

Cypress-Fairbanks Independent School District

Goodson Middle School

2023-2024



Mission Statement

The mission of Goodson Middle School is to provide a high quality, comprehensive and meaningful education for all students. We will build the foundation for successful students through relationships, relevant and engaged learning, and effective communication. We challenge our students to be responsible problem solvers who are actively engaged in their learning. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

Vision

Goodson Middle School is a safe environment where students achieve academic success and become respectful and responsible citizens.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 STAAR data:

Reading

6th Grade Reading:

- 87% Approaches exceeded District (80%)
- 68% Meets exceeded District (59%)
- **35%** Masters exceeded District (30%)
- Hispanic students achieving Approaches (86%), Meets (59%), and Masters (**24%**) exceeded the District (76%, 51%, and 21%)
- African American students achieving Approaches (**79%**), Meets (**49%**), and Masters (**22%**) exceeded the District (71%, 45%, 17%)
- Economically Disadvantaged students achieving Approaches (87%) and Meets (62%), and Masters (**28%**) exceeded the District (73%, 47%, and 18%), Cluster 1 (83%, 61%, and 25%) and Targets (83% - App., 56% - Meets)
- SPED students achieving Approaches (59%) and Meets (26%) exceeded the District (40%, 16%) and Targets (50%, 22%)
- Emergent Bilingual students achieving Approaches (71%), Meets (33%), and Masters (**14%**) exceeded the District (63%, 32%, 8%) and Targets (53%, 25%, 5%)

7th Grade Reading:

- **88%** Approaches exceeded District (81%)
- **70%** Meets exceeded District (59%)
- **43%** Masters exceeded District (32%)
- Hispanic students achieving Approaches (**83%**) and Meets (**60%**), and Masters (**28%**) exceeded the District (76%, 50%, and 23%)
- African American students achieving Approaches (**85%**), Meets (**66%**), and Masters (**40%**) exceeded the District (72%, 45%, 20%) and Cluster 1 (83%, 61%, 32%)
- Economically Disadvantaged students achieving Approaches (**82%**), Meets (**58%**), and Masters (**26%**) exceeded the District (74%, 47%, and 20%)
- SPED students achieving Approaches (54%), Meets (23%), and Masters (8%) exceeded the District (43%, 19%, 5%)

8th Grade Reading:

- **92%** Approaches exceeded District (87%)
- **72%** Meets exceeded District (64%)
- **42%** Masters exceeded District (35%)
- Hispanic students achieving Approaches (**91%**), Meets (**63%**), and Masters (**30%**) exceeded the District (83%, 56%, and 25%)
- African American students achieving Approaches (89%), Meets (70%), and Masters (29%) exceeded the District (81%, 49%, and 22%)
- Economically Disadvantaged students achieving Approaches (**88%**), Meets (**57%**), and Masters (**27%**) exceeded the District (81%, 52%, and 23%)
- Emergent Bilingual students achieving Approaches (**71%**) exceeded the District (62%)

- SPED students achieving Approaches (57%) exceeded the District (52%)

Math

6th Grade Math:

- **89%** Approaches exceeded District (78%)
- **63%** Meets exceeded District (47%)
- **33%** Masters exceeded District (22%)
- Hispanic students achieving Approaches (**86%**), Meets (**53%**), and Masters (**19%**) exceeded the District (72%, 36%, and 13%)
- African American students achieving Approaches (**78%**), Meets (**42%**), and Masters (**21%**) exceeded the District (65%, 28%, and 9%)
- Economically Disadvantaged students achieving Approaches (**87%**) Meets (57%), and Masters (**25%**) exceeded the District (69%, 33%, and 11%) and Cluster 1 (81%, 47%, and 19%)
- SPED students achieving Approaches (71%), Meets (24%), and Masters (9%) exceeded the District (48%, 13%, 4%) and Target (62%, 19%, 7%), and Cluster 1 (65%, 22%, 8%)
- Emergent Bilingual students achieving Approaches (78%), Meets (41%), and Masters (16%) exceeded the District (61%, 24%, and 7%) and exceeded Targets (76%, 34%, 9%)

7th Grade Math:

- 83% Approaches exceeded District (69%)
- 62% Meets exceeded District (46%)
- 26% Masters exceeded District (18%)
- Hispanic students achieving Approaches (**73%**), Meets (**47%**), and Masters (**15%**) exceeded the District (63%, 37%, and 10%)
- African American students achieving Approaches (78%), Meets (56%), and Masters (14%) exceeded the District (56%, 30%, 8%) and met or exceeded Targets (76% App, 39% Meets) and met or exceeded Cluster 1 (70%, 45%, 14%)
- Economically Disadvantaged students achieving Approaches (**73%**), Meets (49%), and Masters (18%) exceeded the District (60%, 34%, and 9%)
- SPED students achieving Approaches (49%), Meets (17%), and Masters (4%) exceeded the District (33%, 11%, 3%) and met or exceeded Targets (46%, 8%, 4%)

8th Grade Math:

- 87% Approaches exceeded District (71%), Target (85%), and Cluster 1 (83%)
- 58% Meets exceeded District (36%), Target (45%), and Cluster 1 (51%)
- 17% Masters exceeded District (9%), Target (10%), and Cluster 1 (15%)
- Hispanic students achieving Approaches (86%), Meets (57%), and Masters (13%) exceeded the District (69%, 33%, and 6%), Target (82%, 45%, 9%), and Cluster 1 (81%, 46%, 9%)
- African American students achieving Approaches (88%), Meets (59%), and Masters (12%) exceeded the District (65%, 28%, and 4%), Target (79%, 31%, 8%), and Cluster 1 (75%, 39%, 7%)
- Economically Disadvantaged students achieving Approaches (87%), Meets (59%), and Masters (13%) exceeded the District (67%, 31%, and 6%), Target (80%, 43%, 8%), and Cluster 1 (78%, 44%, 9%)
- Emergent Bilingual students achieving Approaches (79%) and Meets (46%) exceeded the District (60%, 25%), Target (64%, 31%), and Cluster 1 (74%, 36%)
- SPED students achieving Approaches (53%) and Meets (19%) exceeded the District (47%, 15%) and Targets (42%, 8%)

Science

8th Grade Science:

- **91%** Approaches exceeded District (81%)
- **70%** Meets exceeded District (58%)
- **33%** Masters exceeded District (26%)
- Hispanic students achieving Approaches (**87%**), Meets (**62%**), and Masters (**23%**) exceeded the District (76%, 49%, and 16%)
- African American students achieving Approaches (89%), Meets (59%), and Masters (**16%**) exceeded the District (72%, 41%, and 12%), Target (86% - App.), and Cluster 1 (85% - App.)
- Economically Disadvantaged students achieving Approaches (**86%**), Meets (**53%**), and Masters (**17%**) exceeded the District (74%, 45%, and 14%)
- Emergent Bilingual students achieving Approaches (**61%**) exceeded the District (56%)

Social Studies

8th Grade Social Studies:

- **78%** Approaches exceeded District (71%)
- **50%** Meets exceeded District (43%)
- **27%** Masters exceeded District (23%)
- Hispanic students achieving Approaches (**72%**), Meets (**39%**), and Masters (**19%**) exceeded the District (63%, 32%, and 15%)
- African American students achieving Approaches (**70%**) and Meets (**39%**) exceeded the District (59%, 29%)
- Economically Disadvantaged students achieving Approaches (**66%**), Meets (**35%**), and Masters (**16%**) exceeded the District (60%, 30%, and 13%)
- SPED students achieving Approaches (32%), Meets (**14%**), and Masters (8%) met or exceeded the District (32%, 13%, 6%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Based on the 2022-23 data, African American, Hispanic, Emergent Bilingual, and Economically disadvantaged student sub-pops underperformed in meeting campus targets, especially in Masters. **Root Cause:** RLA: The lack of rigor, small group instruction, and individualized instruction.

Problem Statement 2: Math: Based on the 2022-23 data, African American, Hispanic, and Emergent Bilingual sub-pops performed below campus expectations. **Root Cause:** Math: The lack of opportunities with productive struggle and purposeful questions in a small group setting.

Problem Statement 3: Science: Based on the 2022-23 data, Hispanic, Emergent Bilingual, and Economically disadvantaged student sub-pops underperformed in meeting campus targets, especially in Masters. **Root Cause:** Science: The lack of quality first-time instruction and the use of data to provide interventions through small group activities.

Problem Statement 4: Social Studies: Based on the 2022-23 data, all student sub-pops underperformed in meeting campus targets. **Root Cause:** Social Studies: The lack of quality, differentiated, and purposeful team planning incorporating small group instruction and adequate preparation for the new test format.

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.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

The following are the strengths of the campus in regard to School Culture and Climate:

- PBIS Rewards program. Students earn electronic Bear Bucks as positive reinforcement and can redeem them in the school store to purchase items such as open gym and courtyard passes for use during lunches.
- Teachers use classroom stores as incentives in their classrooms using the PBIS Rewards app.
- Vision Statement - During announcements, students and staff recite the Vision Statement every morning.
- Staff Grizzly Growler Website and Weekly Newsletter
- Mr. Dixon's Monday Video - He showcases things going on at Goodson.
- Based on the 2022-2023 Employee Perception Survey:
 - 93% of our staff believe there are opportunities for growth on our campus.
 - 92% of our staff feel they have the information they need to do their job well
 - 92% of our staff feel that procedures are implemented to keep them safe at work
 - 97% of our staff believe that quality work is expected of them
 - 88% of our staff feel there is an opportunity to discuss concerns with administrators
 - 94% of our staff feel that staff appreciation is part of the school culture
 - 96% of our staff are clear about their job responsibilities
 - 97% of our staff feel that campus decisions are data-driven

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are the strengths of the campus in regard to Staff Quality, Recruitment, and Retention:

- 100% of our teaching staff is Highly Qualified
- The New Teacher Induction Program (NTIP) is a district initiative to support all new teachers to CFISD. Goodson has two lead mentor teachers that oversee this program and are responsible for supporting our new family members. Each new teacher at Goodson is assigned a mentor by our lead New Teacher Induction Program Coordinator to provide ongoing support and collaboration. Throughout the year, there are several share sessions with embedded professional development to target upcoming procedures/paperwork that new staff will need to best discuss for better understanding. Meetings are held before and after school to discuss different strategies that the teachers can use in their classrooms to make first-time instruction as effective as possible. Classroom management strategies are also modeled. The new teacher mentors are available for anything that the new teacher may need on an ongoing basis. Campus Curriculum Instructional Specialists are available to assist the new teachers in their development.
- Relationships between Administrators and Staff are strong and teachers feel supported
- Teacher appreciation includes staff breakfasts, lunches, coffee bars, snacks, jeans days, special treats, special dress-up days, and recognition in the weekly newsletter and at staff meetings
- Based on the 2022-2023 Employee Perception Survey:
 - 95% of our staff believe there are opportunities for growth on our campus
 - 95% of our staff feel they have the information they need to do their job well
 - 97% of our staff feel that procedures are implemented to keep them safe at work
 - 99% of our staff believe that quality work is expected of them
 - 92% of our staff feel there is an opportunity to discuss concerns with administrators
 - 94% of our staff feel that staff appreciation is part of the school culture
 - 96% of our staff are clear about their job responsibilities
 - 97% of our staff feel that campus decisions are data-driven

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Goodson had a large staff turnover in 2023 and began the year with several open positions. **Root Cause:** Teacher/Paraprofessional Attendance: Increased tasks in special pops with unclear guidelines, lack of staff morale due to clear expectations and lack of accountability, and a lack of a well-developed mentoring program.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are the strengths of the campus in regard to Parent and Family Engagement:

- Parent Support and Involvement - We have a high level of parental support and involvement. We have a high attendance rate at school events and extracurricular events.
- VIPS - We have parents who participate in school events to encourage school pride with students.
- Communication - We provide multiple avenues of communication with parents and the community through our campus website, School Messenger, and social media. Teachers keep parents informed through their Schoology page, emails, and REMIND.
- Business Partners - We foster positive relationships with our business partners. We have a large number of community mentors

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Goodson has lower than desired parent involvement at volunteer events. **Root Cause:** Parent and Community Engagement: Lack of communication from the school/VIPS to all parents and community members, and a lack of opportunities to serve.

Goals

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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|------------|
| <p>Strategy 1: RLA: Reading and Language Arts teachers will provide small group instruction to model in-depth analysis of texts and writing prompts, and give students opportunities to demonstrate their understanding both orally and in writing using academic language.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Reading and Language Arts Department, Reading and Language Arts CCIS, Administration</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Math: Math teachers will target all students who do not grasp concepts on assessments. Teachers will plan small group instruction for those missed TEKS in a timely manner after an assessment. This will include retrieval opportunities with the use of productive struggle.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Math Department, Math CCIS, Administration</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Science: Science teachers will facilitate student growth by analyzing student data promptly and planning meaningful instruction for small groups based on that data. Teachers will also pre-teach vocabulary as needed and continue hands-on activities to deepen student understanding.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Science Department, Science CCIS, Administration</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|------------|
| <p>Strategy 4: Social Studies: Social Studies teachers will use academic vocabulary, small groups, differentiated lessons, and spiral information to make historical connections over time. Embedded in these strategies, students will be exposed to and prepared for new STAAR question types.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Social Studies Department, Social Studies CCIS, Administration</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Dropout Prevention: Goodson will follow up with at-risk students and those not attending school to find ways that work with families to get kids to school. The administrative team will work closely with the Attendance Clerk and Attendance Officer to locate students who are absent at the beginning of the school year. We will call parents and contacts of all missing students to ensure all students are located and will follow up with all student withdrawals to ensure all have enrolled in another campus. We will monitor attendance throughout the school year and work closely with the attendance team to monitor any potential dropouts and provide services (counseling/social services) as needed to prevent dropouts.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Admin team, counselors, Attendance Clerk/Registrar, Attendance Officer</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: 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.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: ELAR, Math, Science, and Social Studies teachers, Campus Instructional Leadership Team</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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 | | |
|---|---|---|------------|
| <p>Strategy 1: Before/After School Program: Summit K12 Science and ESL After School Program - Selected students who have not been successful in Science will be invited to come to afterschool and selected advisory dates to work with the Summit K12 program. Students enrolled in the ELAR ESL shelter classes will be signed up for the K12 Summit program to work on their listening, speaking and writing so they will grow academically and be successful on the TELPAS in the Spring.</p> <p>Strategy's Expected Result/Impact: 80% of the Students using the Science program will average Meets on their unit exams by the end of the year and on STAAR. 70% of ESL students will master 2 of 3 TELPAS sections.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  30% |  60% | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Before/After School Program: F.I.T. Tutorials - Based on Data Digs, assessment scores, grades and STAAR, students will be invited to tutorials to get additional support to close the gap.</p> <p>Strategy's Expected Result/Impact: 85% of the students who attend the F.I.T. tutorials will pass their classes with a 75 or higher at the end of each marking period. 80% of students who attend the F.I.T. tutorials will score approaches or higher on STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  35% |  55% | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: By the end of 2023-2024 year 90% of students participating in the intervention will reach approaches or higher on STAAR. 80% of the students will have a 70 or higher at the end of the grading periods.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| | N/A | N/A | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 4: Professional Development: Staff will be trained in reading, understanding and using data to better differentiate their classes and develop small groups.</p> <p>Strategy's Expected Result/Impact: Throughout the year teachers will use data from digs and other forms of assessments to create small groups and differentiate learning activities to close academic gaps.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Professional Development: Creating a Co-Teach classroom that benefits all students</p> <p>Strategy's Expected Result/Impact: in-Class support classes will implicate one of the co-teach models 3 out of 5 days.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Mental Health Supports: Using PBIS Rewards, students will do a SEL self-report daily. This will be monitored by teachers and administration. Students will be able to get incentive points for completing the check. Staff and Administration will be able to monitor and identify students that are struggling and need some intervention early. This will enable the students to get the support they need and continue to be successful academically.</p> <p>Strategy's Expected Result/Impact: Students' attendance will be 95% or higher for the year. Office referrals will have a 25% decrease for the year. There will be a 10% decrease in Crisis reports and mental health referrals</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | |

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 | | |
|--|---|---|-----|
| <p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk after-school tutorials and temporary workers.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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 current school year, 100% of the district's safety policies will be implemented.

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

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Campus Safety: Teachers will be trained to facilitate a thorough lockdown lesson that addresses several scenarios in case of a lockdown. The lesson will include the assigned areas to go if a student is not inside the building, a run, hide, fight video, how to secure a room, and address any student concerns. The full lesson will be taught once a semester with reviews throughout the school year.</p> <p>Strategy's Expected Result/Impact: Completion of all project safety lessons</p> <p>Staff Responsible for Monitoring: Administrative Team, Goodson Staff</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Administrative Team, Goodson Staff</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Campus Safety: Conduct weekly perimeter checks of all doors that have direct access to the main building, install peepholes on all exterior doors, and install and train pertinent staff on door alarms.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) tasks and trainings will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Administrative Team, Goodson Staff</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| No Progress 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 current school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|------------|
| <p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences), including the daily use of the new district "School Attendance Dashboard" to monitor trends in student absences. The admin team will work together to communicate with parents to resolve attendance issues and encourage daily attendance. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
|  No Progress  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: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|------------|
| <p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will use various programs, initiatives, and formal staff development training to proactively mitigate any potential violent incidents in relation to the 2023-24 CFISD report on violence and violence prevention. Goodson will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Lead Team; Counselors</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will continue to build on their skills regarding de-escalating student situations by using strategies taught in the Adam Saenz EQuipped Classroom professional development. When students are referred to the office, the assistant principals will focus on restorative discipline by building positive relationships with students while teaching students how to take ownership of their behavior. During these conferences, the administrator will review the expectations of the PRIDE matrix and teach students how to respond correctly to situational conflict.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Administrative Team and Teachers</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
|  No Progress  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 current school year, teacher/paraprofessional attendance will increase by 2% from the previous school year.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|-----|
| <p>Strategy 1: Teacher/Paraprofessional Attendance: Staff with perfect attendance will be recognized on a monthly/semester basis with a certificate, sign placed on door, and an incentive reward. An incentive program will be created for the "Team" and/or department with the highest attendance percentage each month.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Substitute Representative, Director of Instruction, Campus Instructional Leadership Team</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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 current school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|-----|
| <p>Strategy 1: High-Quality Professional Development: Teachers will have the opportunity to participate in the district Digital Learning Conference (DLC), Campus Professional Learning sessions focused on small-group instruction, CFISD EdTech training, numerous Gifted and Talented trainings for GT certification, and numerous district curriculum trainings in August and throughout the entire school year.</p> <p>Strategy's Expected Result/Impact: Teachers will be prepared to design, plan, and implement effective and engaging lessons using educational technology, be able to meet students' SEL needs, provide a safe and secure learning environment, and earn all required certifications and professional development hours.</p> <p>Staff Responsible for Monitoring: Director of Instruction, CCIS</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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 current school year, parent and family engagement will increase by 5%.

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|------------|
| <p>Strategy 1: Parent and Family Engagement: We will increase participation in our Volunteers in Public Schools (VIPS) program and offer more events for parents and community members to serve in 2023-24. We will meet with the VIPS at least once a month to schedule upcoming events. We will increase the number of VIPS opportunities to work in the school store, host staff meals and treats, student events such as face-painting, etc.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Administrative Team, VIPS Representative</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Family and Community Engagement: We will increase our Goodson Middle School social media presence in 2023-24 to advertise for school and community events. We will utilize the campus Facebook, Twitter, and Instagram accounts to share #WhatsGoodAtGoodson and #GrowingGrizzlies hashtags to highlight student, staff, and campus achievements, student learning and classroom instruction, special school events, and extracurricular activities. We will post an average of 5-10 times a week.</p> <p>Strategy's Expected Result/Impact: Students, parents, and community members will be aware of campus events and opportunities to serve.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> | Formative | | |
| | Nov | Feb | May |
| |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

2023-2024 CPOC

| Committee Role | Name | Position |
|---|---------------------|--|
| Classroom Teacher | Sulema Tamez | Teacher Observer- Non Voting Member |
| Classroom Teacher | Marcus Robinson | Teacher Observer - Non Voting Member |
| Classroom Teacher | Jessica Byboth | Teacher Observer - Non Voting Member |
| Classroom Teacher | Colleen Allan | Teacher Observer - Non Voting Member |
| Classroom Teacher | Kristi Thomas | Teacher Observer - Non Voting Member |
| Classroom Teacher | Kelly Wallis | Teacher Observer - Non Voting Member |
| Other School Leader (Nonteaching Professional) #4 | Rod Martindale | Assistant Principal |
| Other School Leader (Nonteaching Professional) #3 | Mandi Toumbs | Lead Counselor |
| Business Representative #2 | Tonia Jaeggi | Business Representative #2 |
| Business Representative #1 | Fajilatun Choudhury | Business Representative #1 |
| Community Member #2 | Michelle Kaufman | Community Member #2 |
| Community Member #1 | Sheri Cowart | Community Member #1 |
| Parent #2 | Elena Velasquez | Parent #2 |
| Parent #1 | Natalie Sanchez | Parent #1 |
| Administrator (LEA) #1 | Dr. Sheri McCaig | Assistant Superintendent for School Leadership |
| Other School Leader (Nonteaching Professional) #2 | Jamey Schultz | Director of Instruction Helping Teacher |
| Administrator | Colleen Dale | Director of Instruction |
| Teacher #8 | Dodi Swayze | Teacher #8 |
| Teacher #7 | Dixie Chalupa | Teacher #7 |
| Teacher #6 | Delores Cox | Teacher #6 |
| Teacher #5 | Jennifer Campbell | Teacher #5 |
| Teacher #4 | Kirstin Weaver | Teacher #4 |
| Teacher #3 | Michelle Waight | Teacher #3 |
| Teacher #2 | Regina Hill | Teacher #2 |
| Teacher #1 | Jennifer Vasquez | Teacher #1 |
| Principal | Richard Dixon | Principal |

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 | Cluster | Student Group | Tested | 2023: Approaches Grade Level | | 2024 Approaches Incremental Growth Target | 2024: Approaches Grade Level | 2023: Meets Grade Level | | 2024 Meets Incremental Growth Target | 2024: Meets Grade Level | 2023: Masters Grade Level | | 2024 Masters Incremental Growth Target | 2024: Masters Grade Level | |
|----------------|-----|---------|---------|--------------------|--------|------------------------------|-----|---|------------------------------|-------------------------|-----|--------------------------------------|-------------------------|---------------------------|-----|--|---------------------------|--|
| | | | | | 2023 | | | | | | | | | | | | | |
| | | | | | # | # | % | % | # | % | % | # | % | % | # | % | % | |
| Science | 8 | Goodson | MS2 | White | 182 | 171 | 94% | 97% | 93% | 141 | 77% | 80% | 73% | 74 | 41% | 45% | 39% | |
| Science | 8 | Goodson | MS2 | Two or More | 24 | 20 | 83% | 86% | 80% | 13 | 54% | 58% | 73% | * | * | * | 40% | |
| Science | 8 | Goodson | MS2 | Eco. Dis. | 195 | 167 | 86% | 89% | 81% | 102 | 52% | 60% | 57% | 34 | 17% | 20% | 23% | |
| Science | 8 | Goodson | MS2 | Emergent Bilingual | 31 | 19 | 61% | 63% | 63% | 8 | 26% | 28% | 40% | * | * | * | 13% | |
| Science | 8 | Goodson | MS2 | At-Risk | 213 | 173 | 81% | 84% | 76% | 100 | 47% | 49% | 49% | 35 | 16% | 20% | 19% | |
| Science | 8 | Goodson | MS2 | SPED | 36 | 17 | 47% | 50% | 47% | * | * | * | 16% | * | * | * | * | |
| Social Studies | 8 | Goodson | MS2 | All | 491 | 383 | 78% | 85% | 78% | 244 | 50% | 55% | 50% | 133 | 27% | 32% | 33% | |
| Social Studies | 8 | Goodson | MS2 | Hispanic | 167 | 121 | 72% | 75% | 67% | 65 | 39% | 42% | 39% | 31 | 19% | 25% | 19% | |
| Social Studies | 8 | Goodson | MS2 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * | |
| Social Studies | 8 | Goodson | MS2 | Asian | 50 | 47 | 94% | 95% | 89% | 42 | 84% | 87% | 74% | 32 | 64% | 67% | 54% | |
| Social Studies | 8 | Goodson | MS2 | African Am. | 69 | 48 | 70% | 73% | 73% | 27 | 39% | 42% | 39% | 6 | 9% | 15% | 25% | |
| Social Studies | 8 | Goodson | MS2 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * | |
| Social Studies | 8 | Goodson | MS2 | White | 181 | 153 | 85% | 87% | 85% | 101 | 56% | 60% | 54% | 62 | 34% | 37% | 37% | |
| Social Studies | 8 | Goodson | MS2 | Two or More | 24 | 14 | 58% | 62% | 87% | 9 | 38% | 42% | 73% | * | * | * | 67% | |
| Social Studies | 8 | Goodson | MS2 | Eco. Dis. | 194 | 126 | 65% | 68% | 68% | 68 | 35% | 37% | 38% | 31 | 16% | 20% | 22% | |
| Social Studies | 8 | Goodson | MS2 | Emergent Bilingual | 30 | 11 | 37% | 45% | 42% | * | * | * | 25% | * | * | * | 13% | |
| Social Studies | 8 | Goodson | MS2 | At-Risk | 212 | 127 | 60% | 62% | 61% | 61 | 29% | 32% | 32% | 28 | 13% | 16% | 17% | |
| Social Studies | 8 | Goodson | MS2 | SPED | 36 | 11 | 31% | 35% | 31% | 5 | 14% | 16% | * | * | * | * | * | |

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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.

Middle School Content Area Standard Expectations

MS ELA 6-8 Standard Expectations

- 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 routines to teach and reinforce critical TEKS [think aloud, explicit instruction, 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 to 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 students 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 graphing technology 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