

Cypress-Fairbanks Independent School District

Goodson Middle School

2025-2026



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.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Our notable strengths were student achievement and closing the gaps. 83% of all students scored approaches on all three tests. 64% scored meets, and 37% mastered all three tests. Goodson scored a letter grade of A for Domain I, Student Achievement, and Domain III, Closing the Gaps.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Economically disadvantaged students performed lower (41.8%) than most other student groups.

Root Cause: Instructional Focus Root Cause #1: Limited planning for opportunities for students to participate in academic discourse and small group instruction

Problem Statement 2: Instructional Focus Problem #2: Our academic growth increased in math, but it decreased in ELAR from a 79% to a 78% Growth Score.

Root Cause: Instructional Focus Root Cause #2: Limited planning for small group activities and interventions with our LEP & African American sub populations in all subjects; SPED students in Reading, Science, and Math

Problem Statement 3: Instructional Focus Problem #3:

Root Cause: Instructional Focus Root Cause #3:

School Culture and Climate

School Culture and Climate Strengths

Goodson was recognized for meeting the district attendance goal of 95%. We had strong attendance, well over 95%, the first two marking periods, but it began to drop near the end of the year.

The following are strengths of the campus in regard to school culture and climate based on the Positive Behavioral Interventions and Supports (PBIS) Survey:

- 98% of staff say all expected student behaviors and routines in the classroom are stated positively and defined clearly.
- 93% of staff say expected student behaviors and routines in the classroom are taught directly.
- 98% of staff say there is a common language regarding behavioral expectations and is used among staff and students.
- 98% of staff say procedures are in place to address emergency/dangerous situations.
- 95% of staff say a school administrator is an active participant of the behavior support team.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students are not always cognitively engaged in lessons during class.

Root Cause: Students do not have opportunities to be challenged in the lesson or activity.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Goodson has two lead mentor teachers who oversee the new staff mentor program and are responsible for supporting our new staff members & ensuring a smooth and successful transition. They support teachers new to CFISD as well as staff who are new to Goodson who have transferred from within CFISD. Every new Grizzly—whether a classroom teacher, paraprofessional, or support staff member—is thoughtfully paired with a mentor committed to providing ongoing guidance, encouragement, and collaboration throughout the school year. Our mentors maintain regular check-ins and facilitate structured sessions that focus on a variety of essential topics, including required documentation and real-world teaching scenarios, to foster professional growth and confidence in their new roles.

The following strengths were identified (utilizing the 2024-2025 Employee Perception Survey Data) in relation to students' data and data-driven decisions in measuring overall student success: 59 Teachers, 17 Para/Secretary, 5 Support Staff and 5 Administrators completed the EPS survey:

- 96% of staff strongly agree/agree that opportunities exist for them to think for themselves
- 95% of staff strongly agree/agree that opportunities for professional growth are available
- 95% of staff strongly agree/agree procedures have been implemented to keep them safe at work
- 100% of staff strongly agree/agree that quality work is expected of them
- 98% of staff strongly agree/agree that collaboration is encouraged and practiced
- 98% of staff strongly agree/agree they are clear about their job responsibilities
- 95% of staff strongly agree/agree that staff appreciation is built into the school culture
- 95% of staff strongly agree/agree that decisions are data-driven

Teachers at Goodson are actively engaged in campus decision-making and are provided with opportunities to vote on key matters such as Teacher of the Year and CTE days. Opportunities for leadership and collaboration are embedded throughout the year, including participation in Positive Behavioral Interventions and Supports (PBIS) initiatives and other campus-wide efforts aimed at fostering student success and professional growth.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 11% of teachers do not feel that various forms of feedback are given to help improve performance.

Root Cause: Instructional team members report that competing responsibilities limit their ability to dedicate sufficient time to providing effective feedback.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Goodson Middle School offers several opportunities throughout the school year to engage parents and families in the educational experience. Each year, we host Grizzly Express, an event where parents and students are invited to walk their child's class schedule and purchase school spirit items in preparation for the upcoming year. During Open House, teachers provide an overview of course expectations and share valuable information to help students succeed. This event consistently sees strong attendance across all grade levels. In February, Goodson welcomes incoming 6th-grade students and their families for Fine Arts Night, offering an introduction to middle school elective options and a glimpse into the fine arts programs. In May, we celebrate the diverse achievements of our Grizzlies during our annual awards ceremony, recognizing students for their accomplishments across academics, extracurriculars, and personal growth.

We maintain ongoing communication with parents and the community through multiple platforms, including our campus website, Schoology, School Messenger, and social media channels such as X, Instagram, and Facebook.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Many parents are unaware of how to be involved in their child's education

Root Cause: There is a lack of clear guidance and limited opportunities for meaningful involvement

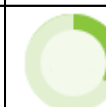
Goals

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: Instructional Focus: Intentional and purposeful planning during PLCs Strategy: Teachers will design and implement purposeful instruction that aligns with learning objectives and student needs Strategy's Expected Result/Impact: improved student comprehension, higher academic achievement, and cognitive engagement Staff Responsible for Monitoring: Principal, Director of Instruction, APs, and AAS	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Support teachers in learning how to plan for and implement academic discourse to increase student engagement. Strategy: Teachers will facilitate academic discourse to promote critical thinking and deepen student understanding Strategy's Expected Result/Impact: enhance students' critical thinking, communication skills, and content mastery Staff Responsible for Monitoring: Principal, Director of Instruction, APs, and AAS	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Coaching Support for academic discourse and small group instruction Strategy: Teachers will utilize data to deliver targeted small group instruction & tutorials to address specific learning gaps and support differentiated learning Strategy's Expected Result/Impact: close learning gaps, support differentiated instruction, and improve overall student performance by addressing individual academic needs more effectively Staff Responsible for Monitoring: Principal, Director of Instruction, APs, and AAS	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. 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	Formative		
	Nov	Feb	May
	 Considerable	 Some Progress	 Moderate Progress
Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: Create more opportunities for students to be engaged outside of the instructional day with the addition of clubs such as Baseball and Computer Science Club Strategy's Expected Result/Impact: increase student engagement beyond the classroom, promote skill development, foster teamwork and leadership, and contribute to a more well-rounded and motivated student body Staff Responsible for Monitoring: Principal, Director of Instruction, AAS	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: . Encourage student participation in volunteer projects through various clubs and organizations Strategy's Expected Result/Impact: Cultivate a sense of social responsibility, enhance community connections, and develop students' leadership and teamwork skills Staff Responsible for Monitoring: Principal, Director of Instruction, Club Sponsors	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
 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. Strategy's Expected Result/Impact: Completion of all project safety lessons Staff Responsible for Monitoring: Administrative Team, Goodson Staff	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate 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. Conduct Weekly Exterior Door Sweeps. 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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
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. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) tasks and trainings will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Administrative Team, Goodson Staff	Formative		
	Nov	Feb	May
	 Considerable	 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

Summative Evaluation: Met Objective

Next Year's Recommendation: Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: 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.

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
	 Moderate Progress	 Moderate Progress	 Moderate 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	 Moderate Progress	 Moderate Progress

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
		 No Progress	 Some Progress	 Some Progress
Strategy 4 Details		Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)		Formative		
		Nov	Feb	May
		 Considerable	 Accomplished	 Accomplished
 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. 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
 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. 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 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

Summative Evaluation: Met Objective

Next Year's Recommendation: By the end of the current school year, parent and family engagement will increase by 5%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will use our hashtag, PRIDE in every step, in all of our posts to celebrate our 25 year anniversary. Strategy's Expected Result/Impact: Enhance parent and community engagement through increased participation on social media platforms Staff Responsible for Monitoring: Principal and Director of Instruction	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Encourage more staff to share on social media the amazing things happening at Goodson academically and in extracurricular activities Strategy's Expected Result/Impact: Increase participation from parents and community on social media platforms Staff Responsible for Monitoring: Principal and Director of Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Promoting opportunities on social media to be involved with the school Strategy's Expected Result/Impact: Increased awareness and participation of parents and community members in school activities and initiatives, leading to stronger engagement, improved communication, and a more connected school community Staff Responsible for Monitoring: Principal and Director of Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will work with our local businesses to partner with our school Strategy's Expected Result/Impact: strengthen community ties, provide students with enhanced learning opportunities such as mentorships, and foster a supportive network that contributes to student success and school improvement Staff Responsible for Monitoring: principal, director of instruction, AAS	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Lynn Blakeslee	Principal (there is only one principal)
Teacher #1	Dorothy (Dodi) Swayze	8 USH Teacher
Teacher #2	Kendall Johnston	6 ELAR Teacher
Teacher #3	Stephanie Nieswiadomy Bailey	6 Science Teacher
Teacher #4	Regina Hill	8 ELAR Teacher
Teacher #5	Dixie Chalupa	6-8 Social Studies
Teacher #6	Jennifer Campbell	6-8 Science
Teacher #7	Eryn Rowe	7 Math
Teacher #8	Kathleen Sharer	6-8 Math
Other School Leader (Nonteaching Professional) #1	Jamey Schultz	Director of Instruction Helping Teacher
Other School Leader (Nonteaching Professional) #2	Angela Rhodes	Academic Achievement Specialist
Other School Leader (Nonteaching Professional) #3	Blake Harris	8th Grade Assistant Principal
Other School Leader (Nonteaching Professional) #4	Sandra Ayala	8th Grade Counselor
Administrator (LEA) #1	Jennifer Leonard	Administrator (LEA) #1
Parent #1	Aziza Quartey	Parent #1
Parent #2	Melissa Hopper	Parent #2
Business Representative #1	Grace Schaper	Business Representative #1
Business Representative #2	Melanie Forness	Business Representative #2
Community Member #1	Mary Mangham	Community Member #1
Community Member #2	Brandon Fried	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%

2025-26	Target Check
88%	Did not meet District Strategic Target
69%	Did not meet District Strategic Target
41%	Did not meet 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.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
Reading	6	Goodson	MS1	All	455	84%	399	88%	68%	327	72%	44%	226	50%
Reading	6	Goodson	MS1	Hispanic	148	80%	125	84%	62%	96	65%	41%	65	44%
Reading	6	Goodson	MS1	Am. Indian	3	*	3	100%	*	3	100%	*	2	67%
Reading	6	Goodson	MS1	Asian	58	96%	57	98%	91%	54	93%	64%	39	67%
Reading	6	Goodson	MS1	African Am.	74	72%	56	76%	47%	38	51%	22%	25	34%
Reading	6	Goodson	MS1	Pac. Islander	2	*	2	100%	*	1	50%	*	1	50%
Reading	6	Goodson	MS1	White	142	90%	133	94%	76%	113	80%	49%	77	54%
Reading	6	Goodson	MS1	Two or More	28	76%	23	82%	76%	22	79%	59%	17	61%
Reading	6	Goodson	MS1	Eco. Dis.	194	75%	152	78%	54%	115	59%	32%	66	34%
Reading	6	Goodson	MS1	EB	99	58%	70	71%	31%	63	64%	*	36	36%
Reading	6	Goodson	MS1	At-Risk	192	72%	144	75%	49%	100	52%	25%	54	28%
Reading	6	Goodson	MS1	SPED	76	45%	39	51%	23%	20	26%	*	3	4%
Reading	7	Goodson	MS1	All	427	88%	388	91%	71%	315	74%	45%	199	47%
Reading	7	Goodson	MS1	Hispanic	129	81%	110	85%	63%	85	66%	34%	46	36%
Reading	7	Goodson	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	7	Goodson	MS1	Asian	57	94%	55	96%	86%	51	89%	67%	40	70%
Reading	7	Goodson	MS1	African Am.	86	83%	75	87%	60%	55	64%	39%	34	40%
Reading	7	Goodson	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	7	Goodson	MS1	White	136	93%	130	96%	77%	110	81%	49%	70	51%
Reading	7	Goodson	MS1	Two or More	18	89%	17	94%	68%	13	72%	43%	9	50%
Reading	7	Goodson	MS1	Eco. Dis.	197	80%	170	86%	61%	126	64%	34%	70	36%
Reading	7	Goodson	MS1	EB	102	77%	82	80%	47%	67	66%	15%	43	42%
Reading	7	Goodson	MS1	At-Risk	200	79%	164	82%	54%	114	57%	29%	60	30%
Reading	7	Goodson	MS1	SPED	63	47%	33	52%	19%	15	24%	*	4	6%
Reading	8	Goodson	MS1	All	465	88%	424	91%	71%	349	75%	44%	216	46%
Reading	8	Goodson	MS1	Hispanic	136	88%	125	92%	65%	92	68%	33%	50	37%
Reading	8	Goodson	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	8	Goodson	MS1	Asian	64	96%	63	98%	91%	60	94%	80%	43	67%
Reading	8	Goodson	MS1	African Am.	76	72%	58	76%	49%	45	59%	23%	29	38%
Reading	8	Goodson	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	8	Goodson	MS1	White	157	90%	146	93%	76%	124	79%	48%	77	49%
Reading	8	Goodson	MS1	Two or More	30	100%	30	100%	86%	26	87%	50%	16	53%
Reading	8	Goodson	MS1	Eco. Dis.	195	84%	171	88%	63%	125	64%	38%	76	39%
Reading	8	Goodson	MS1	EB	115	65%	80	70%	33%	81	70%	*	47	41%
Reading	8	Goodson	MS1	At-Risk	211	78%	173	82%	53%	115	55%	29%	65	31%
Reading	8	Goodson	MS1	SPED	67	51%	36	54%	21%	15	22%	*	2	3%
Math	6	Goodson	MS1	All	455	84%	400	88%	56%	279	61%	24%	158	35%
Math	6	Goodson	MS1	Hispanic	148	81%	125	84%	45%	75	51%	16%	37	25%
Math	6	Goodson	MS1	Am. Indian	3	3%	3	100%	*	2	67%	*	2	67%
Math	6	Goodson	MS1	Asian	58	96%	57	98%	88%	52	90%	56%	39	67%
Math	6	Goodson	MS1	African Am.	74	73%	56	76%	35%	33	45%	13%	15	20%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#	%	#	%	%	#	%	%	#	%
Math	6	Goodson	MS1	Pac. Islander	2	*	2	100%	*	2	100%	*	2	100%
Math	6	Goodson	MS1	White	142	88%	130	92%	63%	96	68%	25%	56	39%
Math	6	Goodson	MS1	Two or More	28	94%	27	96%	59%	19	68%	*	7	25%
Math	6	Goodson	MS1	Eco. Dis.	194	75%	158	81%	41%	82	42%	18%	41	21%
Math	6	Goodson	MS1	EB	99	73%	75	76%	27%	58	59%	10%	34	34%
Math	6	Goodson	MS1	At-Risk	192	74%	150	78%	35%	72	38%	16%	36	19%
Math	6	Goodson	MS1	SPED	76	51%	40	53%	11%	11	14%	*	7	9%
Math	7	Goodson	MS1	All	418	74%	356	85%	58%	249	60%	26%	117	28%
Math	7	Goodson	MS1	Hispanic	128	63%	115	90%	47%	61	48%	18%	25	20%
Math	7	Goodson	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	7	Goodson	MS1	Asian	52	92%	50	96%	80%	45	87%	51%	29	56%
Math	7	Goodson	MS1	African Am.	86	58%	55	64%	44%	39	45%	17%	16	19%
Math	7	Goodson	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Math	7	Goodson	MS1	White	135	83%	120	89%	67%	92	68%	28%	39	29%
Math	7	Goodson	MS1	Two or More	16	81%	15	94%	52%	11	69%	*	7	44%
Math	7	Goodson	MS1	Eco. Dis.	196	59%	130	66%	44%	88	45%	16%	35	18%
Math	7	Goodson	MS1	EB	99	62%	70	71%	38%	58	59%	12%	30	30%
Math	7	Goodson	MS1	At-Risk	197	59%	125	63%	39%	80	41%	15%	35	18%
Math	7	Goodson	MS1	SPED	63	36%	28	44%	12%	8	13%	*	2	3%
Math	8	Goodson	MS1	All	217	65%	178	82%	37%	138	64%	12%	23	11%
Math	8	Goodson	MS1	Hispanic	73	66%	60	82%	39%	38	52%	5%	1	1%
Math	8	Goodson	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	8	Goodson	MS1	Asian	18	87%	17	94%	74%	16	89%	70%	13	72%
Math	8	Goodson	MS1	African Am.	41	52%	25	61%	17%	25	61%	*	1	2%
Math	8	Goodson	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Goodson	MS1	White	67	68%	60	90%	35%	45	67%	9%	7	10%
Math	8	Goodson	MS1	Two or More	18	71%	16	89%	*	14	78%	*	1	6%
Math	8	Goodson	MS1	Eco. Dis.	113	62%	88	78%	34%	40	35%	11%	13	12%
Math	8	Goodson	MS1	EB	51	59%	31	61%	21%	12	24%	*	2	4%
Math	8	Goodson	MS1	At-Risk	134	57%	80	60%	27%	40	30%	7%	13	10%
Math	8	Goodson	MS1	SPED	64	41%	27	42%	9%	9	14%	*	1	2%
Science	8	Goodson	MS1	All	465	84%	408	88%	63%	310	67%	30%	181	39%
Science	8	Goodson	MS1	Hispanic	136	82%	115	85%	58%	82	60%	20%	40	29%
Science	8	Goodson	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	8	Goodson	MS1	Asian	64	93%	62	97%	86%	57	89%	62%	42	66%
Science	8	Goodson	MS1	African Am.	76	68%	55	72%	42%	35	46%	14%	25	33%
Science	8	Goodson	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Science	8	Goodson	MS1	White	157	87%	145	92%	68%	113	72%	34%	60	38%
Science	8	Goodson	MS1	Two or More	30	93%	29	97%	67%	21	70%	*	12	40%
Science	8	Goodson	MS1	Eco. Dis.	195	78%	160	82%	57%	125	64%	24%	60	31%
Science	8	Goodson	MS1	EB	115	55%	69	60%	28%	81	70%	*	35	30%
Science	8	Goodson	MS1	At-Risk	211	73%	175	83%	45%	115	55%	18%	50	24%
Science	8	Goodson	MS1	SPED	67	41%	31	46%	18%	15	22%	*	1	1%
Social Studies	8	Goodson	MS1	All	465	71%	381	82%	48%	300	65%	29%	160	34%
Social Studies	8	Goodson	MS1	Hispanic	136	63%	115	85%	37%	67	49%	18%	30	22%
Social Studies	8	Goodson	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Social Studies	8	Goodson	MS1	Asian	64	91%	60	94%	80%	59	92%	57%	40	63%
Social Studies	8	Goodson	MS1	African Am.	76	60%	50	66%	32%	33	43%	23%	20	26%
Social Studies	8	Goodson	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Social Studies	8	Goodson	MS1	White	157	75%	130	83%	52%	119	76%	32%	58	37%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#	%	#	%	%	#	%	%	#	%
Social Studies	8	Goodson	MS1	Two or More	30	73%	24	80%	40%	20	67%	*	10	33%
Social Studies	8	Goodson	MS1	Eco. Dis.	195	65%	140	72%	40%	125	64%	24%	60	31%
Social Studies	8	Goodson	MS1	EB	115	30%	50	43%	13%	81	70%	*	35	30%
Social Studies	8	Goodson	MS1	At-Risk	211	54%	140	66%	29%	115	55%	17%	50	24%
Social Studies	8	Goodson	MS1	SPED	67	29%	30	45%	*	15	22%	*	1	1%
Algebra I	MS	Goodson	MS1	All	257	100%	257	100%	94%	247	96%	78%	212	82%
Algebra I	MS	Goodson	MS1	Hispanic	64	100%	64	100%	90%	60	94%	78%	52	81%
Algebra I	MS	Goodson	MS1	Am. Indian	1	100%	1	100%	*	1	100%	*	1	100%
Algebra I	MS	Goodson	MS1	Asian	51	100%	51	100%	100%	51	100%	90%	48	94%
Algebra I	MS	Goodson	MS1	African Am.	35	100%	35	100%	92%	33	94%	75%	28	80%
Algebra I	MS	Goodson	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Algebra I	MS	Goodson	MS1	White	91	99%	91	100%	94%	88	97%	76%	72	79%
Algebra I	MS	Goodson	MS1	Two or More	14	100%	14	100%	88%	13	93%	*	10	71%
Algebra I	MS	Goodson	MS1	Eco. Dis.	83	100%	83	100%	94%	80	96%	81%	70	84%
Algebra I	MS	Goodson	MS1	EB	64	100%	64	100%	100%	64	100%	*	10	16%
Algebra I	MS	Goodson	MS1	At-Risk	80	99%	80	100%	92%	75	94%	71%	60	75%
Algebra I	MS	Goodson	MS1	SPED	3	*	3	100%	*	1	33%	*	1	33%

Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- 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, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse 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.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.