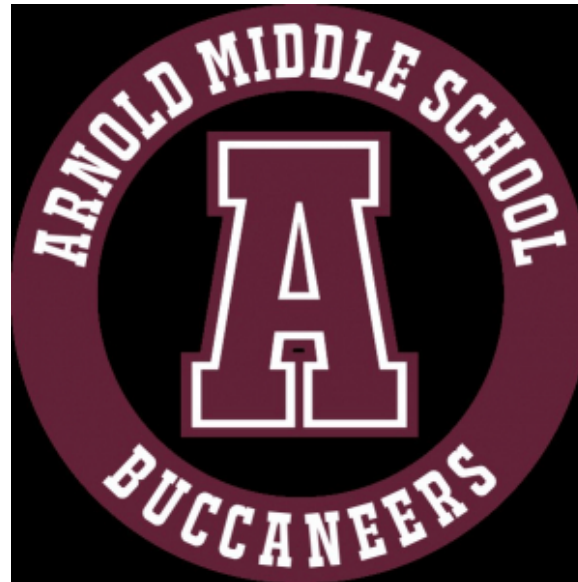# Cypress-Fairbanks Independent School District

Arnold Middle School

2021-2022 Campus Improvement Plan

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.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: In the fall, all teachers participated in data analysis to determining strengths and areas growth. Based on this, campus representatives, including CPOC members, from each content area and grade level, used the data analysis to complete a problem/root cause analysis process to identify strategies to address areas of concern.

In summary, the comprehensive needs assessment denotes the following: The needs assessment denotes strengths in our academic progress. The implications of the COVID-19 pandemic have created a new environment in which we need to serve students.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*

- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and Meadows of Cypress Creek Apartments.

Student Achievement

Student Achievement Strengths

STAAR data assessments during the 20-21 school year indicated the following:

Overall STAAR Performance

- Eighty percent of our students scored at the Approaches level
- Fifty-two percent of our students scored at the Meets level
- Twenty-seven percent of our students scored at the Masters level

STAAR Reading

- Student performance on 6th grade Reading STAAR Approaches exceeded our cluster for All, Hispanic, African American, White, Economically Disadvantaged and Special Education student groups.
- Student performance on 6th grade Reading STAAR Approaches did not show significant declines due to COVID for All, Hispanic, African American, White and Economically Disadvantaged student groups.
- LEP student performance on 6th grade Reading STAAR Approaches exceeded target and 2019 performance.
- SPED student performance on 6th grade Reading STAAR Meets exceeded target and 2019 performance.
- Student performance on 6th grade Reading STAAR Masters exceeded our cluster
- Student performance on 7th grade Reading STAAR Approaches exceeded targets and 2019 STAAR performance for African American, Economically Disadvantaged, LEP and Special Education student groups.
- Student performance on 7th grade Reading STAAR Approaches met or exceeded our cluster of middle schools for all demographics.
- Student performance on 7th grade Reading STAAR Meets exceeded targets and 2019 STAAR performance for Hispanics, Economically Disadvantaged and LEP student groups.
- Student performance on 7th grade Reading STAAR Masters exceeded targets and 2019 STAAR performance for White and LEP student groups.
- Student performance on 8th grade Reading STAAR Approaches met or exceed targets for All, Hispanic, African American, White, Economically Disadvantaged and Special Education student groups.
- Student performance on 8th grade Reading STAAR Meets exceed targets for All, Hispanic, White, Economically Disadvantaged, LEP and Special Education student groups.
- Student performance on 8th grade Reading STAAR Meets exceed our cluster for All, African American, White, Economically Disadvantaged, LEP and Special Education student groups.
- Student performance on 8th grade Reading STAAR Masters met or exceeded targets and 2019 STAAR performance for All, Hispanic, White, Economically Disadvantaged and LEP student groups.

STAAR Math

- Student performance on 6th grade Math STAAR Approaches exceeded our cluster for All, Hispanic, African American, White, Economically Disadvantaged, LEP and Special Education student groups.
- Student performance on 6th grade Math STAAR Meets met or exceeded our cluster for All, Hispanic, African American, White, Economically Disadvantaged, LEP and Special Education student groups.

- Student performance on 6th grade Math STAAR Masters met or exceeded our cluster for All, Hispanic, White, Economically Disadvantaged and Special Education student groups.
- Student performance on 7th grade Math STAAR Approaches exceeded our cluster for All, Hispanic, White, Economically Disadvantaged, LEP and Special Education student groups.

- Student performance on 7th grade Math STAAR Meets exceeded our cluster for All, Hispanic, White, Economically Disadvantaged and LEP student groups.
- Student performance on 7th grade Math STAAR Masters met or exceeded our cluster for All, Hispanic, African American and Economically Disadvantaged student groups.
- Student performance on 8th grade Math STAAR Approaches met or exceeded our cluster performance for All, Hispanic, African American, White, Economically Disadvantaged, LEP and Special Education student groups.
- Student performance on 8th grade Math STAAR Meets exceeded our cluster performance for All, Hispanic, African American, White, Economically Disadvantaged and LEP student groups.
- Student performance on 8th grade Math STAAR Masters exceeded our cluster performance for All, Hispanic, African American, Economically Disadvantaged and LEP student groups.
- Student performance on Algebra I EOC Approaches met or exceeded our cluster performance for All, Hispanic, African American and Economically Disadvantaged student groups.
- Student performance on Algebra I EOC Approaches met targets and 2019 EOC performance for Hispanic, African American and Economically Disadvantaged student groups.
- Student performance on Algebra I EOC Meets met or exceeded our cluster performance for All, Hispanic and Economically Disadvantaged student groups.

STAAR Science

- Student performance on 8th grade Science STAAR Approaches met or exceeded our cluster performance for All, Hispanic, African American, White, Economically Disadvantaged, LEP and Special Education student groups.
- Student performance on 8th grade Science STAAR Approaches exceeded targets and 2019 STAAR for White, LEP and Special Education student groups.
- Student performance on 8th grade Science STAAR Meets exceeded our cluster performance for All, Hispanic, African American, White, Economically Disadvantaged, LEP and Special Education student groups.
- Student performance on 8th grade Science STAAR Masters met or exceeded our cluster performance for All, Hispanic, African American, White, Economically Disadvantaged, LEP and Special Education student groups.
- Student performance on 8th grade Science STAAR Masters exceeded targets and 2019 STAAR for Hispanic, White, LEP and Special Education student groups.

STAAR Social Studies

- Student performance on 8th grade Social Studies STAAR Approaches significantly exceeded our cluster and district performance for All, Hispanic, African American, White, Economically Disadvantaged, LEP and Special Education student groups.
- Student performance on 8th grade Social Studies STAAR Approaches met or exceeded targets and 2019 scores for Hispanic, White, Economically Disadvantaged, LEP and Special Education student groups.
- Twenty-four percent more students receiving special education services scored at the Approaches level compared to the target score and 2019 STAAR scores.
- Student performance on 8th grade Social Studies STAAR Meets exceeded our cluster and district performance for All, Hispanic, African American, White, Economically Disadvantaged, LEP and Special Education student groups.
- LEP student performance at the Approaches level was 25% higher than our cluster and 13% higher than the target and 2019 STAAR scores.
- Student performance on 8th grade Social Studies STAAR Masters exceeded our cluster and district performance for All, Hispanic, African American, White, Economically Disadvantaged, LEP and Special Education student groups.
- Student performance on 8th grade Social Studies STAAR Masters met or exceeded our targets and 2019 scores for Hispanic, White, LEP and Special Education student groups.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading/ELA: There are gaps in STAAR performance between AA students and other student groups. **Root Cause:** Reading/ELA: Teachers don't intentionally plan to build schema with students.

Problem Statement 2: Writing: STAAR scores in all demographics dropped an average of 10 percent. **Root Cause:** Writing: Teachers need to regularly model writing, write with students and provide examples of exemplary student writing.

Problem Statement 3: Math: Gaps in STAAR math performance between AA students and other student groups need to be closed at all levels. **Root Cause:** Math: Teachers need to provide more opportunities for students to engage in academic discourse so they will see the relevance in lessons.

Problem Statement 4: Science: There is a discrepancy in the STAAR scores between AA students and other student groups. **Root Cause:** Science: Teachers need to ensure students find relevance and interest in lessons.

Problem Statement 5: Social Studies: AA STAAR performance significantly dropped in approaches, meets and masters as compared to previous years. **Root Cause:** Social Studies: Teachers need to ensure students find relevance in lessons.

Problem Statement 6: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 7: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

We are excited to welcome 95% of our 6th graders, and 100% of our 7th and 8th graders back to campus this school year. We are facilitating virtual school for 23 of our sixth graders. We continue to work with students and families to increase daily attendance during the ongoing COVID-19 pandemic. The overall climate on the campus is positive and welcoming. Teachers continue to create environments to welcome students. Our students participated in a survey last spring, which indicated most students have friends, feel safe and have someone the can talk to when there is a problem at school. Our teacher attendance rate is high with most teacher absences occurring due to health requirements.

Our Spring 2021 Effective Behavior Support (EBS) survey of staff members found–

- 100% reported we have a small number of positively and clearly stated school-wide student expectations or rules defined
- 100% reported expected student behaviors are taught directly
- 100% reported procedures are in place to address emergency/dangerous situations
- 100% reported a team exists for behavior support planning and problem solving
- 99% reported student behaviors are acknowledged regularly

We continue to improve our processes put in place to ensure student safety and an academic focus on our campus. We believe this will help meet the needs and goals of decreasing overall discipline incident reports and increase student achievement. Our assistant principals work closely with our teachers and parents to help provide foundations for future success in the classroom.

This is our seventh school year to require 100% of our students to wear badges at all times on campus. We will continue our efficient process for getting students temporary and/or replacement badges when needed. Students wear grade-level specific lanyards to further ensure identification. We continue to work with the students on the concept of "see something, say something." Students participate in all of our safety drills and receive specific instructions to remind them of their expectations. We are enforcing with fidelity the district's clear backpack policy.

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Arnold staff members prolong their commitment to student academic success and excellence in education. This commitment drives the ongoing focus of fostering brain-based instructional and management strategies, PBIS in the classroom, high-quality curriculum, a safe learning environment and ongoing assessment to prepare students for their future. As indicated in past Employee Perception Surveys, the majority enjoy a positive career experience at Arnold. The 2021 Employee Perception Survey found –

- 99% reported that quality work is expected of them
- 97% reported that procedures are implemented to keep them safe at work
- 95% reported information is available to help them do their job effectively
- 94% reported that collaboration is encouraged and practiced
- 93% reported opportunities are available to discuss my concerns with campus administration

We are honored to continue the high teacher and paraprofessional retention rate trend again this past year. Our new teacher induction program provided support for new teachers so they will remain at Arnold in the future. Teachers had the opportunity to provide input in most campus decisions and autonomy to make their own decisions based on the needs of their students. A high staff retention rate allows for us to maintain the culture of excellence and provide targeted support to the teachers who are new to the profession.

Arnold welcomes 29 new staff members this school year filling vacancies left by teachers who have received promotions, retired or relocated.   We will continue to focus on quality recruitment and retention of our Arnold staff while providing a mentoring program for our new teachers that offers consistent emotional, social, and professional support throughout the year. Our new teachers will receive professional development in best practices for classroom management and instruction, technology and brain-based teaching strategies.

One hundred percent of Arnold staff members participated in professional development during the 20-21 school year. Teachers had the flexibility to design their own professional development plan based in their professional goals in addition to campus-wide initiatives. Over the summer, our teachers participated in the Digital Learning Conference and Moving to the Next Level with Rigor, Relevance, and Digital Tools presented by Mark White, a professional learning consultant with ICLE. Teachers continue to have many options to tailor professional development to their own goals. To support teachers, the district has implemented 5 teacher workdays. At Arnold, teachers design how to use these days to best fit their own personal needs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Paraprofessional and teachers are more likely to be absent on Mondays and Fridays. **Root Cause:** Teacher/Paraprofessional Attendance: Some staff members don't realize the crucial impact of their daily attendance (excluding health required absences) and how challenging it is to adequately cover classes with a substitute or campus staff member.

Parent and Community Engagement

Parent and Community Engagement Strengths

Arnold hosts events for parents throughout the school year. Each year we invite parents and students to attend Buc Express, which gives parents an opportunity to purchase items for the upcoming school year and walk their child's schedule. This we incorporated a Sixth Grade Camp as a special way to welcome our sixth-grade students, some of whom were Connect learners throughout their 5th grade year. During this camp, students met their Anchor Time teachers and classmates, participated in team-building activities and learned about various processes we have at Arnold. Each student received a t-shirt free of charge to commemorate the event. Open House provides an opportunity for parents to visit each of their child's teachers and interact with other community members during our come-and-go format. Attendance this year significantly exceeded that of pre-COVID Open House events. During Open House, parents have a chance to learn more about our Title I plan and budget. These events are well attended and, according to past surveys, the majority of parents report they are beneficial. Our Fifth to Sixth Grade Night held in February showcases our fine arts programs and elective options for our incoming 6th graders and their parents.

Responses to past Title 1 surveys indicate that most parents attend functions when their child is performing. In direct response to this, we created our Student Showcase in the Spring of 2019. After year off, our Student Showcase event will return this spring so students and parents to can experience learning in a fun way together. We will also host additional family night events. Our fine arts and athletic departments offer numerous opportunities for parents to watch student performances. We are excited to offer these events to the public this year.

Cy-Hope is partnering with us this year to provide support to some of our students. Arnold has a mentoring program each year where staff members serve as mentors for some of our students. In addition to the Arnold staff mentoring program, Global Volunteers from the community served as mentors. Through our participation in the Cy-Hope backpack program, Arnold provided extra food on weekends and holiday breaks for our severely economically disadvantaged students.

Problem Statements Identifying Parent and Community Engagement Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals
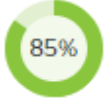
Revised/Approved: October 6, 2021

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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading: Reading/ELA: Teachers will intentionally plan, at the beginning of each unit, to build schema through a variety of instructional tools.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Team Members CCIS Campus Appraisers **Schoolwide and Targeted Assistance Title I Elements:** 2.4	70%	80%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: Teachers will regularly model writing, write with students and provide examples of exemplary student writing.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Team Members CCIS Campus Appraisers	70%	80%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Teachers will purposely plan clean beginnings to hook students and increase relevance of lessons, which will result in purposeful academic discourse.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Team Members CCIS Campus Appraisers	60%	70%	90%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Science: Teachers will include more opportunities for kinesthetic and tactile lessons with choices in how students demonstrate knowledge.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Team Members CCIS Campus Appraisers **Funding Sources:** Supplies - Title I - $2,015	60%	70%	85%

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Social Studies: Students will have opportunities to make connections and think critically by incorporating movement, manipulatives, discourse and high interest technology.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Team Members CCIS Campus Appraisers	60%	70%	90%

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Dropout Prevention: Campus Academic Achievement Specialists will track and ensure students who have a history of excessive absences and/or failing averages in multiple courses, both indicators of potential drop-out risk, meet with campus staff.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student absences will decrease and grades will improve. **Staff Responsible for Monitoring:** AAS	50%	70%	80%

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction that includes lessons for math, language arts, social studies and science.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** CCISs AASs **Funding Sources:** Classroom Supplies - Title I - $10,375	70%	85%	100%

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Well-Rounded Education: The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Project Safety, PBIS lessons, character building, Student Council, fine arts programs, UIL athletics, Soccer Start and various clubs. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Director of Instruction Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.5	**Formative**		
	Nov	**Feb**	**May**
	45%	70%	100%

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Deepen understanding of and address specific academic needs of the African American, economically disadvantaged and special education student groups in an effort to address the needs of all students, particularly at-risk. **Strategy's Expected Result/Impact:** 1. Temporary Workers -Temporary Workers will provide instructional interventions for students to assist in meeting or exceeding targets on the attached CIP target tables. 2. Additional staff - Additional teachers will lower the student-teacher ratio to assist in meeting or exceeding targets on the attached CIP target tables and additional paraprofessional will assist with added security, parent involvement and community outreach. 3. Headphones & Chargers- Provide access to additional technology-based instructional strategies and interventions to increase student engagement, reading fluency and differentiation opportunities. 4. Paper & Classroom Supplies - Enhance effective instruction for students to assist in meeting or exceeding targets on the attached CIP target tables. 5. Laminator & Laminating Rolls- Assist in providing effective communication with students, staff and the community. 6. Markerboard - Assist in meeting the communication and learning needs of students. 7. Extra Duty Pay - Teachers will provide extended school day opportunities for students to assist in meeting or exceeding targets on the attached CIP target tables. 8. Educators Handbook - Increase effective communication between faculty and administration to identify students in need of services resulting in more frequent feedback to teachers. 9. Library Books - Increase the circulation of library books to develop stronger reading strategies and comprehension to assist in meeting instructional targets and goals. 10. Poster Maker Ink & Paper - Assist in providing effective communication with students, staff and the community. **Staff Responsible for Monitoring:** Principal Director of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** 1. Temporary Workers - Title I - $13,500, 2. Additional Staff - Title I - $334,054, Headphones & Chargers - Title I - $9,089, 4. Paper - Title I - $5,000, 5. Laminator - Title I - $2,015, 6. Markerboard - Title I - $1,104.71, 7. Extra Duty Pay - Title I - $5,000, 8. Educators Handbook - Title I - $698, 9. Library Books - Title I - $4,999.92, 10. Poster Maker Ink & Paper - Title I - $658, 4. Classroom Supplies - Title I - $6,130	**Formative**		
	Nov	**Feb**	**May**
	70%	80%	100%

Strategy 10 Details	Formative Reviews

Strategy 10: School-Wide Writing Focus - Teachers will increase opportunities for students to engage in writing activities in all content areas. Students will use complete sentences for both written and verbal responses.		Formative	
		Nov	Feb	May
Strategy's Expected Result/Impact: Increase in students writing and speaking in complete sentences in academic settings and on any related STAAR assessment. **Staff Responsible for Monitoring:** Teachers CCISs Director of Instruction Principal		65%	80%	90%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: 6th Grade Buccaneer Camp: All 6th grade students will be invited to an orientation evening to get acclimated to the campus and begin to build a bond with their advisory teacher and classmates.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students attending 6th grade Buccaneer Camp will have 96% attendance in the first marking period. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Extra Duty Pay - ESSER III - $1,680	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted academic tutoring - Skill Based. Students will receive tutoring on specific skills in math and/or reading.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Economically disadvantaged students attending targeted after school tutorials will increase their STAAR Raw scores in Math and/or Reading by 20%. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Teachers Providing After-School Tutoring - ESSER III - $7,210	35%	70%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Hire a core content area interventionist: Math interventions	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, students in the math pull-outs will increase their STAAR raw score by a minimum of 20%. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Teacher - ESSER III - $70,000	45%	80%	90%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Mark White, professional learning consultant from ICLE, will present to our staff on July 27 the importance to returning to rigor and relevance in the classroom, and how to effectively use the 1:1 devices. We will use our end of year student survey and STAAR data to drive the content of his presentation. We will plan an additional follow up visit with Mr. White in the fall.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: After the staff training with Mark White in July and the fall of 2021, we will come within a 50% increase in our STAAR scores from our 20/21 results and our 18/19 results. For example, if our scores in 6th reading were 75% approaches in 20/21 and 85% approaches in 18/19, our scores would be expected to be 80% approaches in 21/22. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Consultant - ESSER III - $15,000	100%	100%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

   Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in academic work during Anchor Time to close the gaps in reading, math, social studies and science.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed STAAR Targets. **Staff Responsible for Monitoring:** AASs	Nov	Feb	May
Funding Sources: Student Supplies - Special Allotment: Compensatory Education - $2,579	75%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will use individual reading supplies for READ 180 to improve reading comprehension.	**Formative**		
Strategy's Expected Result/Impact: Students improve Lexile levels. **Staff Responsible for Monitoring:** ELAR CCIS	Nov	Feb	May
Funding Sources: READ 180 Books - Special Allotment: Compensatory Education - $2,720	0%	0%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Select students will participate in the Soccer Start program to increase their academic success.	**Formative**		
Strategy's Expected Result/Impact: Select students will participate in the Soccer Start program to increase their academic success and school engagement. **Staff Responsible for Monitoring:** Academic Achievement Specialist	Nov	Feb	May
Funding Sources: Extra Duty - Special Allotment: Compensatory Education - $2,000	0%	0%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Arnold will continue to enforce with fidelity students carrying clear backpacks and students wearing badges at all times while on campus.	**Formative**		
Strategy's Expected Result/Impact: 100% of students wearing badges and carrying clear backpacks daily.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principals	90%	95%	100%
Funding Sources: Badge Supplies - Title I - $70			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principals	50%	85%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Safety: Staff will actively monitor students at all times.	**Formative**		
Strategy's Expected Result/Impact: Increased staff visibility and positive praise will promote the desired behaviors.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Appraisers	85%	85%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 95%.
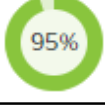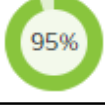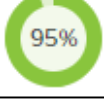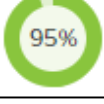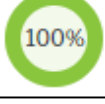
    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Parents will receive a personal call from the attendance office when a student is absent for 4 days in a row without any contact from the parent.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will meet or exceed 95%. **Staff Responsible for Monitoring:** Teachers Campus Administration	**Nov**	**Feb**	**May**
	30%	40%	90%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 1%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: Staff will receive training on strategies for de-escalation in August. This training will be reinforced throughout the year. Some student consequences may result in an opportunity complete an assignment to reflect and learn from the behavior.
    Strategy's Expected Result/Impact: Discipline referrals will decrease by 1%.
    Staff Responsible for Monitoring: Assistant Principals
	Formative		

	Nov	Feb	May
	85%	85%	95%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions: An alternative academic assignment reflective of the referring behavior may be proposed for credit/exchange of a DMC placement.
    Strategy's Expected Result/Impact: In-school suspensions for students will be reduced by 2% 19-20 school year.
    Staff Responsible for Monitoring: Assistant Principals
	Formative		

	Nov	Feb	May
	40%	70%	95%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: A 3-member team will meet to consider all factors specific to the student and the incident when determining an OSS consequence.
    Strategy's Expected Result/Impact: Out of school suspensions will decrease 2% from the 19-20 school year.
    Staff Responsible for Monitoring: Assistant Principals
	Formative		

	Nov	Feb	May
	95%	95%	95%

Strategy 4 Details	Formative Reviews		

Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Assistant principals will look for additional options to avoid assigning discretionary ALC placements.
    Strategy's Expected Result/Impact: Discretionary ALC placements will remain at 0.
    Staff Responsible for Monitoring: Assistant Principals
	Formative		

	Nov	Feb	May
	95%	95%	100%

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Students will participate in a variety of initiatives that teach making good choices such as: how to treat others, anti-victimization, character-building, empathy, etc., provided by the counselors, Project Safety lessons, Cy-Hope partnership and small group sessions held by the counselors. 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**
	70%	80%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the students will have the opportunity to participate in coordinated school health activities and their evaluation.

Evaluation Data Sources: Lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement healthy lifestyle lessons in PE classes with fidelity.	**Formative**		
Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** PE Teachers	**Nov**	**Feb**	**May**
	45%	65%	80%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 2%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Arnold will honor staff with perfect attendance at scheduled intervals.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Director of Instruction	70%	85%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

    Evaluation Data Sources: Professional Development Logs
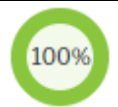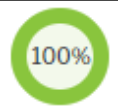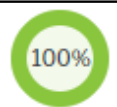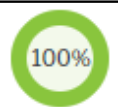
Strategy 1 Details	Formative Reviews		

Strategy 1: High-Quality Professional Development:
 1. Teachers will participate in CFISD's Digital Learning Conference
 2. Teachers will participate in Moving to the Next Level with Rigor, Relevance, and Digital Tools and follow-up sessions 3 times throughout the school year with Mark White, professional learning consultant with ICLE.
 3. Arnold's Self-Paced Professional Development (targeted professional development focused on teachers' CF-TESS goals)
     Strategy's Expected Result/Impact: 1. Teachers using technology to enhance learning, add relevance and raise rigor.
     2. Relevant, high-rigor classroom instruction, including the purposeful use of technology, for all students.
     3. Evidence of progress towards reaching professional goals and the Goal for Student Growth
     Staff Responsible for Monitoring: CCISs
 Director of Instruction
 Principal
	Formative		

	Nov	**Feb**	**May**
	70%	80%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Arnold will encourage attendance at scheduled parent involvement opportunities, including Sixth Grade Buc Camp, Buc Express, Open House, athletic events, concerts, Student Showcase and family nights, as well as seek ways to connect with our parents who aren't able to attend.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.
    Staff Responsible for Monitoring: AASs
Director of Instruction
 	
    Funding Sources: Supplies for Student Showcase - Title I - $4,053
	65%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Title I Campus: Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.	**Formative**		
	Nov	**Feb**	**May**

This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Meadows at Cypress Creek
    Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.
    Staff Responsible for Monitoring: Principal, Director of Instruction
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.1
	30%	100%	100%

Strategy 3 Details	Formative Reviews

Strategy 3: Title I Campus:
 	
Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement opportunities.
    Strategy's Expected Result/Impact: Parent and family engagement will increase 5%.
    Staff Responsible for Monitoring: Principal
    Director of Instruction
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.2
	Formative

	Nov	Feb	May
	65%	80%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: Arnold staff will participate in book distribution opportunities.
    Strategy's Expected Result/Impact: Increase in home educational resources for families.
    Staff Responsible for Monitoring: AASs
	Formative

	Nov	Feb	May
	0%	80%	100%

Strategy 5 Details	Formative Reviews

Strategy 5: Staff front desk with two paraprofessionals to assist with added security, parent involvement and community outreach.
    Strategy's Expected Result/Impact: All visitors, either in person or on the phone, will be greeted, screened and receive assistance as needed.
    Staff Responsible for Monitoring: Principal
	Formative

	Nov	Feb	May
	30%	100%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Arnold Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Arnold Middle School

Name	Position	FTE
1 position	DI Helping Teacher	1
2 positions	Academic Achievement Specialist	1
4 positions	Content Curriculum Instr Specialist	1
8 positions	teacher	1

Title I Personnel

Name	Position	Program	FTE
N/A	Social Studies Teacher	Class Size Reduction	1.0
N/A	Science Teacher	Class Size Reduction	1.0
N/A	Social Studies Teacher	Class Size Reduction	1.0
N/A	English Language Arts Teacher	Class Size Reduction	1.0
N/A	Paraprofessional	Paraprofessional	1.0
N/A	Teacher	Class Size Reduction	1.0

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Extra Duty Pay		$1,680.00
1	2	2	Teachers Providing After-School Tutoring		$7,210.00
1	2	3	Teacher		$70,000.00
1	2	4	Consultant		$15,000.00
				Sub-Total	$93,890.00
			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Supplies		$2,015.00
1	1	7	Classroom Supplies		$10,375.00
1	1	9	5. Laminator		$2,015.00
1	1	9	8. Educators Handbook		$698.00
1	1	9	6. Markerboard		$1,104.71
1	1	9	4. Classroom Supplies		$6,130.00
1	1	9	10. Poster Maker Ink & Paper		$658.00
1	1	9	9. Library Books		$4,999.92
1	1	9	7. Extra Duty Pay		$5,000.00
1	1	9	1. Temporary Workers		$13,500.00
1	1	9	Headphones & Chargers		$9,089.00
1	1	9	4. Paper		$5,000.00
1	1	9	2. Additional Staff		$334,054.00
2	1	1	Badge Supplies		$70.00
4	1	1	Supplies for Student Showcase		$4,053.00
				Sub-Total	$398,761.63
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Extra Duty		$2,000.00
				Sub-Total	$2,000.00

Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Student Supplies		$2,579.00
1	3	2	READ 180 Books		$2,720.00
				Sub-Total	$5,299.00

Addendums

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	6	Arnold	All	426	331	78%	92%	14%	435	353	81%
Math	6	Arnold	Hispanic	184	131	71%	91%	20%	192	155	81%
Math	6	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Arnold	Asian	38	36	95%	97%	2%	35	35	100%
Math	6	Arnold	African Am.	87	57	66%	83%	17%	92	66	72%
Math	6	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Arnold	White	101	95	94%	97%	3%	95	82	86%
Math	6	Arnold	Two or More	13	10	77%	93%	16%	17	12	71%
Math	6	Arnold	Eco. Dis.	269	195	72%	88%	16%	281	217	77%
Math	6	Arnold	LEP Current	58	27	47%	81%	34%	80	57	71%
Math	6	Arnold	At-Risk	268	190	71%	72%	1%	276	208	75%
Math	6	Arnold	SPED	45	31	69%	88%	19%	48	27	56%
Math	7	Arnold	All	462	317	69%	87%	18%	477	347	73%
Math	7	Arnold	Hispanic	206	143	69%	87%	18%	204	140	69%
Math	7	Arnold	Am. Indian	7	6	86%	87%	1%	*	*	*
Math	7	Arnold	Asian	34	30	88%	95%	7%	36	36	100%
Math	7	Arnold	African Am.	96	44	46%	69%	23%	108	58	54%
Math	7	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Arnold	White	106	85	80%	95%	15%	111	100	90%
Math	7	Arnold	Two or More	12	8	67%	100%	33%	15	11	73%
Math	7	Arnold	Eco. Dis.	280	186	66%	81%	15%	314	211	67%
Math	7	Arnold	LEP Current	39	19	49%	62%	13%	63	28	44%
Math	7	Arnold	At-Risk	216	114	53%	54%	1%	283	184	65%
Math	7	Arnold	SPED	42	15	36%	53%	17%	51	21	41%
Math	8	Arnold	All	274	195	71%	92%	21%	342	265	77%
Math	8	Arnold	Hispanic	127	90	71%	95%	24%	160	124	78%
Math	8	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Arnold	Asian	7	5	71%	100%	29%	9	9	100%
Math	8	Arnold	African Am.	77	50	65%	93%	28%	94	68	72%
Math	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Arnold	White	55	45	82%	89%	7%	58	48	83%
Math	8	Arnold	Two or More	6	3	50%	91%	41%	13	9	69%
Math	8	Arnold	Eco. Dis.	175	121	69%	92%	23%	248	192	77%
Math	8	Arnold	LEP Current	26	16	62%	80%	18%	48	31	65%
Math	8	Arnold	At-Risk	164	110	67%	68%	1%	258	193	75%
Math	8	Arnold	SPED	38	20	53%	60%	7%	45	22	49%
Reading	6	Arnold	All	426	307	72%	74%	2%	435	323	74%
Reading	6	Arnold	Hispanic	184	123	67%	71%	4%	192	143	74%
Reading	6	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Arnold	Asian	38	36	95%	96%	1%	35	34	97%
Reading	6	Arnold	African Am.	87	52	60%	66%	6%	92	57	62%
Reading	6	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Arnold	White	101	83	82%	83%	1%	95	74	78%
Reading	6	Arnold	Two or More	13	11	85%	86%	1%	17	13	76%
Reading	6	Arnold	Eco. Dis.	269	178	66%	69%	3%	281	199	71%
Reading	6	Arnold	LEP Current	58	18	31%	32%	1%	80	42	53%
Reading	6	Arnold	At-Risk	268	168	63%	64%	1%	276	182	66%
Reading	6	Arnold	SPED	45	12	27%	40%	13%	48	16	33%
Reading	7	Arnold	All	461	377	82%	86%	4%	476	417	88%
Reading	7	Arnold	Hispanic	206	167	81%	85%	4%	204	174	85%
Reading	7	Arnold	Am. Indian	7	7	100%	100%	0%	*	*	*
Reading	7	Arnold	Asian	33	29	88%	95%	7%	36	36	100%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	7	Arnold	African Am.	96	69	72%	73%	1%	107	92	86%
Reading	7	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Arnold	White	106	92	87%	94%	7%	111	99	89%
Reading	7	Arnold	Two or More	12	12	100%	100%	0%	15	13	87%
Reading	7	Arnold	Eco. Dis.	279	227	81%	82%	1%	313	262	84%
Reading	7	Arnold	LEP Current	39	25	64%	65%	1%	63	43	68%
Reading	7	Arnold	At-Risk	215	157	73%	74%	1%	283	231	82%
Reading	7	Arnold	SPED	42	18	43%	44%	1%	51	27	53%
Reading	8	Arnold	All	448	384	86%	90%	4%	515	467	91%
Reading	8	Arnold	Hispanic	205	178	87%	91%	4%	231	213	92%
Reading	8	Arnold	Am. Indian	*	*	*	*	*	6	6	100%
Reading	8	Arnold	Asian	28	24	86%	100%	14%	33	31	94%
Reading	8	Arnold	African Am.	95	75	79%	89%	10%	110	92	84%
Reading	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Arnold	White	105	94	90%	91%	1%	113	106	94%
Reading	8	Arnold	Two or More	12	10	83%	85%	2%	18	15	83%
Reading	8	Arnold	Eco. Dis.	264	223	84%	88%	4%	340	306	90%
Reading	8	Arnold	LEP Current	27	11	41%	67%	26%	53	41	77%
Reading	8	Arnold	At-Risk	203	150	74%	75%	1%	312	272	87%
Reading	8	Arnold	SPED	39	21	54%	55%	1%	46	25	54%
Science	8	Arnold	All	452	393	87%	91%	4%	514	443	86%
Science	8	Arnold	Hispanic	207	179	86%	90%	4%	231	195	84%
Science	8	Arnold	Am. Indian	*	*	*	*	*	6	6	100%
Science	8	Arnold	Asian	28	26	93%	100%	7%	33	33	100%
Science	8	Arnold	African Am.	96	75	78%	90%	12%	110	86	78%
Science	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Arnold	White	105	100	95%	96%	1%	113	106	94%
Science	8	Arnold	Two or More	13	10	77%	85%	8%	18	14	78%
Science	8	Arnold	Eco. Dis.	267	228	85%	87%	2%	340	286	84%
Science	8	Arnold	LEP Current	27	18	67%	68%	1%	53	34	64%
Science	8	Arnold	At-Risk	204	163	80%	81%	1%	313	252	81%
Science	8	Arnold	SPED	37	23	62%	63%	1%	46	26	57%
Social Studies	8	Arnold	All	450	366	81%	84%	3%	516	419	81%
Social Studies	8	Arnold	Hispanic	206	164	80%	81%	1%	233	182	78%
Social Studies	8	Arnold	Am. Indian	*	*	*	*	*	6	6	100%
Social Studies	8	Arnold	Asian	27	22	81%	100%	19%	33	32	97%
Social Studies	8	Arnold	African Am.	96	71	74%	83%	9%	110	82	75%
Social Studies	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Arnold	White	105	96	91%	92%	1%	113	102	90%
Social Studies	8	Arnold	Two or More	13	10	77%	85%	8%	18	12	67%
Social Studies	8	Arnold	Eco. Dis.	266	210	79%	80%	1%	342	272	80%
Social Studies	8	Arnold	LEP Current	27	13	48%	49%	1%	53	29	55%
Social Studies	8	Arnold	At-Risk	204	137	67%	68%	1%	314	230	73%
Social Studies	8	Arnold	SPED	37	21	57%	58%	1%	46	19	41%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	6	Arnold	All	426	184	43%	64%	21%	435	192	44%
Math	6	Arnold	Hispanic	184	59	32%	63%	31%	192	75	39%
Math	6	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Arnold	Asian	38	27	71%	90%	19%	35	29	83%
Math	6	Arnold	African Am.	87	24	28%	48%	20%	92	31	34%
Math	6	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Arnold	White	101	65	64%	69%	5%	95	51	54%
Math	6	Arnold	Two or More	13	8	62%	71%	9%	17	5	29%
Math	6	Arnold	Eco. Dis.	269	95	35%	57%	22%	281	110	39%
Math	6	Arnold	LEP Current	58	7	12%	32%	20%	80	17	21%
Math	6	Arnold	At-Risk	268	73	27%	28%	1%	276	79	29%
Math	6	Arnold	SPED	45	6	13%	27%	14%	48	4	8%
Math	7	Arnold	All	462	184	40%	61%	21%	477	205	43%
Math	7	Arnold	Hispanic	206	79	38%	57%	19%	204	73	36%
Math	7	Arnold	Am. Indian	7	4	57%	58%	1%	*	*	*
Math	7	Arnold	Asian	34	27	79%	82%	3%	36	34	94%
Math	7	Arnold	African Am.	96	13	14%	41%	27%	108	27	25%
Math	7	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Arnold	White	106	55	52%	75%	23%	111	62	56%
Math	7	Arnold	Two or More	12	6	50%	54%	4%	15	8	53%
Math	7	Arnold	Eco. Dis.	280	93	33%	51%	18%	314	111	35%
Math	7	Arnold	LEP Current	39	7	18%	19%	1%	63	9	14%
Math	7	Arnold	At-Risk	216	48	22%	23%	1%	283	90	32%
Math	7	Arnold	SPED	42	3	7%	11%	4%	51	8	16%
Math	8	Arnold	All	274	104	38%	66%	28%	342	138	40%
Math	8	Arnold	Hispanic	127	45	35%	69%	34%	160	67	42%
Math	8	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Arnold	Asian	7	4	57%	90%	33%	9	4	44%
Math	8	Arnold	African Am.	77	23	30%	56%	26%	94	28	30%
Math	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Arnold	White	55	28	51%	65%	14%	58	31	53%
Math	8	Arnold	Two or More	6	2	33%	73%	40%	13	3	23%
Math	8	Arnold	Eco. Dis.	175	59	34%	59%	25%	248	100	40%
Math	8	Arnold	LEP Current	26	8	31%	55%	24%	48	14	29%
Math	8	Arnold	At-Risk	164	45	27%	28%	1%	258	83	32%
Math	8	Arnold	SPED	38	3	8%	17%	9%	45	6	13%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Arnold	All	426	170	40%	45%	5%	435	223	51%
Reading	6	Arnold	Hispanic	184	58	32%	42%	10%	192	88	46%
Reading	6	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Arnold	Asian	38	27	71%	74%	3%	35	29	83%
Reading	6	Arnold	African Am.	87	20	23%	29%	6%	92	42	46%
Reading	6	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Arnold	White	101	57	56%	57%	1%	95	54	57%
Reading	6	Arnold	Two or More	13	6	46%	47%	1%	17	8	47%
Reading	6	Arnold	Eco. Dis.	269	92	34%	38%	4%	281	127	45%
Reading	6	Arnold	LEP Current	58	5	9%	14%	5%	80	18	23%
Reading	6	Arnold	At-Risk	268	72	27%	28%	1%	276	106	38%
Reading	6	Arnold	SPED	45	4	9%	10%	1%	48	4	8%
Reading	7	Arnold	All	461	256	56%	57%	1%	476	314	66%
Reading	7	Arnold	Hispanic	206	115	56%	57%	1%	204	130	64%
Reading	7	Arnold	Am. Indian	7	7	100%	100%	0%	*	*	*
Reading	7	Arnold	Asian	33	25	76%	77%	1%	36	34	94%
Reading	7	Arnold	African Am.	96	30	31%	42%	11%	107	56	52%
Reading	7	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Arnold	White	106	71	67%	68%	1%	111	81	73%
Reading	7	Arnold	Two or More	12	8	67%	68%	1%	15	11	73%
Reading	7	Arnold	Eco. Dis.	279	142	51%	52%	1%	313	188	60%
Reading	7	Arnold	LEP Current	39	10	26%	27%	1%	63	24	38%
Reading	7	Arnold	At-Risk	215	77	36%	37%	1%	283	154	54%
Reading	7	Arnold	SPED	42	3	7%	17%	10%	51	14	27%
Reading	8	Arnold	All	448	266	59%	60%	1%	515	332	64%
Reading	8	Arnold	Hispanic	205	122	60%	61%	1%	231	144	62%
Reading	8	Arnold	Am. Indian	*	*	*	*	*	6	6	100%
Reading	8	Arnold	Asian	28	19	68%	82%	14%	33	27	82%
Reading	8	Arnold	African Am.	95	42	44%	53%	9%	110	59	54%
Reading	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Arnold	White	105	74	70%	71%	1%	113	84	74%
Reading	8	Arnold	Two or More	12	7	58%	59%	1%	18	9	50%
Reading	8	Arnold	Eco. Dis.	264	146	55%	56%	1%	340	206	61%
Reading	8	Arnold	LEP Current	27	6	22%	23%	1%	53	17	32%
Reading	8	Arnold	At-Risk	203	75	37%	38%	1%	312	153	49%
Reading	8	Arnold	SPED	39	6	15%	16%	1%	46	6	13%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Science	8	Arnold	All	452	289	64%	72%	8%	514	296	58%
Science	8	Arnold	Hispanic	207	134	65%	66%	1%	231	125	54%
Science	8	Arnold	Am. Indian	*	*	*	*	*	6	5	83%
Science	8	Arnold	Asian	28	23	82%	91%	9%	33	26	79%
Science	8	Arnold	African Am.	96	41	43%	68%	25%	110	40	36%
Science	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Arnold	White	105	81	77%	80%	3%	113	87	77%
Science	8	Arnold	Two or More	13	8	62%	63%	1%	18	10	56%
Science	8	Arnold	Eco. Dis.	267	154	58%	64%	6%	340	178	52%
Science	8	Arnold	LEP Current	27	8	30%	31%	1%	53	11	21%
Science	8	Arnold	At-Risk	204	90	44%	45%	1%	313	129	41%
Science	8	Arnold	SPED	37	7	19%	21%	2%	46	8	17%
Social Studies	8	Arnold	All	450	244	54%	59%	5%	516	275	53%
Social Studies	8	Arnold	Hispanic	206	107	52%	54%	2%	233	114	49%
Social Studies	8	Arnold	Am. Indian	*	*	*	*	*	6	4	67%
Social Studies	8	Arnold	Asian	27	19	70%	82%	12%	33	24	73%
Social Studies	8	Arnold	African Am.	96	36	38%	54%	16%	110	40	36%
Social Studies	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Arnold	White	105	74	70%	71%	1%	113	82	73%
Social Studies	8	Arnold	Two or More	13	6	46%	47%	1%	18	8	44%
Social Studies	8	Arnold	Eco. Dis.	266	122	46%	52%	6%	342	166	49%
Social Studies	8	Arnold	LEP Current	27	8	30%	31%	1%	53	9	17%
Social Studies	8	Arnold	At-Risk	204	70	34%	35%	1%	314	118	38%
Social Studies	8	Arnold	SPED	37	5	14%	15%	1%	46	6	13%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	6	Arnold	All	426	79	19%	32%	13%	435	74	17%
Math	6	Arnold	Hispanic	184	21	11%	31%	20%	192	23	12%
Math	6	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Arnold	Asian	38	20	53%	57%	4%	35	17	49%
Math	6	Arnold	African Am.	87	5	6%	18%	12%	92	14	15%
Math	6	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Arnold	White	101	29	29%	41%	12%	95	17	18%
Math	6	Arnold	Two or More	13	4	31%	32%	1%	17	2	12%
Math	6	Arnold	Eco. Dis.	269	42	16%	26%	10%	281	32	11%
Math	6	Arnold	LEP Current	58	1	2%	11%	9%	80	2	3%
Math	6	Arnold	At-Risk	268	26	10%	11%	1%	276	22	8%
Math	6	Arnold	SPED	45	1	2%	10%	8%	48	1	2%
Math	7	Arnold	All	462	85	18%	28%	10%	477	90	19%
Math	7	Arnold	Hispanic	206	28	14%	24%	10%	204	29	14%
Math	7	Arnold	Am. Indian	7	1	14%	15%	1%	*	*	*
Math	7	Arnold	Asian	34	17	50%	57%	7%	36	22	61%
Math	7	Arnold	African Am.	96	7	7%	18%	11%	108	5	5%
Math	7	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Arnold	White	106	30	28%	33%	5%	111	29	26%
Math	7	Arnold	Two or More	12	2	17%	18%	1%	15	4	27%
Math	7	Arnold	Eco. Dis.	280	34	12%	19%	7%	314	44	14%
Math	7	Arnold	LEP Current	39	0	0%	2%	2%	63	2	3%
Math	7	Arnold	At-Risk	216	14	6%	7%	1%	283	35	12%
Math	7	Arnold	SPED	42	1	2%	3%	1%	51	3	6%
Math	8	Arnold	All	274	19	7%	12%	5%	342	23	7%
Math	8	Arnold	Hispanic	127	8	6%	15%	9%	160	10	6%
Math	8	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Arnold	Asian	7	3	43%	44%	1%	9	2	22%
Math	8	Arnold	African Am.	77	2	3%	11%	8%	94	4	4%
Math	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Arnold	White	55	4	7%	8%	1%	58	5	9%
Math	8	Arnold	Two or More	6	2	33%	34%	1%	13	1	8%
Math	8	Arnold	Eco. Dis.	175	9	5%	14%	9%	248	14	6%
Math	8	Arnold	LEP Current	26	2	8%	9%	1%	48	1	2%
Math	8	Arnold	At-Risk	164	6	4%	5%	1%	258	7	3%
Math	8	Arnold	SPED	38	0	0%	1%	1%	45	1	2%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	6	Arnold	All	426	84	20%	22%	2%	435	124	29%
Reading	6	Arnold	Hispanic	184	25	14%	18%	4%	192	44	23%
Reading	6	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Arnold	Asian	38	17	45%	46%	1%	35	20	57%
Reading	6	Arnold	African Am.	87	5	6%	13%	7%	92	23	25%
Reading	6	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Arnold	White	101	31	31%	36%	5%	95	35	37%
Reading	6	Arnold	Two or More	13	5	38%	39%	1%	17	1	6%
Reading	6	Arnold	Eco. Dis.	269	41	15%	16%	1%	281	64	23%
Reading	6	Arnold	LEP Current	58	0	0%	3%	3%	80	6	8%
Reading	6	Arnold	At-Risk	268	27	10%	11%	1%	276	46	17%
Reading	6	Arnold	SPED	45	0	0%	1%	1%	48	1	2%
Reading	7	Arnold	All	461	139	30%	34%	4%	476	223	47%
Reading	7	Arnold	Hispanic	206	58	28%	31%	3%	204	87	43%
Reading	7	Arnold	Am. Indian	7	3	43%	44%	1%	*	*	*
Reading	7	Arnold	Asian	33	14	42%	56%	14%	36	31	86%
Reading	7	Arnold	African Am.	96	11	11%	21%	10%	107	28	26%
Reading	7	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Arnold	White	106	48	45%	46%	1%	111	67	60%
Reading	7	Arnold	Two or More	12	5	42%	43%	1%	15	8	53%
Reading	7	Arnold	Eco. Dis.	279	64	23%	24%	1%	313	128	41%
Reading	7	Arnold	LEP Current	39	3	8%	9%	1%	63	8	13%
Reading	7	Arnold	At-Risk	215	30	14%	15%	1%	283	95	34%
Reading	7	Arnold	SPED	42	2	5%	8%	3%	51	8	16%
Reading	8	Arnold	All	448	128	29%	30%	1%	515	228	44%
Reading	8	Arnold	Hispanic	205	61	30%	31%	1%	231	91	39%
Reading	8	Arnold	Am. Indian	*	*	*	*	*	6	5	83%
Reading	8	Arnold	Asian	28	10	36%	51%	15%	33	20	61%
Reading	8	Arnold	African Am.	95	16	17%	27%	10%	110	37	34%
Reading	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Arnold	White	105	36	34%	35%	1%	113	66	58%
Reading	8	Arnold	Two or More	12	4	33%	34%	1%	18	7	39%
Reading	8	Arnold	Eco. Dis.	264	63	24%	25%	1%	340	134	39%
Reading	8	Arnold	LEP Current	27	1	4%	5%	1%	53	3	6%
Reading	8	Arnold	At-Risk	203	21	10%	11%	1%	312	78	25%
Reading	8	Arnold	SPED	39	0	0%	1%	1%	46	3	7%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	8	Arnold	All	452	175	39%	42%	3%	514	164	32%
Science	8	Arnold	Hispanic	207	79	38%	39%	1%	231	67	29%
Science	8	Arnold	Am. Indian	*	*	*	*	*	6	2	33%
Science	8	Arnold	Asian	28	18	64%	65%	1%	33	20	61%
Science	8	Arnold	African Am.	96	20	21%	32%	11%	110	14	13%
Science	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Arnold	White	105	52	50%	51%	1%	113	56	50%
Science	8	Arnold	Two or More	13	5	38%	54%	16%	18	4	22%
Science	8	Arnold	Eco. Dis.	267	82	31%	35%	4%	340	90	26%
Science	8	Arnold	LEP Current	27	2	7%	8%	1%	53	2	4%
Science	8	Arnold	At-Risk	204	35	17%	18%	1%	313	47	15%
Science	8	Arnold	SPED	37	3	8%	9%	1%	46	1	2%
Social Studies	8	Arnold	All	450	153	34%	41%	7%	516	180	35%
Social Studies	8	Arnold	Hispanic	206	70	34%	35%	1%	233	67	29%
Social Studies	8	Arnold	Am. Indian	*	*	*	*	*	6	2	33%
Social Studies	8	Arnold	Asian	27	12	44%	64%	20%	33	19	58%
Social Studies	8	Arnold	African Am.	96	13	14%	40%	26%	110	25	23%
Social Studies	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Arnold	White	105	53	50%	51%	1%	113	59	52%
Social Studies	8	Arnold	Two or More	13	3	23%	24%	1%	18	5	28%
Social Studies	8	Arnold	Eco. Dis.	266	65	24%	35%	11%	342	100	29%
Social Studies	8	Arnold	LEP Current	27	4	15%	16%	1%	53	4	8%
Social Studies	8	Arnold	At-Risk	204	37	18%	19%	1%	314	64	20%
Social Studies	8	Arnold	SPED	37	3	8%	9%	1%	46	3	7%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Algebra I	All Testers	Arnold	All	184	183	99%	100%	1%	171	171	100%
Algebra I	All Testers	Arnold	Hispanic	83	83	100%	100%	0%	70	70	100%
Algebra I	All Testers	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Arnold	Asian	22	21	95%	100%	5%	23	23	100%
Algebra I	All Testers	Arnold	African Am.	19	19	100%	100%	0%	16	16	100%
Algebra I	All Testers	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Arnold	White	53	53	100%	100%	0%	54	54	100%
Algebra I	All Testers	Arnold	Two or More	6	6	100%	100%	0%	6	6	100%
Algebra I	All Testers	Arnold	Eco. Dis.	93	93	100%	100%	0%	91	91	100%
Algebra I	All Testers	Arnold	LEP Current	*	*	*	*	*	5	5	100%
Algebra I	All Testers	Arnold	At-Risk	41	40	98%	100%	2%	54	54	100%
Algebra I	All Testers	Arnold	SPED	*	*	*	*	*	*	*	*

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Algebra I	All Testers	Arnold	All	184	168	91%	99%	8%	171	167	98%
Algebra I	All Testers	Arnold	Hispanic	83	78	94%	98%	4%	70	68	97%
Algebra I	All Testers	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Arnold	Asian	22	20	91%	100%	9%	23	23	100%
Algebra I	All Testers	Arnold	African Am.	19	14	74%	100%	26%	16	14	88%
Algebra I	All Testers	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Arnold	White	53	50	94%	100%	6%	54	54	100%
Algebra I	All Testers	Arnold	Two or More	6	5	83%	84%	1%	6	6	100%
Algebra I	All Testers	Arnold	Eco. Dis.	93	87	94%	98%	4%	91	90	99%
Algebra I	All Testers	Arnold	LEP Current	*	*	*	*	*	5	5	100%
Algebra I	All Testers	Arnold	At-Risk	41	34	83%	84%	1%	54	52	96%
Algebra I	All Testers	Arnold	SPED	*	*	*	*	*	*	*	*

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Algebra I	All Testers	Arnold	All	184	140	76%	94%	18%	171	153	89%
Algebra I	All Testers	Arnold	Hispanic	83	58	70%	89%	19%	70	63	90%
Algebra I	All Testers	Arnold	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Arnold	Asian	22	19	86%	97%	11%	23	22	96%
Algebra I	All Testers	Arnold	African Am.	19	13	68%	100%	32%	16	11	69%
Algebra I	All Testers	Arnold	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Arnold	White	53	45	85%	93%	8%	54	51	94%
Algebra I	All Testers	Arnold	Two or More	6	4	67%	68%	1%	6	5	83%
Algebra I	All Testers	Arnold	Eco. Dis.	93	68	73%	95%	22%	91	80	88%
Algebra I	All Testers	Arnold	LEP Current	*	*	*	*	*	5	3	60%
Algebra I	All Testers	Arnold	At-Risk	41	20	49%	50%	1%	54	43	80%
Algebra I	All Testers	Arnold	SPED	*	*	*	*	*	*	*	*

Middle School Content Area
Standard Expectations

English Language Arts/Reading (Grade 6)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, embedding grammar instruction that focuses on meaning and effect, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Foster collaborative and independent opportunities for students to read, write, speak, listen and think in online and face-to-face environments.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
  - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
  - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
  - Conduct online academic discussions, debates and postings or podcasts.
  - Conduct, gather, and analyze academic research.
  - Create podcasts, websites, videos, and other multi-media publications.
  - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
  - Read online text and make online notes/annotations.
  - Submit work in Schoology, or via Google Doc. Review and respond to Feedback.

English/Language Arts 7-12

- Use instructional best practices, and predictable routines to create a classroom community that allows students to actively engage in their learning.
- Align instruction and assignments to the TEKS and the unique needs of the students.
- Utilize reading and writing workshop components such as mini-lessons, independent reading and writing, small group instruction, and conferring.
- Model the writing process through prewriting, drafting, revising, and editing alongside students.
- Utilize the invitation process of grammar instruction to encourage approximation and application of grammar skills in student writing.
- Have students read independently and allow choice in their reading selections.
- Provide collaborative opportunities for students to think, write, and respond to their reading.
- Facilitate academic discussions that allow students to practice both listening and speaking skills.
- Design learning experiences that cultivate a student-centered community, balancing online and offline learning tasks.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
  - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
  - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
  - Conduct online academic discussions, Socratic seminars, debates, and postings or podcasts.
  - Conduct, gather, and analyze academic research.
  - Create podcasts, websites, videos, and other multi-media publications.
  - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
  - Read online text and make online notes/annotations.
  - Submit work in Schoology, Turnitin, or via Google Doc. Review and respond to Feedback.

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 student 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 the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.

- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - Use Chromebook devices to engage in digital creation and collaboration
    - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
    - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Science

Collaboratively plan instructional units in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to
    - use Chromebook devices to engage in face-to-face and digital collaboration;
    - locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - explore simulations (e.g. Explore Learning Gizmos, PhETs, CK-12, etc.);
    - collect and represent data using probeware and digital tools such as Vernier's Logger Pro, Google Sheets, etc;
    - analyze and interpret data using various digital tools (Logger Pro, Google Apps, etc.);
    - communicate and share conclusions using Google Apps, WeVideo, etc.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of facilitation modes to meet diverse students' 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.
- 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
    - Participate in small group instruction to enhance learning or address areas of concern
    - Access differentiated content for readiness and skill level and/or interests
    - Utilize devices for self-directed learning
    - Demonstrate mastery by using/creating a variety of products

LOTE

- 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.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
    - use Chromebook devices to engage in face to face and/or digital communication.
    - locate and access information and resources stored in different platforms such as Schoology.
    - receive immediate, individualized feedback.
    - connect to speakers outside of the classroom.
    - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
    - increase opportunities for individuals participating in unrehearsed communication.

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 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 is not limited to 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.