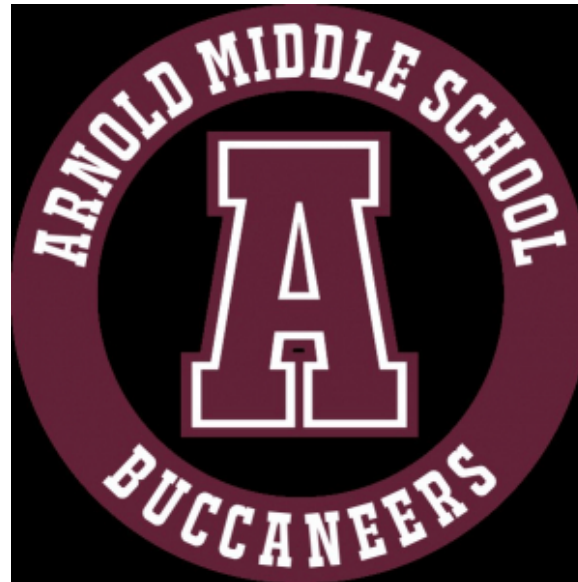# Cypress-Fairbanks Independent School District

Arnold Middle School

2022-2023

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

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students 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 as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: In May 2022, our teams conducted a needs assessment based on local assessment data to determine progress towards CIP strategies and targets. The teams determined at that time they were making significant progress in addressing their problem statement and root cause, and more analysis of student progress would be needed following the receipt of STAAR scores. On August 16, 2022, all core content teachers participated in STAAR data analysis to determine their problem statement, root cause, and strategy. Representatives met to determine problem statements for CIP goals 2, 3 and 4 during the first four weeks of the school year.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 17, 2022, August 16, 2022, September 14, 2022

In summary, the comprehensive needs assessment denotes the following: Our needs assessment revealed that overall, our students are outperforming students in schools that have similar demographics. We have made significant progress in closing achievement gaps. Our economically disadvantaged and African American student groups are under performing other student groups on our campus. Strategies were created to address this concern.

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: Schoolwide Program Plan/Campus Improvement Plan: 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. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 17, 2022 and September 14, 2022 to develop the CNA and the strategies. Those meetings were held in the campus library and via Zoom starting at 4:00 p.m. on May 17, 2022, and 3:45 p.m. on September 14, 2022. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: During our May 17, 2022 CPOC meeting, we discussed how our academic teams compared local assessment data to our CIP targets. Team reflections on progress towards addressing to our problem statement, root cause and strategy for each content area were shared. Prior to the September meeting, teams used 2022 data to work through the problem statement, root cause process to design strategies. When we met in September, we discussed the problem statement, root cause and strategy development process. Distinction designations, state accountability ratings, STAAR 2022 data and 2023 CIP Targets were shared and discussed. Proposed strategies for the campus improvement plan were discussed, and input was requested. Based on the data and strategies, the CPOC provided input on how to best spend Title 1 money

Based on feedback from the committee, the campus has the following priorities for the current school year: Strategically planning activities to increase engagement, rigor and relevance for students. Close the performance gap for students who are economically disadvantaged and/or African American.

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.

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, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

The following strength were identified based on a review of the 2021-22 data:

Arnold is excited to announce that for the fifth year in a row (not counting 2020 and 2021 when distinctions were not awarded by the state), we earned all seven distinction designations for the 2021-22 school year. The Texas Education Agency awards Distinction Designations for ELA/Reading, Math, Science, Social Studies, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the Gap. Arnold achieved an 89 in the Student Achievement domain. We earned a 91 for School Progress, which includes academic growth in reading and math and relative performance. We earned an 92 in the Closing the Gaps domain. Our overall rating was an A for the 2021-22 school year with a scaled score of 91.

Demographic groups include: All Students, African American, Hispanic, White, American Indian, Asian, Two or More Races, Economically Disadvantaged, Current English Learners, Current and Monitored English Learners, Current Special Education, Former Special Education, Continuously Enrolled and Non-Continuously Enrolled.

Student Achievement awards points for the percent of students in each demographic who score each of the levels: Approaching Grade Level, Meets Grade Level and Masters Grade Level on tests in All Subjects combined, Reading, Math, Writing, Science and Social Studies. Arnold earned a scaled score of 89.

School Progress awards point for Academic Growth and Relative Performance. The score for Academic Growth is calculated on the number of students who showed growth in their performance from last year's STAAR in the same subject in reading and math. Arnold earned a scaled score of 90. Relative Performance compares our scores to those of middle schools across the state by looking at STAAR performance relative to the percentage of students who are Economically Disadvantaged. Arnold received a scaled score of 91 in this area. Arnold's overall score for this domain was 91, which is an A rating.

Closing the Gaps compares academic achievement and growth in STAAR performance of student groups at the meets and masters level. Arnold met or surpassed 57 of the 62 targets set by the state for academic achievement, growth, English language proficiency and student success. Students needed to score in the meets and masters levels in order to meet the target percentages. In many of the areas, we surpassed the target by double digits. Arnold earned a 92, which is an A rating.

On all reading tests combined, 42% of our students scored at the masters level. Twenty-six percent of our students scored masters when combining all grade level math tests and the Algebra I EOC. Thirty-seven percent of students scored masters on STAAR Social Studies and 34% scored that level on the STAAR Science.

Arnold students continue to outperform students in schools with similar demographics. Our overall Accountability Rating is a scaled score of 91, which earns Arnold an A rating.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA:The percentage of economically disadvantaged students achieving meets and masters is at least 10% below grade level peers. **Root Cause:** RLA: Strategies to engage students are not deliberately planned.

Problem Statement 2: Math: Our economically disadvantaged students are under performing when compared to other groups. **Root Cause:** Math: Strategies that increase rigor and engagement are not consistently implemented which results in a lack of relevance and engagement.

Problem Statement 3: Science: Our AA student group is under performing other groups on STAAR. **Root Cause:** Science: Teachers need to create experiences and relevance.

Problem Statement 4: Social Studies: AA students are under performing in approaches, meets and masters on STAAR. **Root Cause:** Social Studies: Teachers need to specifically plan for engagement in lessons.

Problem Statement 5: Students are beginning the 2022-23 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 6: 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 all of our students back to campus this school year. We continue to work with students and families to increase daily attendance. The overall climate on the campus is positive and welcoming. Teachers continue to create environments to welcome students. Our students participated in a survey which indicated most students-

- Have friends at school
- Have an adult they can talk to if there is a problem
- Feel safe at school
- Know how they learn best and are given opportunities to demonstrate their learning in that way
- Find what they learn in school interesting
- Think they will use what they are learning in their future

Our Spring 2022 PBIS Set Visit indicated-

- Students were actively engaged in learning
- Staff was actively monitoring and circulating among students
- Procedures and routines were in place and being used
- Majority of teachers utilize PBIS rewards to acknowledge positive behavior

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 eighth 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 relevant 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 2022 Employee Perception Survey found –

- 99% reported that quality work is expected of them
- 95% reported information is available to help them do their job effectively
- 95% reported that collaboration is encouraged and practiced
- 92% reported opportunities are available to discuss my concerns with campus administration
- 91% reported opportunities are available to provide input

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 31 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 21-22 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 professional development based on the specific needs of each department. Teachers continue to have many options to tailor professional development to their own goals. To support teachers, the district has implemented five teacher workdays. At Arnold, teachers design how to use these days to best fit their own personal needs.

We are very grateful for the hardworking, dedicated educators that support our Buccaneers.

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. Sixth grade students are invited to participate in a Sixth Grade Buc Camp as a special way to welcome our sixth-grade students. 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 which denotes their high school graduation year. 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. 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 virtual Fifth to Sixth Grade Electives Showcase sent to the families of incoming sixth graders showcases our fine arts programs and elective options for all students to connect to a program at Arnold.

Responses to past 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. Our Student Showcase event returned last spring after two years off due to the Covid-19 pandemic, which allowed students and parents to experience learning in a fun way together. We look forward to hosting that event in the spring along with additional family night events. Our fine arts and athletic departments offer numerous opportunities for parents to watch student performances.

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.

Goals

Revised/Approved: September 14, 2022
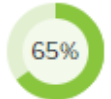
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.
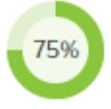
Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will strategically plan activities to increase student engagement.	Formative		
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	Nov	Feb	May
	60%	75%	85%
Strategy 2 Details	Formative Reviews		
Strategy 2: School-Wide Writing Focus - Teachers will increase opportunities for students to engage in writing activities in all content areas. Students will use complete sentences for both written and verbal responses.	Formative		
	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	50%	80%	85%

Strategy 3 Details	Formative Reviews

Strategy 3: Math: Teams will determine and identify specific engagement strategies to implement with students during lesson planning sessions. **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	Formative		
	Nov	Feb	May
	75%	75%	75%

Strategy 4 Details	Formative Reviews

Strategy 4: Science: Teachers will plan experiences and exposures to increase rigor, relevance and value of education during team planning sessions. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Team Members CCIS Campus Appraisers	Formative		
	Nov	Feb	May
	45%	65%	75%

Strategy 5 Details	Formative Reviews

Strategy 5: Social Studies: Teachers will incorporate opportunities to include purposeful engagement by starting with a hook, and including manipulatives, movement, critical thinking and high interest technology in our lesson plans. **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	Formative		
	Nov	Feb	May
	30%	65%	95%

Strategy 6 Details	Formative Reviews

Strategy 6: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	30%	70%	75%

Strategy 7 Details	Formative Reviews

Strategy 7: Dropout Prevention: Academic Achievement Specialists will track data on students who have a history of failing averages in multiple courses, an indicator of potential drop-out risk, and meet with campus staff. **Strategy's Expected Result/Impact:** Student absences will decrease and grades will improve. **Staff Responsible for Monitoring:** AAS	Formative		
	Nov	Feb	May
	40%	50%	55%

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.	**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	50%	75%	95%

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Bringing Out the Best, PBIS lessons, character building, Student Council, fine arts programs, UIL athletics, Soccer Start and Dierker's Champs Baseball.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Director of Instruction Counselors AASs	50%	70%	80%

Strategy 10 Details	**Formative Reviews**		
Strategy 10: At-risk, Economically Disadvantaged and African American 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.	**Formative**		
	Nov	**Feb**	**May**
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. 3. Educators Handbook - Increase effective communication between faculty and administration to identify students in need of services resulting in more frequent feedback to teachers. 4. Paper - Enhance effective instruction for students to assist in meeting or exceeding targets on the attached CIP target tables. 5. Extra Duty Pay - Provide extended school day opportunities for students to assist in meeting or exceeding targets on the attached CIP target tables. 6. Paper - Enhance effective instruction for students to assist in meeting or exceeding targets on the attached CIP target tables. 7. PBIS Rewards - Increase and reinforce positive student behaviors that align with our PBIS matrix. **Staff Responsible for Monitoring:** Principal Director of Instruction	40%	70%	100%

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

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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 current 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
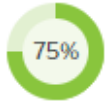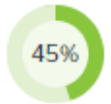
Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Enrichment: 6th Grade Buccaneer Camp - All 6th grade students will be invited to an orientation evening to get acclimated to the campus and begin to build a bond with their advisory teacher and classmates.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: By offering the 6th grade BUC Camp, the 6th grade attendance rate for the month of September will be at least 92%. **Staff Responsible for Monitoring:** 6th Grade Assistant Principal Principal	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Tutoring	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: By May 2023, students will improve their performance on math, reading, science and social studies DPM/benchmark assessments by 5%. **Staff Responsible for Monitoring:** Principal	40%	75%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Class size reduction teacher (math)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will increase performance on math STAAR, DPM, and benchmark assessments by 5%. **Staff Responsible for Monitoring:** Principal	50%	90%	✗

Strategy 4 Details	Formative Reviews		
Strategy 4: Paper for enhanced instruction	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Enhance effective instruction for students to assist in meeting or exceeding targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	N/A	N/A	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Development: Utilize a book study to enhance teacher's understanding and skills to best support and close gaps for our students since COVID-19.	Formative		
Strategy's Expected Result/Impact: Enhance effective instruction and implementation of social -emotional strategies to assist in meeting or exceeding targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
	N/A	N/A	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Campus-based substitute will provide additional academic support in classrooms.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: CCISs Director of Instruction	N/A	N/A	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 current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

    Evaluation Data Sources: STAAR Data
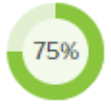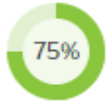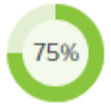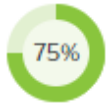
Strategy 1 Details	Formative Reviews		

Strategy 1: State Compensatory Education (SCE): Students will participate in academic work during Anchor Time to close the gaps in reading, math, social studies and science.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: AASs
	Formative		

	Nov	**Feb**	**May**
	50%	75%	90%
Strategy 2 Details	Formative Reviews		

Strategy 2: Temporary Worker will provide instructional interventions for students to assist in meeting or exceeding math targets on the attached CIP target tables.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: AASs
	Formative		

	Nov	**Feb**	**May**
	N/A	45%	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 2022-23 school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Record of safety drills and other required safety actions
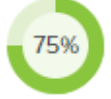
    Summative Evaluation: Significant progress made toward meeting Objective

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. Students who lose their badge will have access to temporary or replacement badges upon entering the campus from bus and car rider access points.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of students will wear badges and carry clear backpacks daily. **Staff Responsible for Monitoring:** Assistant Principals	45%	75%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	Formative		
	Nov	Feb	May
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	70%	80%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Safety: Staff will actively monitor students at all times.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increased staff visibility and positive praise will promote the desired behaviors. **Staff Responsible for Monitoring:** Campus Appraisers	55%	75%	75%

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 2022-23 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 multiple days in a row without any contact from the parent. Attendance office will update administration on students with excessive absences.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student attendance will meet or exceed 95%. **Staff Responsible for Monitoring:** Teachers Campus Administration		50%	75%	80%
	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 2022-23 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
	50%	65%	70%

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
	50%	50%	70%

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
	40%	80%	80%

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
	50%	80%	80%

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:	**Formative**		
	Nov	**Feb**	**May**

-how to treat others
-anti-victimization
-character-building
-empathy, etc.,
(provided by the counselors, Bringing Out the Best Lessons, and Project Safety 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
	50%	65%	70%

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 2022-23 school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Arnold will honor staff with perfect attendance 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	30%	60%	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 2022-23 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:	**Formative**		
1. Teachers will participate in CFISD's Digital Learning Conference	**Nov**	**Feb**	**May**
2. Teachers will participate in professional development tailored to the needs of the specific content area			
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. 3. Evidence of progress towards reaching professional goals and the Goal for Student Growth **Staff Responsible for Monitoring:** CCISs Director of Instruction Principal	65%	75%	90%
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 2022-23 school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Met Objective

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 via social media and electronic communications.	**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	45%	85%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Amby Clinkscale	Principal
Classroom Teacher	Lisa Dolce	Teacher #1
Classroom Teacher	Janice Warren	Teacher #2
Classroom Teacher	Angela Halbert	Teacher #3
Classroom Teacher	Kim Geaslin	Teacher #4
Classroom Teacher	Hamilton Boni	Teacher #5
Classroom Teacher	Cheryl Herpich	Teacher #6
Classroom Teacher	Janis Garcia	Teacher #7
Classroom Teacher	Shannon Marks	Teacher #8
Non-classroom Professional	Bridget Milligan	Other School Leader #1
Non-classroom Professional	Michael Barstow	Other School Leader #2
Non-classroom Professional	Mariela Delgado	Other School Leader #3
Non-classroom Professional	Ashley Grace	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Jennifer Klaus	Administrator (LEA) #2
Parent	Danielle Shoaf	Parent #1
Parent	Kat Pena	parent #2
Community Representative	Matt Thomas	Community Resident #1
Community Representative	Amy Brandt	Community Resident #2
Business Representative	Kristin Henshaw	Business Representative #1
Business Representative	Jeannie Heffernan	Business Representative #2
Paraprofessional	Stacy Durham	Paraprofessional #1
Paraprofessional	Victoria Tannous	Paraprofessional #2
Parent	Amy Davies-Jamecke	Parent #3
Parent	Gloria Garza	Parent #4
Parent	Stephany Luevano	Parent#5
Parent	Kristal Rodriguez	Parent#6

Committee Role	Name	Position
Parent	Deanna Skoglund	Parent #7
Parent	Willie Smith	Parent #8
Parent	Randall Yogachandra	Parent #9

Addendums

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

Content	Gr.	Campus	Student Group	Tested 2022	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				#	#	%			#	%			#	%		
Math	6	Arnold	All	435	353	81%	82%	79%	192	44%	46%	49%	74	17%	18%	21%
Math	6	Arnold	Hispanic	192	155	81%	82%	78%	75	39%	40%	47%	23	12%	13%	20%
Math	6	Arnold	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Arnold	Asian	35	35	100%	100%	96%	29	83%	84%	88%	17	49%	50%	58%
Math	6	Arnold	African Am.	92	66	72%	73%	63%	31	34%	35%	23%	14	15%	16%	4%
Math	6	Arnold	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Arnold	White	95	82	86%	87%	97%	51	54%	59%	72%	17	18%	19%	32%
Math	6	Arnold	Two or More	17	12	71%	72%	88%	5	29%	54%	65%	2	12%	13%	35%
Math	6	Arnold	Eco. Dis.	281	217	77%	78%	74%	110	39%	40%	42%	32	11%	12%	16%
Math	6	Arnold	Emergent Bilingual	80	57	71%	72%	68%	17	21%	40%	33%	2	3%	4%	8%
Math	6	Arnold	At-Risk	276	208	75%	76%	73%	79	29%	30%	35%	22	8%	9%	13%
Math	6	Arnold	SPED	48	27	56%	57%	48%	4	8%	23%	10%	1	2%	3%	*
Math	7	Arnold	All	477	347	73%	74%	61%	205	43%	46%	39%	90	19%	20%	11%
Math	7	Arnold	Hispanic	204	140	69%	70%	58%	73	36%	40%	36%	29	14%	15%	7%
Math	7	Arnold	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Arnold	Asian	36	36	100%	100%	88%	34	94%	95%	82%	22	61%	62%	36%
Math	7	Arnold	African Am.	108	58	54%	55%	51%	27	25%	31%	26%	5	5%	6%	9%
Math	7	Arnold	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Arnold	White	111	100	90%	91%	73%	62	56%	59%	45%	29	26%	27%	12%
Math	7	Arnold	Two or More	15	11	73%	74%	64%	8	53%	54%	43%	4	27%	28%	*
Math	7	Arnold	Eco. Dis.	314	211	67%	68%	57%	111	35%	36%	35%	44	14%	15%	9%
Math	7	Arnold	Emergent Bilingual	63	28	44%	45%	37%	9	14%	40%	21%	2	3%	4%	*
Math	7	Arnold	At-Risk	283	184	65%	66%	49%	90	32%	33%	25%	35	12%	13%	6%
Math	7	Arnold	SPED	51	21	41%	42%	20%	8	16%	23%	*	3	6%	7%	*
Math	8	Arnold	All	342	265	77%	78%	73%	138	40%	46%	40%	23	7%	8%	8%
Math	8	Arnold	Hispanic	160	124	78%	79%	76%	67	42%	43%	45%	10	6%	7%	9%
Math	8	Arnold	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Arnold	Asian	9	9	100%	100%	83%	4	44%	45%	*	2	22%	23%	*
Math	8	Arnold	African Am.	94	68	72%	73%	61%	28	30%	31%	25%	4	4%	5%	6%
Math	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Arnold	White	58	48	83%	84%	83%	31	53%	59%	54%	5	9%	10%	10%
Math	8	Arnold	Two or More	13	9	69%	70%	67%	3	23%	24%	*	1	8%	9%	*
Math	8	Arnold	Eco. Dis.	248	192	77%	78%	69%	100	40%	41%	37%	14	6%	7%	9%
Math	8	Arnold	Emergent Bilingual	48	31	65%	66%	71%	14	29%	40%	36%	1	2%	3%	*
Math	8	Arnold	At-Risk	258	193	75%	76%	66%	83	32%	33%	34%	7	3%	4%	6%
Math	8	Arnold	SPED	45	22	49%	50%	47%	6	13%	23%	13%	1	2%	3%	*

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Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	6	Arnold	All	435	323	74%	75%	81%	223	51%	52%	58%	124	29%	30%	28%
Reading	6	Arnold	Hispanic	192	143	74%	75%	79%	88	46%	47%	56%	44	23%	24%	25%
Reading	6	Arnold	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Arnold	Asian	35	34	97%	98%	100%	29	83%	84%	96%	20	57%	58%	70%
Reading	6	Arnold	African Am.	92	57	62%	63%	66%	42	46%	47%	36%	23	25%	26%	10%
Reading	6	Arnold	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Arnold	White	95	74	78%	79%	98%	54	57%	60%	82%	35	37%	38%	44%
Reading	6	Arnold	Two or More	17	13	76%	77%	88%	8	47%	56%	65%	1	6%	7%	47%
Reading	6	Arnold	Eco. Dis.	281	199	71%	72%	77%	127	45%	46%	50%	64	23%	24%	21%
Reading	6	Arnold	Emergent Bilingual	80	42	53%	54%	62%	18	23%	24%	35%	6	8%	9%	10%
Reading	6	Arnold	At-Risk	276	182	66%	67%	74%	106	38%	39%	43%	46	17%	18%	16%
Reading	6	Arnold	SPED	48	16	33%	34%	35%	4	8%	19%	13%	1	2%	3%	*
Reading	7	Arnold	All	476	417	88%	89%	79%	314	66%	67%	52%	223	47%	48%	26%
Reading	7	Arnold	Hispanic	204	174	85%	86%	78%	130	64%	65%	47%	87	43%	44%	21%
Reading	7	Arnold	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Arnold	Asian	36	36	100%	100%	97%	34	94%	95%	85%	31	86%	87%	50%
Reading	7	Arnold	African Am.	107	92	86%	87%	73%	56	52%	53%	40%	28	26%	27%	22%
Reading	7	Arnold	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Arnold	White	111	99	89%	90%	85%	81	73%	74%	62%	67	60%	61%	33%
Reading	7	Arnold	Two or More	15	13	87%	88%	86%	11	73%	74%	64%	8	53%	54%	*
Reading	7	Arnold	Eco. Dis.	313	262	84%	85%	77%	188	60%	61%	48%	128	41%	42%	22%
Reading	7	Arnold	Emergent Bilingual	63	43	68%	69%	56%	24	38%	39%	23%	8	13%	14%	*
Reading	7	Arnold	At-Risk	283	231	82%	82%	71%	154	54%	55%	36%	95	34%	35%	15%
Reading	7	Arnold	SPED	51	27	53%	54%	48%	14	27%	28%	10%	8	16%	17%	*
Reading	8	Arnold	All	515	467	91%	92%	88%	332	64%	65%	65%	228	44%	45%	31%
Reading	8	Arnold	Hispanic	231	213	92%	93%	87%	144	62%	63%	63%	91	39%	40%	28%
Reading	8	Arnold	Am. Indian	6	6	100%	100%	*	6	100%	100%	*	5	83%	84%	*
Reading	8	Arnold	Asian	33	31	94%	95%	92%	27	82%	83%	89%	20	61%	62%	68%
Reading	8	Arnold	African Am.	110	92	84%	85%	84%	59	54%	55%	47%	37	34%	35%	16%
Reading	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Arnold	White	113	106	94%	95%	91%	84	74%	75%	78%	66	58%	59%	38%
Reading	8	Arnold	Two or More	18	15	83%	84%	88%	9	50%	56%	65%	7	39%	40%	41%
Reading	8	Arnold	Eco. Dis.	340	306	90%	91%	85%	206	61%	62%	58%	134	39%	40%	25%
Reading	8	Arnold	Emergent Bilingual	53	41	77%	78%	72%	17	32%	33%	34%	3	6%	7%	*
Reading	8	Arnold	At-Risk	312	272	87%	88%	82%	153	49%	50%	50%	78	25%	26%	19%
Reading	8	Arnold	SPED	46	25	54%	55%	48%	6	13%	19%	13%	3	7%	8%	*

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Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Science	8	Arnold	All	514	443	86%	87%	86%	296	58%	59%	64%	164	32%	33%	28%
Science	8	Arnold	Hispanic	231	195	84%	85%	86%	125	54%	55%	60%	67	29%	30%	22%
Science	8	Arnold	Am. Indian	6	6	100%	100%	*	5	83%	84%	*	2	33%	34%	*
Science	8	Arnold	Asian	33	33	100%	100%	92%	26	79%	80%	92%	20	61%	62%	73%
Science	8	Arnold	African Am.	110	86	78%	79%	75%	40	36%	37%	45%	14	13%	14%	8%
Science	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Arnold	White	113	106	94%	95%	94%	87	77%	78%	80%	56	50%	51%	44%
Science	8	Arnold	Two or More	18	14	78%	79%	94%	10	56%	57%	76%	4	22%	23%	35%
Science	8	Arnold	Eco. Dis.	340	286	84%	85%	82%	178	52%	53%	58%	90	26%	27%	22%
Science	8	Arnold	Emergent Bilingual	53	34	64%	65%	67%	11	21%	22%	35%	2	4%	5%	*
Science	8	Arnold	At-Risk	313	252	81%	82%	81%	129	41%	42%	52%	47	15%	16%	17%
Science	8	Arnold	SPED	46	26	57%	58%	57%	8	17%	18%	26%	1	2%	3%	*
Social Studies	8	Arnold	All	516	419	81%	82%	74%	275	53%	54%	45%	180	35%	36%	28%
Social Studies	8	Arnold	Hispanic	233	182	78%	79%	71%	114	49%	50%	37%	67	29%	30%	20%
Social Studies	8	Arnold	Am. Indian	6	6	100%	100%	*	4	67%	68%	*	2	33%	34%	*
Social Studies	8	Arnold	Asian	33	32	97%	98%	92%	24	73%	74%	84%	19	58%	59%	70%
Social Studies	8	Arnold	African Am.	110	82	75%	76%	61%	40	36%	37%	28%	25	23%	24%	14%
Social Studies	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Arnold	White	113	102	90%	91%	89%	82	73%	74%	64%	59	52%	53%	41%
Social Studies	8	Arnold	Two or More	18	12	67%	68%	76%	8	44%	45%	59%	5	28%	29%	41%
Social Studies	8	Arnold	Eco. Dis.	342	272	80%	81%	69%	166	49%	50%	40%	100	29%	30%	24%
Social Studies	8	Arnold	Emergent Bilingual	53	29	55%	56%	46%	9	17%	18%	19%	4	8%	9%	*
Social Studies	8	Arnold	At-Risk	314	230	73%	74%	65%	118	38%	39%	33%	64	20%	21%	19%
Social Studies	8	Arnold	SPED	46	19	41%	42%	39%	6	13%	14%	17%	3	7%	8%	9%

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

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Algebra I	8	Arnold	All	171	171	100%	100%	99%	167	98%	99%	97%	153	89%	90%	78%
Algebra I	8	Arnold	Hispanic	70	70	100%	100%	99%	68	97%	98%	96%	63	90%	91%	68%
Algebra I	8	Arnold	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	8	Arnold	Asian	23	23	100%	100%	100%	23	100%	100%	100%	22	96%	97%	100%
Algebra I	8	Arnold	African Am.	16	16	100%	100%	100%	14	88%	89%	100%	11	69%	70%	79%
Algebra I	8	Arnold	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	8	Arnold	White	54	54	100%	100%	100%	54	100%	100%	96%	51	94%	95%	75%
Algebra I	8	Arnold	Two or More	6	6	100%	100%	100%	6	100%	100%	100%	5	83%	84%	100%
Algebra I	8	Arnold	Eco. Dis.	91	91	100%	100%	99%	90	99%	100%	97%	80	88%	89%	78%
Algebra I	8	Arnold	Emergent Bilingual	5	5	100%	100%	100%	5	100%	100%	86%	3	60%	61%	*
Algebra I	8	Arnold	At-Risk	54	54	100%	100%	99%	52	96%	97%	95%	43	80%	81%	71%
Algebra I	8	Arnold	SPED	*	*	*	*	*	*	*	*	*	*	*	*	*

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.

Updated July 2020 / HB

Middle School Content Area
Standard Expectations

English Language Arts/Reading (Grade 6-8)

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing workshop routines 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, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- 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 CTG/AI instruction.
- Provide opportunities for students to use technology, engage with digital texts and resources, to create, collaborate, and think.

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.

Secondary Science

Collaboratively plan science instruction 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;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

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

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations.