

**2007-2008**  
**Campus Improvement Plan**  
**for**  
**Arnold Middle School**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: ARNOLD MIDDLE SCHOOL  
CAMPUS NUMBER: 101907041

Campus Rating: Recognized  
Grade Span: 06 - 08

Analysis groups used to determine ratings are marked with an 'X'.  
Academically Acceptable standards are shown in parentheses.  
Grade 8 science results are not included because they are not used in the 2007 accountability system.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA (65%)</b>											
X All Students	1,111	1,197	93%	100%	1,023	1,139	90%		3		
X African Amer	165	184	90%	15%	123	140	88%		2		
X Hispanic	265	290	91%	24%	215	249	86%		5		
X White	568	602	94%	50%	597	655	91%		3		
X Econ Disadv	264	303	87%	25%	205	247	83%		4		
<b>Writing (65%)</b>											
X All Students	388	409	95%	100%	349	364	96%		-1		
X African Amer	59	64	92%	16%	46	50	92%		0		
X Hispanic	84	92	91%	22%	79	84	94%		-3		
X White	203	211	96%	52%	195	201	97%		-1		
X Econ Disadv	102	111	92%	27%	80	88	91%		1		
<b>Social Studies (65%)</b>											
X All Students	351	376	93%	100%	357	393	91%		2		
X African Amer	47	54	87%	14%	35	41	85%		2		
X Hispanic	85	94	90%	25%	74	84	88%		2		
X White	185	192	96%	51%	221	239	92%		4		
X Econ Disadv	79	91	87%	24%	58	67	87%		0		
<b>Mathematics (45%)</b>											
X All Students	988	1,197	83%	100%	904	1,141	79%		4		
X African Amer	135	180	75%	15%	100	141	71%		4		
X Hispanic	218	290	75%	24%	185	252	73%		2		
X White	520	606	86%	51%	533	653	82%		4		
X Econ Disadv	220	302	73%	25%	173	250	69%	Yes	4	3	Yes
<b>Science (40%)</b>											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	63	81	78%	100%	58	74	78%		0		

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
21	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS  
 CAMPUS NAME: ARNOLD MIDDLE SCHOOL Campus Rating: Recognized  
 CAMPUS NUMBER: 101907041 Grade Span: 06 - 08

Analysis groups used to determine ratings are marked with an 'X'.  
 Academically Acceptable standards are shown in parentheses.  
 Grade 8 science results are not included because they are not used in the 2007 accountability system.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006				Stu Grp %	Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate		# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	1	987	0.1%	100%
African Amer	1	151	0.7%	15%
Hispanic	0	228	0.0%	23%
White	0	531	0.0%	54%
Econ Disadv	0	258	0.0%	26%

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	ARNOLD MIDDLE S	6	All	413	400	97	100	98	250	61	399	371	93	174	44
Reading/ELA	ARNOLD MIDDLE S	6	AA	65	63	97	100	98	32	49	59	50	85	23	39
Reading/ELA	ARNOLD MIDDLE S	6	Hispanic	114	111	97	100	98	65	57	91	81	89	28	31
Reading/ELA	ARNOLD MIDDLE S	6	White	192	185	96	100	97	120	63	212	205	97	105	50
Reading/ELA	ARNOLD MIDDLE S	6	Eco.Dis.	109	103	94	100	96	47	43	108	93	86	29	27
Reading/ELA	ARNOLD MIDDLE S	6	Spec.Ed.	9	9	100	100	100	3	33	16	11	69	2	13
Reading/ELA	ARNOLD MIDDLE S	6	LEP	9	7	78	90	82	2	22	11	7	64	0	0
Reading/ELA	ARNOLD MIDDLE S	6	LEP M1	13	13	100	100	100	4	31	12	11	92	0	0
Reading/ELA	ARNOLD MIDDLE S	6	LEP M2	10	9	90	100	93	7	70	7	3	43	1	14
Reading/ELA	ARNOLD MIDDLE S	7	All	439	383	87	90	88	130	30	404	342	85	102	25
Reading/ELA	ARNOLD MIDDLE S	7	AA	77	66	86	90	87	17	22	66	52	79	14	21
Reading/ELA	ARNOLD MIDDLE S	7	Hispanic	94	76	81	90	84	19	20	93	77	83	14	15
Reading/ELA	ARNOLD MIDDLE S	7	White	224	203	91	100	94	77	34	212	182	86	60	28
Reading/ELA	ARNOLD MIDDLE S	7	Eco.Dis.	117	93	79	90	83	19	16	111	83	75	15	14
Reading/ELA	ARNOLD MIDDLE S	7	Spec.Ed.	23	14	61	90	75	2	9	20	10	50	0	0
Reading/ELA	ARNOLD MIDDLE S	7	LEP	10	4	40	90	75	0	0	11	2	18	0	0
Reading/ELA	ARNOLD MIDDLE S	7	LEP M1	6	3	50	90	75	0	0	7	6	86	0	0
Reading/ELA	ARNOLD MIDDLE S	7	LEP M2	10	8	80	90	83	2	20	5	5	100	0	0
Reading/ELA	ARNOLD MIDDLE S	8	All	420	394	94	100	96	197	47	436	379	87	149	34
Reading/ELA	ARNOLD MIDDLE S	8	AA	65	57	88	90	89	22	34	53	43	81	13	25
Reading/ELA	ARNOLD MIDDLE S	8	Hispanic	111	104	94	100	96	40	36	97	78	80	27	28
Reading/ELA	ARNOLD MIDDLE S	8	White	205	196	96	100	97	109	53	253	229	91	92	36
Reading/ELA	ARNOLD MIDDLE S	8	Eco.Dis.	108	98	91	100	94	44	41	86	68	79	21	24
Reading/ELA	ARNOLD MIDDLE S	8	Spec.Ed.	24	15	63	90	75	2	8	16	11	69	1	6
Reading/ELA	ARNOLD MIDDLE S	8	LEP	20	17	85	90	87	1	5	15	5	33	2	13
Reading/ELA	ARNOLD MIDDLE S	8	LEP M1	2	---	---	---	---	---	---	4	3	75	0	0
Reading/ELA	ARNOLD MIDDLE S	8	LEP M2	8	5	63	90	75	1	13	5	3	60	0	0

**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	ARNOLD MIDDLE S	6	All	418	337	81	90	84	136	33	403	319	79	118	29
Math	ARNOLD MIDDLE S	6	AA	65	45	69	90	76	11	17	60	38	63	14	23
Math	ARNOLD MIDDLE S	6	Hispanic	116	87	75	90	80	33	28	90	67	74	17	19
Math	ARNOLD MIDDLE S	6	White	195	166	85	90	87	66	34	216	180	83	68	31
Math	ARNOLD MIDDLE S	6	Eco.Dis.	111	75	68	90	75	18	16	110	73	66	16	15
Math	ARNOLD MIDDLE S	6	Spec.Ed.	12	6	50	90	75	0	0	17	6	35	1	6
Math	ARNOLD MIDDLE S	6	LEP	11	7	64	90	75	1	9	12	4	33	1	8
Math	ARNOLD MIDDLE S	6	LEP M1	13	9	69	90	76	2	15	12	9	75	2	17
Math	ARNOLD MIDDLE S	6	LEP M2	10	4	40	90	75	3	30	7	5	71	0	0
Math	ARNOLD MIDDLE S	7	All	437	381	87	90	88	87	20	405	318	79	72	18
Math	ARNOLD MIDDLE S	7	AA	76	64	84	90	86	11	14	67	41	61	10	15
Math	ARNOLD MIDDLE S	7	Hispanic	93	77	83	90	85	11	12	96	72	75	7	7
Math	ARNOLD MIDDLE S	7	White	224	197	88	90	89	50	22	209	174	83	38	18
Math	ARNOLD MIDDLE S	7	Eco.Dis.	117	95	81	90	84	10	9	112	70	63	10	9
Math	ARNOLD MIDDLE S	7	Spec.Ed.	22	11	50	90	75	1	5	21	11	52	2	10
Math	ARNOLD MIDDLE S	7	LEP	10	6	60	90	75	0	0	13	3	23	1	8
Math	ARNOLD MIDDLE S	7	LEP M1	6	4	67	90	75	0	0	7	5	71	0	0
Math	ARNOLD MIDDLE S	7	LEP M2	10	10	100	100	100	1	10	5	5	100	0	0
Math	ARNOLD MIDDLE S	8	All	419	316	75	90	80	79	19	436	315	72	77	18
Math	ARNOLD MIDDLE S	8	AA	63	36	57	90	75	11	17	53	32	60	2	4
Math	ARNOLD MIDDLE S	8	Hispanic	111	73	66	90	75	12	11	99	61	62	13	13
Math	ARNOLD MIDDLE S	8	White	206	170	83	90	85	39	19	251	195	78	51	20
Math	ARNOLD MIDDLE S	8	Eco.Dis.	107	70	65	90	75	15	14	88	53	60	6	7
Math	ARNOLD MIDDLE S	8	Spec.Ed.	21	10	48	90	75	1	5	14	7	50	1	7
Math	ARNOLD MIDDLE S	8	LEP	21	9	43	90	75	0	0	15	6	40	0	0
Math	ARNOLD MIDDLE S	8	LEP M1	2	---	---	---	---	---	---	4	2	50	0	0
Math	ARNOLD MIDDLE S	8	LEP M2	8	2	25	90	75	0	0	6	2	33	0	0



**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Social Studies	ARNOLD MIDDLE S	6	All												
Social Studies	ARNOLD MIDDLE S	6	AA												
Social Studies	ARNOLD MIDDLE S	6	Hispanic												
Social Studies	ARNOLD MIDDLE S	6	White												
Social Studies	ARNOLD MIDDLE S	6	Eco.Dis.												
Social Studies	ARNOLD MIDDLE S	6	Spec.Ed.												
Social Studies	ARNOLD MIDDLE S	6	LEP												
Social Studies	ARNOLD MIDDLE S	6	LEP M1												
Social Studies	ARNOLD MIDDLE S	6	LEP M2												
Social Studies	ARNOLD MIDDLE S	7	All												
Social Studies	ARNOLD MIDDLE S	7	AA												
Social Studies	ARNOLD MIDDLE S	7	Hispanic												
Social Studies	ARNOLD MIDDLE S	7	White												
Social Studies	ARNOLD MIDDLE S	7	Eco.Dis.												
Social Studies	ARNOLD MIDDLE S	7	Spec.Ed.												
Social Studies	ARNOLD MIDDLE S	7	LEP												
Social Studies	ARNOLD MIDDLE S	7	LEP M1												
Social Studies	ARNOLD MIDDLE S	7	LEP M2												
Social Studies	ARNOLD MIDDLE S	8	All	403	374	93	100	95	204	51	428	381	89	167	39
Social Studies	ARNOLD MIDDLE S	8	AA	60	52	87	90	88	22	37	52	41	79	16	31
Social Studies	ARNOLD MIDDLE S	8	Hispanic	106	95	90	100	93	35	33	96	83	86	35	36
Social Studies	ARNOLD MIDDLE S	8	White	200	192	96	100	97	119	60	247	227	92	103	42
Social Studies	ARNOLD MIDDLE S	8	Eco.Dis.	103	91	88	90	89	41	40	84	69	82	20	24
Social Studies	ARNOLD MIDDLE S	8	Spec.Ed.	16	14	88	90	89	4	25	14	11	79	3	21
Social Studies	ARNOLD MIDDLE S	8	LEP	18	13	72	90	78	1	6	14	9	64	1	7
Social Studies	ARNOLD MIDDLE S	8	LEP M1	2	2	100	100	100	1	50	4	4	100	1	25
Social Studies	ARNOLD MIDDLE S	8	LEP M2	8	6	75	90	80	1	13	6	3	50	1	17

### CIP PART I: DATA SUPPLEMENT

				2007					2006		
Content	Campus	Grade	Group	Number of Students Tested	Percent Met TAKS Standard 1 SEM Below PR	Percent met TAKS Standard PR	Goal 2008	Needed Growth 07	Number of Students Tested	Percent Met TAKS Standard 1 SEM Below PR	Percent met TAKS Standard PR
Science	ARNOLD MIDDLE S	6	All								
Science	ARNOLD MIDDLE S	6	AA								
Science	ARNOLD MIDDLE S	6	Hispanic								
Science	ARNOLD MIDDLE S	6	White								
Science	ARNOLD MIDDLE S	6	Eco.Dis.								
Science	ARNOLD MIDDLE S	6	Spec.Ed.								
Science	ARNOLD MIDDLE S	6	LEP								
Science	ARNOLD MIDDLE S	6	LEP M1								
Science	ARNOLD MIDDLE S	6	LEP M2								
Science	ARNOLD MIDDLE S	7	All								
Science	ARNOLD MIDDLE S	7	AA								
Science	ARNOLD MIDDLE S	7	Hispanic								
Science	ARNOLD MIDDLE S	7	White								
Science	ARNOLD MIDDLE S	7	Eco.Dis.								
Science	ARNOLD MIDDLE S	7	Spec.Ed.								
Science	ARNOLD MIDDLE S	7	LEP								
Science	ARNOLD MIDDLE S	7	LEP M1								
Science	ARNOLD MIDDLE S	7	LEP M2								
Science	ARNOLD MIDDLE S	8	All	405	80	70	75	5	433	79	70
Science	ARNOLD MIDDLE S	8	AA	62	61	42	75	33	53	64	55
Science	ARNOLD MIDDLE S	8	Hispanic	108	71	59	75	16	99	66	55
Science	ARNOLD MIDDLE S	8	White	197	87	81			249	88	79
Science	ARNOLD MIDDLE S	8	Eco.Dis.	104	68	57	75	18	86	60	48
Science	ARNOLD MIDDLE S	8	Spec.Ed.	17	71	53	75	22	13	69	54
Science	ARNOLD MIDDLE S	8	LEP	18	28	17	75	58	15	27	20
Science	ARNOLD MIDDLE S	8	LEP M1	2	---	---	---	---	4	---	---
Science	ARNOLD MIDDLE S	8	LEP M2	8	25	13	75	62	6	67	33

# CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Arnold MS	AA	95.8	96.2
Arnold MS	H	96.1	96.3
Arnold MS	W	96.1	96.1
Arnold MS	NATIVE	96	96.8
Arnold MS	ASIAN	98.2	98.2
Arnold MS	MALE	96.1	96.3
Arnold MS	FEMALE	96.4	96.4
Arnold MS	SPED	94.1	94.4
Arnold MS	ECD	95.6	95.7
Arnold MS	LEP	95	96
Arnold MS	AT RISK	95.4	95.5
Arnold MS	GT	96.9	97.4
Arnold MS	MIGRANT	0	0

Gold Performance Acknowledgment  
Attendance rates  
District  $\geq 96.0\%$   
Middle School  $\geq 96.0\%$

# **PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES**

## Areas to Improve

**District Priority:**

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Area of Focus:**

**Student Safety**

**Campus Objective:** # 1

For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by 50% from the previous year.

For 2007 – 2008, the discipline referrals for classroom misconduct will be reduced by 20% from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Train students on the web-based program, "Talk About It", by AnComm. The anonymous online messaging service focuses on closing the communication gap between students and staff to foster a safer learning environment.	VP, T, AR	All students	Admin; teachers; student council	AnComm program and representative	Second week of school
	2	Increase awareness and understanding of the <i>Student Code of Conduct</i> through large group assembly presentations as well as advisory lessons.	VP	All students	Assistant principals; teachers	<i>Student Code of Conduct</i>	First two weeks of school
	3	Utilize PBIS (Positive Behavior Intervention and Support) and BBR (Building Better Relationships) strategies to decrease the number of discipline referrals.	VP, AR	All students	Entire staff	PBIS program; BBR liaison	Ongoing
	4	Monitor and adjust school-wide systems based on discipline data.	VP	All students	PBIS leadership team	Infoserv data	Monthly
Teachers	1	Provide training on the PBIS program in order to create and maintain a safe and disciplined environment.	SD	All staff	Admin; PBIS leadership team	PBIS program	Aug. 21-22
	2	Provide <i>40 Developmental Assets</i> and BBR training to emphasize the importance of building relationships in order to create positive experiences for students.	SD	Teachers	Principal; director of instruction	Greg Catalano; BBR courses	August 16
Parents	1	Increase parent awareness and understanding of the <i>Student Code of Conduct</i> by providing a copy for each home and maintaining a parent signature on file.	PI	All parents	Assistant principals; teachers	<i>Student Code of Conduct</i>	First week of school
	2	Keep parents informed of their child's discipline incidents by making phone calls, mailing referrals home, and conducting parent conferences.	PI	All parents	Assistant principals; teachers	Discipline referral form	Daily per incident

## Areas to Improve

**District Priority:**

Ensure that students understand the importance of attending school regularly and completing high school.

**Area of Focus:**

**Attendance**

**Campus Objective:** # 2

For 2007 – 2008, the ADA student attendance will be at or above 98%.

**Formative/Summative Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Identify students that had problems with attendance in previous years and provide them with a student and/or staff mentor to keep them interested in school.	AR	Identified students	Academic achievement specialist; teachers	Attendance data	October 6 – May
	2	Identify students at or approaching excessive absences through Student Plus attendance reports and develop an action plan for improvement.	AR	Identified students	Registrar; assistant principals; counselors	Attendance reports	Every 3 or 6 weeks
	3	Foster students' sense of belonging by encouraging them to get involved in extracurricular activities such as music, drama, sports, and/or clubs.	AR	All students	All staff	Extracurricular activities	Ongoing
Teachers	1	Provide <i>40 Developmental Assets</i> training to help staff members better understand our students needs and how to create an environment where students enjoy coming to school.	SD	All staff	Principal; director of instruction	Greg Catalano	August 16
Parents	1	Inform parents of absences through the automated phone calling system, warning letters, and loss of credit letters.	PI, T	Absent students	Teachers; attendance secretary	Automated phone system	Daily
	2	Implement the Stay in School program which is a collaborative effort between the Harris County District Attorney's Office and CFISD.	PI	Identified students	Registrar; assistant principals	Attendance reports	Every 6 weeks

## Areas to Improve

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.	8th Grade	07	08
<b>Area of Focus:</b>		<b>Science</b>	All	70	75
<b>Campus Objective:</b>	# 3	By May, 2008, we will increase the percentage (by amounts noted at right) of 8 <sup>th</sup> grade students demonstrating proficiency on TAKS science.	AA	42	75
			H	59	75
			W	81	86
			ED	57	75
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills			

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Incorporate effective science teaching strategies into lessons: CRISS strategies, enhanced content strategies, collaborative learning strategies, and questioning strategies.	AR	All students	Teachers	CRISS book; share meetings; helping teacher	Every 6 weeks
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFA) and make lesson adjustments or provide interventions accordingly.	AR, T	Groups listed	Teachers; AAS	Gradebook; excel charts, SFA data	Every 3 or 6 weeks
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock)	AR	Groups listed	Teachers	<i>Classroom Instruction That Works</i> book	Every 6 weeks
	4	Incorporate technology, including Explore Learning, to enhance and enrich the learning of all students.	AR, T	All students	Teachers	Explore Learning; internet	Every unit
	5	Provide extended learning time on specific objectives for students during an after school TAKS based program.	AR, CE	Identified students	Admin; teachers	Tutorial packets	Nov 20-April 14
Teachers	1	Participate in team planning at least three times a week to collaborate on content curriculum, effective teaching strategies, data analysis, and higher order thinking questions.	SD	Science Dept.	Teachers	Team planning meeting	Every week
	2	Hewlett Packard grant team will share technology lessons and staff development experiences with other members of the science department.	SD, T	Science Dept.	Grant team teachers	ISTE website; HP tech. grant community	Every 6 weeks
Parents	1	Regularly communicate with parents about their child's success and struggles through phone calls, e-mails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups listed	Teachers	Student work	Weekly

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Mathematics**

**Campus Objective:** # 4 By May, 2008, we will increase the percentage (by amounts noted at the right) of students demonstrating proficiency on TAKS mathematics.

	6th		7th		8th	
	07	08	07	08	07	08
All	81	84	87	88	75	80
AA	69	76	84	86	57	75
H	75	80	83	85	66	75
W	85	90	88	90	83	90
ED	68	75	81	84	65	75

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Incorporate into weekly lessons activities that engage students by using CRISS strategies, Quantum Learning strategies, manipulatives, technology, and collaborative groups.	AR, T, CE	Groups listed	Teachers	CRISS book; Quantum Learning	Every week
	2 Monitor each student's progress in learning the critical TEKS by examining results of district-made tests and Secondary Formative Assessments (SFA) and make lesson adjustments or provide interventions accordingly.	AR, T	Groups listed	Teacher; AAS	Gradebook; excel charts; SFA data	Every 3 or 6 weeks
	3 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) with a focus on vocabulary and note-taking.	AR	Groups listed	Teachers	<i>Classroom Instruction That Works</i> book	Ongoing
	4 Provide extended learning time on specific objectives for students during an after school TAKS based program.	AR, CE	Identified students	Admin; teachers	Tutorial packets	Nov 20-April 14
	5 Based on SFA data and 2007 TAKS data, move struggling students to a teacher who has a record of being able to accelerate students' math achievement.	AR	Identified students	Admin; teachers	SFA data; 2007 TAKS data	End of 2 <sup>nd</sup> six weeks
Teachers	1 Attend training on web-based resource Agile Minds and Explore Learning.	SD	Math Dept.	Teachers	Coordinator	Summer
	2 Attend Quantum Learning training.	SD	Math Dept.	Teachers	Coordinator	Summer
Parents	1 Regularly communicate with parents about their child's success and struggles through phone calls, e-mails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups listed	Teachers	Student work	Weekly

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** Reading/English Language Arts

**Campus Objective:** # 5 By May, 2008, we will increase the percentage (by amounts noted at right) of students demonstrating proficiency on TAKS reading.

	6th		7th		8th	
	07	08	07	08	07	08
All	97	98	87	88	94	96
AA	97	98	86	87	88	90
H	97	98	81	84	94	96
W	96	98	91	94	96	98
ED	94	96	79	83	91	94

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Implement the READ 180 program to assist and accelerate below grade level readers, including intermediate ESL students, in 7 <sup>th</sup> and 8 <sup>th</sup> grade.	AR, T, CE	Identified students	READ 180 teachers	READ 180 program	Ongoing
	2 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFA) and make lesson adjustments or provide interventions accordingly.	AR	Groups listed	Teacher; AAS	Gradebook; excel charts; SFA data	Every 3 or 6 weeks
	3 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock).	AR	Groups listed	Teachers	<i>Classroom Instruction That Works</i> book	Ongoing
	4 Provide a fall semester reading class for 8 <sup>th</sup> graders to increase instructional time on specific TAKS objectives.	AR, CE	Identified students	Teachers	Coordinator	Fall semester
	5 Identify students' Lexile level and provide reading opportunities at those levels to increase students' ability.	AR, T	Identified students	Dyslexia teachers	District materials	Ongoing
Teachers	1 Attend Scholastic Reading Inventory (SRI) and Scholastic Achievement manager (SAM) training.	SD, T	Reading dept.	Teachers	Coordinator	By Aug. 23
	2 Attend district curriculum share sessions to collaborate on content curriculum and effective teaching strategies.	SD	Reading dept.	Teachers	Coordinator	Each 6 weeks
Parents	1 Regularly communicate with parents about their child's success and struggles through phone calls, e-mails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups listed	Teachers	Student work	Weekly

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Writing**

**Campus Objective:** # 6 By May, 2008, we will increase the percentage (by amounts noted at right) of 7<sup>th</sup> grade students demonstrating proficiency on TAKS writing.

7 <sup>th</sup> Grade	07	08
All	95	97
AA	92	95
H	92	95
W	96	97
ED	91	94

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	#	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Incorporate CRISS strategies into daily lessons at least ten times per six weeks.	AR	Groups listed	Teachers	CRISS book	Every 6 weeks
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests, Secondary Formative Assessments (SFA), and compositions then make lesson adjustments or provide interventions accordingly.	AR, T	Groups listed	Teacher; AAS	Gradebook; excel charts; SFA data	Every 3 or 6 weeks
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) with a focus on vocabulary, similarities and differences, and summarizing.	AR	Groups listed	Teachers	<i>Classroom Instruction That Works</i> book	Ongoing
	4	Concentrate effort on improving TAKS writing objective 4 (effective sentence construction) and objective 6 (conventions) through direct instruction and practice of revision/editing strategies and sentence combining.	AR	Groups listed	Teachers	<i>Mechanically Inclined</i> by Jeff Anderson; coordinator	Ongoing
	5	Design and present lessons that follow research proven strategies presented in Six Traits of Writing.	AR	Groups listed	Teachers	Six Traits manual	Twice a six weeks
Teachers	1	Attend Six Traits of Writing and/or Writing Academy training.	SD	LA dept.	Teachers	Coordinator	Summer
	2	Attend TAKS rubric scoring training.	SD	LA dept.	Teachers	Coordinator	Summer
Parents	1	Regularly communicate with parents about their child's success and struggles through phone calls, e-mails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups listed	Teachers	Student work	Weekly

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

8th Grade	07	08
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**Area of Focus:** **Social Studies**

All	93	95
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AA	87	90
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H	90	93
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W	96	97
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ED	88	89
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**Campus Objective:** # 7 By May, 2008, we will increase the percentage (by amounts noted at right) of 8<sup>th</sup> grade students demonstrating proficiency on TAKS social studies.

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	#	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Incorporate CRISS strategies into daily lessons at least ten times per six weeks.	AR	Groups listed	Teachers	CRISS book	Every 6 weeks
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFA) and make lesson adjustments or provide interventions accordingly.	AR, T	Groups listed	Teacher; AAS	Gradebook; excel charts; SFA data	Every 3 or 6 weeks
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) targeting vocabulary and note-taking.	AR	Groups listed	Teachers	<i>Classroom Instruction That Works</i> book	Ongoing
	4	Develop technology based instruction to accommodate all learning styles.	AR, T	Groups listed	Teachers	Coordinator; tech. helping teacher	Twice each six weeks
	5	Utilize the "interactive notebook" as a way for students to process and apply their learning.	AR	All students	Teachers	Helping teacher	Ongoing
Teachers	1	Attend district trainings on technology implementation in the social studies classroom.	SD, T	SS dept	Teachers	Coordinator; tech. helping teacher	Ongoing
	2	Teachers share information on how to implement strategies from the George to George training and Quantum Learning.	SD	SS dept.	Teachers	Teachers; coordinator	Ongoing
Parents	1	Regularly communicate with parents about their child's success and struggles through phone calls, e-mails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups listed	Teachers	Student work	Weekly

**\* Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

# **PART III: ASSURANCE ADDENDUM**

## CIP PART III: ASSURANCE ADDENDUM

Susan Higgins  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District

### Section A

- (1) Arnold Middle School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Arnold Middle School CPOC has
  - (a) completed a needs assessment which serves as the basis for the CIP.
  - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
    - African American
    - Hispanic
    - White
    - Economically Disadvantaged
    - Special Education
    - Limited English Proficient
  - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
  - (d) included in the CIP these elements.
    - Resources allocated
    - Staff responsible for activities and strategies
    - Formative and summative evaluation criteria
  - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
  - (f) included strategies for dropout prevention and reduction. (middle school and high school)
  - (g) included strategies for improving student attendance.
  - (h) included strategies for improving the campus's completion rate. (high school)
  - (i) provided for a program to encourage parental and community involvement at the campus.
  - (j) included goals and methods for violence prevention and intervention on campus.
  - (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
- (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

**CIP PART III: ASSURANCE ADDENDUM**  
**Section B**

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Crystal Berendse	Teacher - Language Arts
Amanda Herrera	Teacher - Science
Jeanie Makris	Teacher - Reading
Jim McConaughy	Teacher - Electives
Paula Reese	Teacher - Social Studies
Anita Sanchez	Teacher - Mathematics
Tricia Wilson	Teacher - Physical Education
Dona Worth	Teacher - Special Education
Lauri Baker	Non-teaching professional - Counselor
Sherry Baker	Non-teaching professional - Director of Instruction
Judy Fowler	Non-teaching professional - Technology Aide
Susan Higgins	Non-teaching professional - Principal
Robert McDonald	Non-teaching professional - Assistant Principal
Renessa Champagne	Parent
Renard Hayden	Parent
Sherri Mader	Parent
Jean Feller	Community resident
Michael McConaughy	Community resident
J.D. Busch	Business representative
John Davis	Business representative

<b>CPOC Meetings* for '07-'08</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	September 20, 2007	5:00 p.m.	Arnold library
2	November 1, 2007	5:00 p.m.	Arnold library
3	January 31, 2008	5:00 p.m.	Arnold library
4	March 27, 2008	5:00 p.m.	Arnold library
5	May 8, 2008	5:00 p.m.	Texadelphia

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

# CIP PART III: ASSURANCE ADDENDUM

## Section C Other Legal Requirements

☑ (1)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 80%.	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

☑ (2)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be <b>0.2%</b> or less with no student group exceeding <b>0.5%</b> .	
Formative	Each grading period, the documentation will be reviewed for students who have checked out of school.
Summative	The 2007 – 2008 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents, and implement intervention plans.