at 89%, School-Wide Writing Focus at 75%, Well-Rounded Education at 88%, and Dropout Prevention and Anchor Time both at 90%. For Goal 2—Safe & Healthy Learning Environment, significant progress was made in areas such as campus safety, with 90% accomplishment in backpacks and badges, EOP, and monitoring students. Attendance was at 75%, behavior management at 60%, and violence prevention at 75%. Goal 3—Human Capital showed progress with teacher and paraprofessional attendance reaching 85%, while high-quality professional development was fully accomplished at 100%.

Finally, Goal 4—Family & Community Involvement was completely achieved with 100% success in parent and family engagement.

The May CIP Summative Evaluation also provided a broader overview of progress across the goals. Goal 1 (Academic Achievement) and Goal 2 (Safe & Healthy Learning Environment) both showed significant progress, while Goal 3 (Human Capital) and Goal 4 (Family & Community Involvement) were marked as "Met" by the committee, indicating that expectations had been fully met but without the added distinction of significant progress.

In preparation for the 2025-26 school year, a Needs Assessment was conducted, focusing on RLA, Math, Science, and Social Studies. Strengths from the 2024-25 school year were identified, including the ability to identify main ideas in RLA, solving equations with the Desmos calculator in Math, engaging in hands-on activities in Science, and minimal gaps in Social Studies across all subpopulations. However, needs for the upcoming year were also noted. RLA showed a need for better connections across texts, Math required a better balance between technology and traditional methods, Science needed activities aligned with the new TEKS standards, and Social Studies needed a focus on more engaging activities throughout the year.

To address these needs, the 2025-26 Campus Improvement Plan strategies were developed. For RLA, teachers will incorporate paired texts and thematic units to help students make text-to-text connections, identify common themes, and analyze structural similarities across genres. In Math, a blended learning model will be implemented, combining hands-on activities, math talks, and manipulatives alongside digital platforms. In Science, inquiry-based, TEKS-aligned activities and labs will be designed, emphasizing real-world applications and cross-curricular connections. Lastly, Social Studies will involve interactive lessons with strategies like simulations, primary source analysis, and project-based learning to increase student engagement and deepen understanding.

The committee also discussed and completed the preliminary Title I planning budget for the 2025-26 school year. The total instructional funding is projected at \$446,975, with parent involvement funding at \$9,187, bringing the total preliminary budget to \$456,162. Arnold is still awaiting the breakdown of the preliminary Title I budget. Student projections for the 2025-26 school year indicate a total of 1,372 students, with 8th grade being the smallest grade level and 68% of students being economically disadvantaged.

The following data were evaluated from the 2024-25 school year:

- Data reviewed:
 - RLA
 - Math
 - Science
 - Social Studies

- Strength #1 from 2024-25: RLA – Identifying Main Idea
- Strength #2 from 2024-25: Math – Solving equations using the desmos calculator
- Strength #3 from 2024-25: Science – Hands on Activities
- Strength #4 from 2024-25: Social Studies – Little to no gaps in sub pops in all three grade levels
- Need #1 for 2025-26: RLA – Making connections across texts
- Need #2 for 2025-26: Math – Balance between technology being used versus not being used
- Need #3 for 2025-26: Science – Activities that address the new TEKS
- Need #4 for 2025-26: Social Studies – Focus on engaging activities throughout the year

At the second meeting on September 17, 2025, the CPOC:

Started the meeting by discuss the purpose of CPOC, defined CIP, and discussed the process.

Topic 2 - Discussed the CNA from the May CPOC meeting and went over all CNA and approved.

Topic 3 - We reviewed the CIP strategies and went over the CIP tables. Under Goal 1 - Student Achievement, we discussed all 4 core contents. The committee discussed all 4 goals, problem statements, root cause, and strategy. All was approved.

Topic 4 - 2025/26 Parent and Family Engagement Policy was discussed and approved.

Topic 5 - Mrs. Clinkscale reviewed the Title I Proposed Budget. The Committee approved the budget.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is in RLA as our students scored below target in approaches and above in all three grade levels. Through the root cause analysis process, we identified our students scored below the target in approaches and above because of gaps in foundational skills led to a lack of rigor in planning and instruction.

Our second identified priority problem in the area of **student achievement** is in Math our students scored below target in approaches and above in all three grade levels. Through the root cause analysis process, we identified our students scored below the target in approaches and above because of a lack of engagement and focus.

Our third identified priority problem in the area of **student achievement** is in science our economically disadvantaged students

are below target in approaches and above. Through the root cause analysis process, we identified our students scored below the target in approaches and above because of limited time to spiral review content and test analysis.

Our fourth identified priority problem in the area of **student achievement** is in social studies African American students are performing below all other sub-populations. Through the root cause analysis process, we identified our because African American students are performing below all other sub-populations of lack of background knowledge and schema lead to disruptive behaviors in the classroom

Student Achievement

Student Achievement Summary

Our Domain 3 closing the gaps score increased by 2 percentage points.

Earned distinctions in Social Studies and Science

Student Achievement Strengths

Math 6

- SPED beat district in both approaches and meets
- EB did better than cluster in approaches
- EB was close to district in meets

Math 7

- Masters on par or above with cluster
- AA and SPED above cluster for approaches
- EB was close to target for approaches and above

Math 8

- Performed same as cluster in masters
- AA meets and above scored above district
- Meets and above are within 4% of district across all demographics

Reading 6

- Masters overall beat cluster
- SPED exceeded targets in meets, exceed cluster in approaches
- EB exceeded district and cluster in approaches
- Approaches on par with cluster and close to district

Reading 7

- ESL increased meets and masters from 2024 to 2025
- AA surpassed target, cluster, and even with district for masters
- SPED outperformed district, cluster for approaches

Reading 8

- EB did amazing across all levels outperforming target, district, and cluster
- Overall, masters outperformed target and cluster
- Outperformed meets target across the board

US History

- SPED x2 district in meets and masters
- Approaches surpassed district and cluster in almost all categories
- Meets surpassed district in all categories except AA (-1)

Science 8

- SPED met target in meets
- Eco-dis masters 9% above target
- Above district and cluster in all demographics except AA and SPED
- EB meets is 9% above target

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: RLA - Our students scored below target in approaches and above in all three grade levels.

Root Cause: Instructional Focus Root Cause #1: Our students scored below the target in approaches and above because of gaps in foundational skills led to a lack of rigor in planning and instruction.

Problem Statement 2: Instructional Focus Problem #2: Math - Our students scored below target in approaches and above in all three grade levels.

Root Cause: Instructional Focus Root Cause #2: Our students scored below the target in approaches and above because of a lack of engagement and focus.

Problem Statement 3: Instructional Focus Problem #3: Science - Our 8th grade economically disadvantaged students are below target in approaches and above.

Root Cause: Instructional Focus Root Cause #3: Our 8th grade economically disadvantaged students are below target in approaches and above because of limited time to spiral content and test analysis.

Problem Statement 4: Instructional Focus Problem #4: Social Studies - African American students are performing below all other sub-populations in Social Studies.

Root Cause: Instructional Focus Root Cause #4: African American students are performing below all other sub-populations in Social Studies because of lack of background knowledge and schema lead to disruptive behaviors in the classroom.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: (5) classroom reduction teachers, (1) bi-lingual paraprofessional

Goals

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: Instructional Focus: Through small group instruction, teachers will effectively differentiate instruction to meet the needs of students - supporting those who need intervention to close learning gaps while also providing enrichment opportunities to elevate high-achieving students. Strategy: Provide PD on small group instruction - how to implement, how to use data to guide small group lessons, and provided structured time to plan for small group during data digs. Strategy's Expected Result/Impact: Increased use of data-driven small group instruction will close learning gaps for struggling students, provide enrichment for advanced learners, and lead to measurable gains in student achievement. Staff Responsible for Monitoring: Academic Achievement Specialist Director of Instruction Campus Content Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Through small group instruction, teachers will effectively differentiate instruction to meet the needs of students - supporting those who need intervention to close learning gaps while also providing enrichment opportunities to elevate high-achieving students. Strategy: Continue to embed critical writing across all content areas by requiring students to respond in complete sentences and justify their answers. Strategy's Expected Result/Impact: Increased use of data-driven small group instruction will close learning gaps for struggling students, provide enrichment for advanced learners, and lead to measurable gains in student achievement. Staff Responsible for Monitoring: Academic Achievement Specialist Director of Instruction Campus Content Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Through small group instruction, teachers will effectively differentiate instruction to meet the needs of students - supporting those who need intervention to close learning gaps while also providing enrichment opportunities to elevate high-achieving students. Strategy: Provide PD on rigor and relevance to increase quality of questioning strategies. Strategy's Expected Result/Impact: Increased use of data-driven small group instruction will close learning gaps for struggling students, provide enrichment for advanced learners, and lead to measurable gains in student achievement. Staff Responsible for Monitoring: Academic Achievement Specialist Director of Instruction Campus Content Instructional Specialists	Formative		
	Nov	Feb	May
	 No Progress	 Moderate Progress	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: 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
	 Some Progress	 Considerable	 Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Dropout Prevention: Students who have a history of failing multiple courses (an indicator of potential drop-out risk), will have their data tracked by the instructional specialists who will also meet with the student and campus staff supporting the student. Strategy's Expected Result/Impact: Drop out rate will be at 0% Staff Responsible for Monitoring: AAS	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: 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: PBIS after-school events; Soccer Start; Dierker's Champs, and Recess during lunch for no discipline/absences/tardies/failing grades. 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	 Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: Title I: 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. 1. Salaries - The 5 class-size reduction teachers in math (3), reading (1), and social studies (1) and 1 Paraprofessional will assist in meeting out students' goals in all content areas. 2. Substitute pay - When the class size reduction teacher is absent, Title I funds will cover the cost of the substitute. 3. Extra duty pay - Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP. 4. Temporary workers - We will hire interventionists to come and complete academic pullouts that support our instructional goals as specified in the CIP. 5. Instructional Supplies - Classroom supplies will be purchased tp support our instructional goals as specified in the CIP. 6. Parent Involvement - We will increase parent involvement throughout the year with events like Family Bingo Night, Student Showcase, Open House, Buc Express, Curriculum Night, Electives Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Offering recess during lunch for no discipline/absences/tardies/failing grades to increase student engagement. Strategy's Expected Result/Impact: increase student engagement. Staff Responsible for Monitoring: Academic Achievement Specialist	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 9 Details	Formative Reviews		
Strategy 9: Improving Student Engagement: We will use PBIS events via points earned during the day for following our campus matrix to increase student engagement. Strategy's Expected Result/Impact: increase student engagement. Staff Responsible for Monitoring: Behavior Specialist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished



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: Significant progress made toward meeting 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. Conduct Weekly Exterior Door Sweeps. 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	 Considerable
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. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 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) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 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
	 Some Progress	 Moderate Progress	 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
	 Moderate Progress	 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
	 Moderate Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 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: Significant progress made toward meeting Objective

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
	 Considerable	 Considerable	 Accomplished
 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:** Significant progress made toward meeting 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
	 Moderate Progress	 Moderate Progress	 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: Improving Social Media Presence: Strategy's Expected Result/Impact: Monthly newsletters advertising to parents/community to follow us on FaceBook, Instagram, and X to increase parent engagement. Staff Responsible for Monitoring: Coordinating Counselor	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Installing a digital picture frame in our main office, advertising our presence on social media to solicit more followers Strategy's Expected Result/Impact: increase social media followers Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Showcase events and celebrations happening on campus through multiple platforms/modes to increase parent engagement. Strategy's Expected Result/Impact: increase parent engagement Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Solicit more parent volunteers for campus PBIS events and joint collaborations with Cy-Fair HS and Lamkin Elementary to increase parent engagement. Strategy's Expected Result/Impact: increase parent engagement Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Amby Clinkscale	Principal (there is only one principal)
Teacher #1	Jaclyn Villanueva	Teacher #1
Teacher #2	Cheryl Herpich	Teacher #2
Teacher #3	Latoria Branch	Teacher #3
Teacher #4	Leah Steffensky	Teacher #4
Teacher #5	Ryan Meyer	Teacher #5
Teacher #6	Kristen Brashear	Teacher #6
Teacher #7	Kayla Dolder-Belknap	Teacher #7
Teacher #8	Monica Esquivel	Teacher #8
Other School Leader (Nonteaching Professional) #1	Michelle Pizzi	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Martha (Natasha) Crownover	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Patricia Ledkins	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Tiffany Schmidendorff	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Lindsie Baird	Paraprofessional #1
Paraprofessional #2	Shelli Huckins	Paraprofessional #2
Administrator (LEA) #1	Sara DiCaro	Administrator (LEA) #1
Administrator (LEA) #2	Matthew Schultz	Administrator (LEA) #2
Parent #1	Vanessa Caulskins	Parent #1
Parent #2	Kimberly Henry	Parent #2
Community Member #1	Jake Wade	Community Member #1
Community Member #2	20 20	Community Member #2
Business Representative #1	Danielle Shoaf	Business Representative #1
Business Representative #2	22 22	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus 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%

2025-26	Target Check
81%	Met District Strategic Target
58%	Met District Strategic Target
30%	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.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
Reading	6	Arnold	MS2	All	423	73%	339	80%	51%	232	55%	25%	118	28%
Reading	6	Arnold	MS2	Hispanic	190	72%	152	80%	45%	94	49%	20%	39	21%
Reading	6	Arnold	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	6	Arnold	MS2	Asian	29	89%	26	90%	75%	23	79%	50%	15	52%
Reading	6	Arnold	MS2	African Am.	99	61%	70	71%	38%	43	43%	13%	14	14%
Reading	6	Arnold	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Arnold	MS2	White	91	87%	81	89%	73%	66	73%	41%	42	46%
Reading	6	Arnold	MS2	Two or More	13	36%	9	69%	36%	5	38%	*	7	54%
Reading	6	Arnold	MS2	Eco. Dis.	286	67%	214	75%	43%	139	49%	18%	66	23%
Reading	6	Arnold	MS2	EB	119	56%	77	65%	24%	46	39%	*	33	28%
Reading	6	Arnold	MS2	At-Risk	250	65%	182	73%	37%	114	46%	11%	49	20%
Reading	6	Arnold	MS2	SPED	76	45%	38	50%	26%	30	39%	8%	14	18%
Reading	7	Arnold	MS2	All	466	73%	372	80%	45%	256	55%	21%	130	28%
Reading	7	Arnold	MS2	Hispanic	216	72%	164	76%	40%	122	56%	17%	58	27%
Reading	7	Arnold	MS2	Am. Indian	4	*	4	100%	*	2	50%	*	1	25%
Reading	7	Arnold	MS2	Asian	28	89%	26	93%	74%	21	75%	44%	14	50%
Reading	7	Arnold	MS2	African Am.	114	68%	95	83%	42%	55	48%	19%	24	21%
Reading	7	Arnold	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Arnold	MS2	White	87	76%	68	78%	52%	47	54%	27%	30	34%
Reading	7	Arnold	MS2	Two or More	17	87%	15	88%	47%	9	53%	*	3	18%
Reading	7	Arnold	MS2	Eco. Dis.	321	69%	239	74%	37%	147	46%	15%	69	21%
Reading	7	Arnold	MS2	EB	139	55%	94	68%	25%	55	40%	7%	24	17%
Reading	7	Arnold	MS2	At-Risk	300	63%	214	71%	31%	128	43%	12%	60	20%
Reading	7	Arnold	MS2	SPED	84	44%	52	62%	15%	29	35%	*	23	27%
Reading	8	Arnold	MS2	All	442	82%	366	83%	62%	278	63%	32%	149	34%
Reading	8	Arnold	MS2	Hispanic	198	82%	163	82%	58%	114	58%	31%	66	33%
Reading	8	Arnold	MS2	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Reading	8	Arnold	MS2	Asian	28	100%	28	100%	92%	26	93%	75%	21	75%
Reading	8	Arnold	MS2	African Am.	114	70%	80	70%	45%	53	46%	12%	14	12%
Reading	8	Arnold	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	8	Arnold	MS2	White	85	93%	79	93%	82%	70	82%	45%	38	45%
Reading	8	Arnold	MS2	Two or More	15	92%	14	93%	92%	14	93%	58%	9	60%
Reading	8	Arnold	MS2	Eco. Dis.	291	76%	231	79%	54%	170	58%	27%	88	30%
Reading	8	Arnold	MS2	EB	135	65%	100	74%	37%	67	50%	15%	33	24%
Reading	8	Arnold	MS2	At-Risk	274	74%	215	78%	48%	152	55%	22%	76	28%
Reading	8	Arnold	MS2	SPED	72	38%	43	60%	17%	20	28%	*	14	19%
Math	6	Arnold	MS2	All	423	61%	338	80%	26%	232	55%	8%	118	28%
Math	6	Arnold	MS2	Hispanic	190	58%	150	79%	20%	126	66%	4%	43	23%
Math	6	Arnold	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	6	Arnold	MS2	Asian	29	96%	28	97%	79%	23	79%	46%	15	52%
Math	6	Arnold	MS2	African Am.	99	46%	67	68%	14%	34	34%	*	21	21%
Math	6	Arnold	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#	%	#	%	%	#	%	%	#	%
Math	6	Arnold	MS2	White	91	77%	85	93%	39%	43	47%	13%	35	38%
Math	6	Arnold	MS2	Two or More	13	50%	7	54%	*	5	38%	*	3	23%
Math	6	Arnold	MS2	Eco. Dis.	286	53%	190	66%	17%	103	36%	5%	47	16%
Math	6	Arnold	MS2	EB	119	54%	80	67%	14%	41	34%	*	20	17%
Math	6	Arnold	MS2	At-Risk	250	50%	162	65%	13%	85	34%	5%	41	16%
Math	6	Arnold	MS2	SPED	76	47%	48	63%	13%	20	26%	*	11	14%
Math	7	Arnold	MS2	All	463	55%	370	80%	33%	254	55%	12%	130	28%
Math	7	Arnold	MS2	Hispanic	215	52%	175	81%	34%	142	66%	10%	65	30%
Math	7	Arnold	MS2	Am. Indian	4	*	4	100%	*	2	50%	*	1	25%
Math	7	Arnold	MS2	Asian	26	78%	22	85%	63%	17	65%	41%	11	42%
Math	7	Arnold	MS2	African Am.	114	49%	80	70%	19%	42	37%	4%	30	26%
Math	7	Arnold	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	7	Arnold	MS2	White	87	63%	76	87%	41%	42	48%	17%	20	23%
Math	7	Arnold	MS2	Two or More	17	57%	12	71%	43%	8	47%	*	3	18%
Math	7	Arnold	MS2	Eco. Dis.	318	46%	200	63%	24%	125	39%	7%	56	18%
Math	7	Arnold	MS2	EB	138	42%	84	61%	25%	55	40%	*	21	15%
Math	7	Arnold	MS2	At-Risk	299	40%	179	60%	22%	115	38%	7%	52	17%
Math	7	Arnold	MS2	SPED	84	29%	46	55%	12%	20	24%	7%	15	18%
Math	8	Arnold	MS2	All	326	53%	260	80%	25%	179	55%	3%	91	28%
Math	8	Arnold	MS2	Hispanic	153	52%	127	83%	21%	105	69%	*	30	20%
Math	8	Arnold	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	8	Arnold	MS2	Asian	10	71%	8	80%	*	6	60%	*	3	30%
Math	8	Arnold	MS2	African Am.	97	49%	68	70%	25%	39	40%	*	32	33%
Math	8	Arnold	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Arnold	MS2	White	55	56%	48	87%	37%	22	40%	*	22	40%
Math	8	Arnold	MS2	Two or More	10	*	8	80%	*	6	60%	*	3	30%
Math	8	Arnold	MS2	Eco. Dis.	238	49%	153	64%	22%	92	39%	3%	37	16%
Math	8	Arnold	MS2	EB	98	43%	60	61%	16%	35	36%	*	14	14%
Math	8	Arnold	MS2	At-Risk	232	44%	144	62%	18%	85	37%	*	34	15%
Math	8	Arnold	MS2	SPED	70	23%	36	51%	9%	10	14%	*	10	14%
Science	8	Arnold	MS2	All	442	79%	353	80%	60%	270	61%	27%	125	28%
Science	8	Arnold	MS2	Hispanic	198	77%	155	78%	58%	115	58%	22%	46	23%
Science	8	Arnold	MS2	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Science	8	Arnold	MS2	Asian	28	96%	27	96%	83%	24	86%	71%	20	71%
Science	8	Arnold	MS2	African Am.	114	62%	73	64%	40%	48	42%	10%	12	11%
Science	8	Arnold	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	8	Arnold	MS2	White	85	96%	82	96%	81%	70	82%	45%	43	51%
Science	8	Arnold	MS2	Two or More	15	92%	14	93%	83%	12	80%	50%	3	20%
Science	8	Arnold	MS2	Eco. Dis.	291	71%	220	76%	49%	160	55%	21%	72	25%
Science	8	Arnold	MS2	EB	135	63%	96	71%	40%	68	50%	10%	26	19%
Science	8	Arnold	MS2	At-Risk	274	69%	204	74%	45%	145	53%	13%	57	21%
Science	8	Arnold	MS2	SPED	72	35%	41	57%	18%	20	28%	8%	13	18%
Social Studies	8	Arnold	MS2	All	442	63%	353	80%	38%	242	55%	20%	124	28%
Social Studies	8	Arnold	MS2	Hispanic	198	61%	157	79%	31%	123	62%	15%	44	22%
Social Studies	8	Arnold	MS2	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Social Studies	8	Arnold	MS2	Asian	28	92%	26	93%	79%	22	79%	54%	15	54%
Social Studies	8	Arnold	MS2	African Am.	114	49%	80	70%	23%	30	26%	8%	12	11%
Social Studies	8	Arnold	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Arnold	MS2	White	85	78%	75	88%	57%	53	62%	34%	43	51%
Social Studies	8	Arnold	MS2	Two or More	15	83%	13	87%	75%	12	80%	50%	9	60%
Social Studies	8	Arnold	MS2	Eco. Dis.	291	56%	198	68%	30%	99	34%	14%	61	21%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026 #	%	#	%	%	#	%	%	#	%
Social Studies	8	Arnold	MS2	EB	135	45%	84	62%	20%	42	31%	7%	24	18%
Social Studies	8	Arnold	MS2	At-Risk	274	51%	179	65%	26%	90	33%	10%	52	19%
Social Studies	8	Arnold	MS2	SPED	72	24%	37	51%	17%	19	26%	8%	13	18%
Algebra I	MS	Arnold	MS2	All	119	99%	119	100%	89%	107	90%	71%	89	75%
Algebra I	MS	Arnold	MS2	Hispanic	46	100%	46	100%	87%	40	87%	68%	32	70%
Algebra I	MS	Arnold	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Algebra I	MS	Arnold	MS2	Asian	20	100%	20	100%	100%	20	100%	94%	19	95%
Algebra I	MS	Arnold	MS2	African Am.	17	93%	17	100%	67%	12	71%	53%	9	53%
Algebra I	MS	Arnold	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Arnold	MS2	White	30	98%	30	100%	96%	29	97%	74%	24	80%
Algebra I	MS	Arnold	MS2	Two or More	5	100%	5	100%	88%	5	100%	75%	4	80%
Algebra I	MS	Arnold	MS2	Eco. Dis.	56	98%	55	98%	87%	28	50%	70%	41	73%
Algebra I	MS	Arnold	MS2	EB	37	100%	37	100%	89%	19	51%	61%	25	68%
Algebra I	MS	Arnold	MS2	At-Risk	43	99%	43	100%	85%	22	51%	67%	30	70%
Algebra I	MS	Arnold	MS2	SPED	2	*	2	100%	*	1	50%	*	1	50%

Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- 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, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse 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.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.