Cypress-Fairbanks Independent School District

Goodson Middle School

2024-2025

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.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

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

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Reading and Language Arts Department, Reading and Language Arts CCIS, AAS, Administration	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Math Department, Math CCIS, AAS, Administration	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Science Department, Science CCIS, AAS, Administration	Some Progress	Considerable	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Social Studies teachers will use academic vocabulary, small groups, and differentiated lessons to make historical connections over time. Embedded in these strategies, students will be exposed to and prepared for new STAAR question types including SCRs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Social Studies Department, Social Studies CCIS, AAS, Administration	Some Progress	Considerable	Accomplished

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

Strategy 6 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Admin team, counselors, Attendance Clerk/Registrar, Attendance Officer	Some Progress	Considerable	Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 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		
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.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Completion of all project safety lessons **Staff Responsible for Monitoring:** Administrative Team, Goodson Staff	Some Progress	Considerable	

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:** Administrative Team, Goodson Staff	Considerable	Considerable	

Strategy 3 Details	Formative Reviews		
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.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) taks and trainings will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Administrative Team, Goodson Staff	Considerable	Considerable	

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	Some Progress	Considerable	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences), including the daily use of the 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 96% overall attendance rate **Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principals, AAS	Some Progress	Considerable	

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will use various programs, initiatives, and formal staff development training to proactively mitigate any potential violent incidents in relation to the 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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors	Formative		
	Nov	Feb	May
	Some Progress		

Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. 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. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Administrative Team and Teachers	Formative		
	Nov	Feb	May
	Some Progress	Considerable	

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. **Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	Some Progress	Considerable	

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Substitute Representative, Director of Instruction, Campus Instructional Leadership Team	Some Progress	Considerable	
○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** Director of Instruction, CCIS	Considerable	Considerable	
No Progress ◯ Accomplished ◯ ➡ Continue/Modify ✖ Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		

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 the current school year. 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.
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.
    Staff Responsible for Monitoring: Administrative Team, VIPS Representative
	Formative		

	Nov	**Feb**	**May**
	Considerable	Considerable	
Strategy 2 Details	Formative Reviews		

Strategy 2: Family and Community Engagement: We will increase our Goodson Middle School social media presence in the current school year 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.
    Strategy's Expected Result/Impact: Students, parents, and community members will be aware of campus events and opportunities to serve.
    Staff Responsible for Monitoring: Director of Instruction
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Lynn Blakeslee	Principal (there is only one principal)
Teacher #1	Jennifer Vasquez	Teacher #1
Teacher #2	Regina Hill	Teacher #2
Teacher #3	Kathleen Sharer	Teacher #3
Teacher #4	Kirstin Weaver	Teacher #4
Teacher #5	Jennifer Campbell	Teacher #5
Teacher #6	Delores Cox	Teacher #6
Teacher #7	Kelly Wallis	Teacher #7
Teacher #8	Dodi Swayze	Teacher #8
Other School Leader (Nonteaching Professional) #1	Bridget Vasquez	Director of Instruction
Other School Leader (Nonteaching Professional) #2	Jamey Schultz	Director of Instruction Helping Teacher
Other School Leader (Nonteaching Professional) #3	Dixie Chalupa	Teacher Observer - Non Voting Member
Other School Leader (Nonteaching Professional) #4	Roderick Martindale	Assistant Principal
Administrator (LEA) #1	Winona Lincoln	Assistant Superintendent for School Leadership
Parent #1	Amanda Fong	Parent #1
Parent #2	Rosemary Jordan	Parent #2
Business Representative #1	Youngs Dawn	Business Representative #1
Business Representative #2	Tonia Jaeggi	Business Representative #2
Community Member #1	Sheree Pearce	Community Member #1
Community Member #2	Joel Mosier	Community Member #2

Addendums

Campus   Goodson

Strategic Plan Goal 1 Campus 5-year Targets				
2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	87%	89%	91%	93%	95%
Meets or Above	69%	72%	75%	78%	81%
Masters Grade Level	41%	44%	47%	50%	53%

2024-25	Target Check
88%	Met District Strategic Target
70%	Met District Strategic Target
44%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Reading	6	Goodson	MS2	All	401	88%	90%	84%	78%	80%	68%	45%	46%	44%
Reading	6	Goodson	MS2	Hispanic	126	80%	83%	80%	69%	72%	62%	34%	36%	41%
Reading	6	Goodson	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	6	Goodson	MS2	Asian	51	92%	94%	96%	88%	90%	91%	59%	61%	64%
Reading	6	Goodson	MS2	African Am.	72	82%	86%	72%	65%	72%	47%	37%	38%	22%
Reading	6	Goodson	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	6	Goodson	MS2	White	133	94%	96%	90%	84%	86%	76%	53%	55%	49%
Reading	6	Goodson	MS2	Two or More	18	92%	94%	76%	92%	94%	76%	35%	39%	59%
Reading	6	Goodson	MS2	Eco. Dis.	168	80%	82%	75%	68%	70%	54%	31%	32%	32%
Reading	6	Goodson	MS2	EB	65	74%	76%	58%	66%	68%	31%	23%	25%	*
Reading	6	Goodson	MS2	At-Risk	175	77%	78%	72%	60%	62%	49%	26%	28%	25%
Reading	6	Goodson	MS2	SPED	51	59%	60%	45%	35%	37%	23%	*	20%	*
Reading	7	Goodson	MS2	All	469	83%	88%	88%	66%	78%	71%	43%	47%	45%
Reading	7	Goodson	MS2	Hispanic	137	78%	80%	81%	54%	69%	63%	29%	34%	34%
Reading	7	Goodson	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Goodson	MS2	Asian	67	93%	94%	94%	85%	88%	86%	74%	75%	67%
Reading	7	Goodson	MS2	African Am.	80	72%	83%	83%	50%	65%	60%	29%	38%	39%
Reading	7	Goodson	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Goodson	MS2	White	155	85%	94%	93%	74%	84%	77%	49%	53%	49%
Reading	7	Goodson	MS2	Two or More	28	100%	100%	89%	75%	93%	68%	38%	39%	43%
Reading	7	Goodson	MS2	Eco. Dis.	186	79%	80%	80%	59%	68%	61%	37%	38%	34%
Reading	7	Goodson	MS2	EB	73	65%	74%	77%	37%	66%	47%	17%	23%	15%
Reading	7	Goodson	MS2	At-Risk	209	69%	77%	79%	48%	60%	54%	30%	32%	29%
Reading	7	Goodson	MS2	SPED	63	41%	59%	47%	11%	35%	19%	*	17%	*
Reading	8	Goodson	MS2	All	489	92%	95%	88%	76%	78%	71%	52%	54%	44%
Reading	8	Goodson	MS2	Hispanic	155	89%	93%	88%	67%	70%	65%	37%	39%	33%
Reading	8	Goodson	MS2	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	8	Goodson	MS2	Asian	70	98%	100%	96%	89%	90%	91%	72%	74%	80%
Reading	8	Goodson	MS2	African Am.	79	91%	92%	72%	72%	73%	49%	48%	51%	23%
Reading	8	Goodson	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Goodson	MS2	White	165	94%	96%	90%	80%	82%	76%	57%	58%	48%
Reading	8	Goodson	MS2	Two or More	17	93%	100%	100%	80%	82%	86%	73%	76%	50%
Reading	8	Goodson	MS2	Eco. Dis.	207	88%	90%	84%	64%	66%	63%	38%	40%	38%
Reading	8	Goodson	MS2	EB	58	79%	80%	65%	42%	44%	33%	23%	25%	*
Reading	8	Goodson	MS2	At-Risk	233	84%	86%	78%	58%	60%	53%	32%	34%	29%
Reading	8	Goodson	MS2	SPED	69	59%	60%	51%	31%	32%	21%	*	14%	*
Math	6	Goodson	MS2	All	401	85%	88%	84%	60%	64%	56%	23%	27%	24%
Math	6	Goodson	MS2	Hispanic	126	80%	84%	81%	51%	56%	45%	17%	20%	16%
Math	6	Goodson	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	6	Goodson	MS2	Asian	51	97%	96%	96%	81%	80%	88%	47%	53%	56%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Math	6	Goodson	MS2	African Am.	72	75%	83%	73%	47%	56%	35%	16%	18%	13%
Math	6	Goodson	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	6	Goodson	MS2	White	133	90%	92%	88%	67%	70%	63%	25%	28%	25%
Math	6	Goodson	MS2	Two or More	18	81%	83%	94%	54%	56%	59%	*	28%	*
Math	6	Goodson	MS2	Eco. Dis.	168	76%	78%	75%	47%	49%	41%	13%	15%	18%
Math	6	Goodson	MS2	EB	65	77%	79%	73%	43%	45%	27%	14%	15%	10%
Math	6	Goodson	MS2	At-Risk	175	75%	77%	74%	42%	44%	35%	13%	15%	16%
Math	6	Goodson	MS2	SPED	51	43%	45%	51%	19%	20%	11%	*	10%	*
Math	7	Goodson	MS2	All	463	69%	75%	74%	49%	55%	58%	20%	25%	26%
Math	7	Goodson	MS2	Hispanic	137	59%	69%	63%	34%	44%	47%	12%	22%	18%
Math	7	Goodson	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Goodson	MS2	Asian	64	92%	94%	92%	82%	81%	80%	42%	42%	51%
Math	7	Goodson	MS2	African Am.	79	51%	61%	58%	30%	42%	44%	7%	13%	17%
Math	7	Goodson	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Goodson	MS2	White	154	76%	80%	83%	55%	60%	67%	23%	25%	28%
Math	7	Goodson	MS2	Two or More	27	69%	74%	81%	50%	59%	52%	*	30%	*
Math	7	Goodson	MS2	Eco. Dis.	186	65%	70%	59%	39%	45%	44%	14%	16%	16%
Math	7	Goodson	MS2	EB	73	58%	64%	62%	30%	40%	38%	11%	15%	12%
Math	7	Goodson	MS2	At-Risk	206	51%	58%	59%	34%	36%	39%	14%	15%	15%
Math	7	Goodson	MS2	SPED	63	29%	35%	36%	*	17%	12%	*	8%	*
Math	8	Goodson	MS2	All	248	83%	84%	65%	54%	57%	37%	17%	24%	12%
Math	8	Goodson	MS2	Hispanic	94	79%	80%	66%	48%	49%	39%	10%	15%	5%
Math	8	Goodson	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Goodson	MS2	Asian	24	100%	100%	87%	83%	100%	74%	39%	46%	70%
Math	8	Goodson	MS2	African Am.	54	76%	78%	52%	45%	46%	17%	*	24%	*
Math	8	Goodson	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Goodson	MS2	White	65	87%	88%	68%	58%	58%	35%	24%	25%	9%
Math	8	Goodson	MS2	Two or More	10	*	100%	71%	*	80%	*	*	40%	*
Math	8	Goodson	MS2	Eco. Dis.	129	79%	79%	62%	53%	54%	34%	11%	14%	11%
Math	8	Goodson	MS2	EB	52	82%	82%	59%	61%	62%	21%	13%	19%	*
Math	8	Goodson	MS2	At-Risk	157	79%	79%	57%	46%	47%	27%	11%	14%	7%
Math	8	Goodson	MS2	SPED	66	53%	54%	41%	26%	35%	9%	*	2%	*
Science	8	Goodson	MS2	All	489	88%	91%	84%	68%	73%	63%	35%	42%	30%
Science	8	Goodson	MS2	Hispanic	155	80%	85%	82%	61%	65%	58%	24%	37%	20%
Science	8	Goodson	MS2	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Science	8	Goodson	MS2	Asian	70	97%	97%	93%	87%	90%	86%	61%	66%	62%
Science	8	Goodson	MS2	African Am.	79	85%	90%	68%	53%	58%	42%	22%	25%	14%
Science	8	Goodson	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Goodson	MS2	White	165	93%	95%	87%	73%	78%	68%	39%	43%	34%
Science	8	Goodson	MS2	Two or More	17	80%	82%	93%	73%	76%	67%	40%	47%	*
Science	8	Goodson	MS2	Eco. Dis.	207	81%	85%	78%	57%	62%	57%	23%	27%	24%
Science	8	Goodson	MS2	EB	58	63%	70%	55%	40%	45%	28%	13%	16%	*
Science	8	Goodson	MS2	At-Risk	233	76%	80%	73%	49%	53%	45%	19%	22%	18%
Science	8	Goodson	MS2	SPED	69	47%	50%	41%	16%	20%	18%	*	10%	*
Social Studies	8	Goodson	MS2	All	489	78%	82%	71%	50%	56%	48%	33%	38%	29%
Social Studies	8	Goodson	MS2	Hispanic	155	67%	74%	63%	39%	50%	37%	19%	27%	18%
Social Studies	8	Goodson	MS2	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Goodson	MS2	Asian	70	89%	90%	91%	74%	79%	80%	54%	56%	57%
Social Studies	8	Goodson	MS2	African Am.	79	73%	77%	60%	39%	43%	32%	25%	30%	23%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Social Studies	8	Goodson	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Goodson	MS2	White	165	85%	87%	75%	54%	56%	52%	37%	40%	32%
Social Studies	8	Goodson	MS2	Two or More	17	87%	88%	73%	73%	76%	40%	67%	71%	*
Social Studies	8	Goodson	MS2	Eco. Dis.	207	68%	70%	65%	38%	42%	40%	22%	26%	24%
Social Studies	8	Goodson	MS2	EB	58	42%	45%	30%	25%	30%	13%	13%	15%	*
Social Studies	8	Goodson	MS2	At-Risk	233	61%	63%	54%	32%	35%	29%	17%	20%	17%
Social Studies	8	Goodson	MS2	SPED	69	31%	32%	29%	*	16%	*	*	7%	*
Algebra I	MS	Goodson	MS2	All	247	100%	100%	100%	95%	96%	94%	82%	85%	78%
Algebra I	MS	Goodson	MS2	Hispanic	61	98%	100%	100%	89%	92%	90%	65%	70%	78%
Algebra I	MS	Goodson	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Goodson	MS2	Asian	49	100%	100%	100%	100%	100%	100%	96%	96%	90%
Algebra I	MS	Goodson	MS2	African Am.	26	100%	100%	100%	93%	92%	92%	78%	81%	75%
Algebra I	MS	Goodson	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Goodson	MS2	White	101	100%	100%	99%	97%	98%	94%	85%	87%	76%
Algebra I	MS	Goodson	MS2	Two or More	8	100%	100%	100%	100%	100%	88%	100%	100%	*
Algebra I	MS	Goodson	MS2	Eco. Dis.	78	100%	100%	100%	94%	95%	94%	75%	77%	81%
Algebra I	MS	Goodson	MS2	EB	6	100%	100%	100%	89%	92%	100%	78%	79%	*
Algebra I	MS	Goodson	MS2	At-Risk	79	100%	100%	99%	91%	93%	92%	75%	77%	71%
Algebra I	MS	Goodson	MS2	SPED	3	*	100%	*	*	67%	*	100%	33%	*

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

- Utilize teaching and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Use instructional practices and routines to create a classroom community that allows students to engage actively and safely in their learning.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS.
  - Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, grammar instruction that focuses on meaning and effect
- Use questioning strategies to guide students to depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic talk and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- 1:1 Technology in the English Language Arts classroom should provide students with:
  - opportunities to engage safely with digital texts and resources
  - the environment to create, collaborate, and think with peers
  - activities to research and produce original products in the digital environment.
  .

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, FluidMath, 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

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 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