Cypress-Fairbanks Independent School District

Goodson Middle School

2021-2022 Campus Improvement Plan

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.

PRIDE

Prepared, Respect, Integrity, Dependable, Effort

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2020-2021 STAAR data:

<u>Reading</u>

6th Grade Reading:

- 84% Approaches exceeded District (72%) and Target (78%)
- 56% Meets exceeded District (42%) and Target (53%)
- 27% Masters exceeded District (20%)
- Hispanic students achieving Approaches (78%) and Meets (48%), exceeded the District (66% and 32%)
- African American students achieving Approaches (80%), Meets (56%), and Masters (28%) exceeds the District (59%, 29%, 11%), Cluster 1 (75%, 42%, 19%) and Targets (72%, 39%, 22%)
- Economically Disadvantaged students achieving Approaches (75%) and Meets (43%) exceeds the District (63%, 29%), Cluster 1 (73%, 40%) and Targets (67%, 39%)

7th Grade Reading:

- 86% Approaches exceeded District (80%)
- 67% Meets exceeded District (57%) and Target (64%)
- 42% Masters exceeded District (34%)
- Hispanic students achieving Approaches (87%) and Meets (64%), and Masters (37%) exceeded the District (77%, 50%, and 27%) and Targets (87%, 56%, 35%)
- African American students achieving Meets (56%) and Masters (36%) exceeds the District (44%, 23%)
- Economically Disadvantaged students achieving Approaches (79%), Meets (54%), and Masters (34%) exceeds the District (73%, 45%, 24%)

8th Grade Reading:

- 87% Approaches exceeded District (84%)
- 69% Meets exceeded District (58%)
- 40% Masters exceeded District (29%)
- Hispanic students achieving Approaches (87%) and Meets (63%), and Masters (37%) exceeded the District (81%, 52%, and 22%)
- African American students achieving Approaches (76%) and Meets (57%), and Masters (25%) exceeded the District (75%, 45%, and 18%)
- Economically Disadvantaged students achieving Approaches (80%) and Meets (59%), and Masters (38%) exceeded the District (78%, 48%, and 19%)

<u>Math</u>

6th Grade Math:

- 87% Approaches exceeded District (76%)
- 63% Meets exceeded District (46%)
- 36% Masters exceeded District (22%)
- Hispanic students achieving Approaches (85%), Meets (56%), and Masters (26%) exceeded the District (71%, 36%, and 14%)
- African American students achieving Approaches (80%), Meets (46%), and Masters (20%) exceeds the District (61%, 28%, 8%)
- Economically Disadvantaged students achieving Approaches (80%) Meets (50%), and Masters (24%) exceeds the District (67%, 32%, 12%)

7th Grade Math:

- 75% Approaches exceeded District (67%)
- 47% Meets exceeded District (39%)
- 22% Masters exceeded District (20%)
- Hispanic students achieving Approaches (62%), Meets (32%), and Masters (13%) exceeded the District (50%, 20%, and 8%)
- African American students achieving Approaches (80%), Meets (46%), and Masters (20%) exceeds the District (61%, 28%, 8%)
- Economically Disadvantaged students achieving Approaches (64%) Meets (37%), and Masters (14%) exceeds the District (56%, 26%, 10%)

8th Grade Math:

- 75% Approaches exceeded District (63%)
- 42% Meets exceeded District (30%)
- 6% Masters exceeded District (5%)
- Hispanic students achieving Approaches (76%), Meets (38%), and Masters (4%) exceeded the District (60%, 25%, and 3%)
- African American students achieving Approaches (65%), Meets (32%), and Masters (6%) exceeds the District (55%, 22%, 2%)
- Economically Disadvantaged students achieving Approaches (62%) Meets (36%) exceeds the District (57%, 23%)

Writing

7th Grade Writing:

- 79% Approaches exceeded District (71%)
- 47% Meets exceeded District (38%)
- 14% Masters exceeded District (11%)
- Hispanic students achieving Approaches (78%) and Meets (42%), and Masters (14%) exceeded the District (66%, 29%, 6%)
- African American students achieving Approaches (72%), Meets (42%) and Masters (11%) exceeds the District (60%, 27%, 5%)
- Economically Disadvantaged students achieving Approaches (71%) and Meets (33%) exceeds the District (62%, 26%)

Science

8th Grade Science:

- 87% Approaches exceeded District (81%)
- 73% Meets exceeded District (58%)
- 47% Masters exceeded District (35%)

- Hispanic students achieving Approaches (85%) and Meets (68%), and Masters (40%) exceeded the District (76%, 49%, 26%), Meets and Masters Targets (64%, 36%), along with Meets and Masters for Cluster 1 (64%, 38%)
- African American students achieving Approaches (80%), Meets (59%) and Masters (29%) exceeds the District (68%, 39%, 18%)
- Economically Disadvantaged students achieving Approaches (79%), Meets (65%), and Masters (35%) exceeds the District (72%, 45%, 22%) and the Meets and Masters for Cluster 1 (60%, 33%)

Social Studies

8th Grade Social Studies:

- 82% Approaches exceeded District (70%)
- 49% Meets exceeded District (39%)
- 25% Masters exceeded District (11%)
- Hispanic students achieving Approaches (82%) and Meets (41%), and Masters (17%) exceeded the District (66%, 29%, 13%)
- African American students achieving Approaches (74%), Meets (38%) and Masters (16%) exceeds the District (59%, 24%, 9%)
- Economically Disadvantaged students achieving Approaches (74%), Meets (39%), and Masters (20%) exceeds the District (59%, 25%, 11%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Reading: Our LEP and SPED were the lowest performing student groups. **Root Cause:** Reading: Reading: Lack of differentiated lessons to meet needs of all learners.

Problem Statement 2: Writing: Our SPED and LEP students were the lowest performing groups. **Root Cause:** Writing: Lack of effective writing conferences with the students on areas of needs.

Problem Statement 3: Math: LEP and SPED students were the lowest performing groups. **Root Cause:** Math: Lack of testing strategies to help students struggling with vocabulary.

Problem Statement 4: Science: LEP and SPED students were the lowest performing groups. **Root Cause:** Science: Strategies are needed to enhance academic vocabulary with these student groups.

Problem Statement 5: Social Studies: LEP and SPED were the lowest performing groups. **Root Cause:** Social Studies: Lack of academic vocabulary to support English learners and students with learning disabilities.

Problem Statement 6: Students are beginning the 2021-22 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 Strengths

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

- PBIS Campus PRIDE matrix. Students earn Bear Bucks as a positive reinforcement and can redeem them in the school store, and purchase open gym and courtyard passes for use during lunches.
- Teachers use classroom stores as incentives in their classrooms.
- Vision Statement- students and staff recite the Vision Statement every morning during announcements.
- Mr. Dixon's Monday video- where he showcases things going on at Goodson.
- Principal Advisory Board- Mr. Dixon meets with representatives from content areas to discuss school issues and concerns

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: PBIS and our campus expectations are not fully understood by all students, especially those who have transferred from another school. **Root Cause:** School Culture and Climate: We need to ensure we are meeting the needs of mobile students and students enrolled at Goodson who live outside our boundaries.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are the strengths of the campus in regards 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 classroom 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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Several positions became open mid-year and late in the summer, making it difficult to find qualified replacements.
Root Cause: Teacher/Paraprofessional Attendance: Personnel issues and personal life changes caused unexpected openings.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are the strengths of the campus in regards 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.
- 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 Google sites, 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 attendance at volunteer events that occur during the day. **Root Cause:** Parent and Community Engagement : We need to ensure we are meeting the needs of our working parents and those who are unable to obtain childcare to attend school activities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
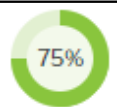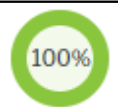
Goals

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 June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Math, Science , Social Studies, and Algebra I End of Course Assessment results

Strategy 1 Details	Formative Reviews		

Strategy 1: Reading/ELAR: Teachers will focus on high-level questioning using Notice and Note strategies to increase student rigor and connections across texts and genres. Teachers will also provide at least 10 minutes of dedicated reading time per day so that students can apply their Notice and Notes learning to their self-selected text. ESL students will be in a pure course sections in order to provide the extra support and scaffolding to move them forward.
 	
    Strategy's Expected Result/Impact: Increased student engagement in lessons.
 	
    Growth shown in Lexile, Assessment, and DPM scores.
 	
    Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: ELAR Teachers, ELAR CCIS, Administrative Team
 	
    TEA Priorities: Build a foundation of reading and math
	Formative		

	Nov	**Feb**	**May**
	40%	55%	80%

Strategy 2 Details	Formative Reviews		

Strategy 2: Writing: Teachers will provide students more opportunities to incorporate writing opportunities such as quick writes about their self-selected novels and connections to content. Students will have the ability to share their writings and ideas with classmates so that students are exposed to other ideas revolving around the same theme or concept.
 	
    Strategy's Expected Result/Impact: Students will become more comfortable with the writing process in shorter chunks.
 	
    Scaffolding into longer writing pieces for SpEd and LEP populations.
 	
    Meet or exceed the targets on the attached CIP target table.
    Staff Responsible for Monitoring: ELAR Teachers, ELAR CCIS, Administrative Team
 	
    TEA Priorities: Build a foundation of reading and math
	Formative		

	Nov	**Feb**	**May**
	45%	70%	95%

Strategy 3 Details	Formative Reviews

	Formative

Strategy 3: Writing: Teachers will provide students more hands-on practice, provide visuals before writing, increase student lead conversations, provide students with sentence and paragraph starters and use diverse texts.

	Nov	Feb	May
	50%	70%	95%

Strategy's Expected Result/Impact: Students will be more engaged in the lesson.

Lessons will challenge all learners. Scores will increase on writing assignments, STAAR, unit, and DPM tests.

Meet or exceed the targets on the attached CIP target table.

Staff Responsible for Monitoring: ELAR Teachers, ELAR CCIS, Administrative Team

TEA Priorities: Build a foundation of reading and math

Strategy 4 Details	Formative Reviews

	Formative

Strategy 4: Math: Teachers will engage in rigorous planning to create opportunities for both team and self-reflection. Planning will be focused on facilitating lessons to include academic discourse, higher order thinking skills, small group instruction, and student centered activities in order to meet the needs of all learners to result in student growth. Teachers will implement varied learning approaches through the application of blended learning model to enable students to spend more time working in small groups, teachers to provide timely feedback, and offer more higher order thinking tasks.

	Nov	Feb	May
	55%	75%	100%

Strategy's Expected Result/Impact: Increase in STAAR, Unit, and DPM scores.

Meet or exceed the targets on the attached CIP target table.

Staff Responsible for Monitoring: Math Teachers, Math CCIS, Administrative Team

TEA Priorities: Build a foundation of reading and math

Strategy 5 Details	Formative Reviews

	Formative

Strategy 5: Science: Teachers will engage in rigorous planning that focuses on the depth of student learning, the development of learning outcomes, and consistent self and team reflection. Teachers will provide regular exposure to informational text and science/academic vocabulary to promote LEP and SPED student growth and general science literacy.Teachers will implement varied learning approaches through the application of blended learning model to enable students to spend more time working in small groups, teachers to provide timely feedback, and offer more higher order thinking tasks.

	Nov	Feb	May
	60%	75%	100%

Strategy's Expected Result/Impact: Increase in STAAR, Unit, and DPM scores.

Meet or exceed the targets on the attached CIP target table.

Staff Responsible for Monitoring: Science CCIS, Science Teachers, Administrative Team
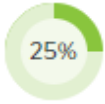
Strategy 6 Details	**Formative Reviews**		
	Formative		

Strategy 6: Social Studies: Deepen understanding of and address the specific academic needs of all student groups through purposeful planning, in an effort to provide opportunities for all children, including each of the subgroups (ED, ELL, and SPED), along with at-risk students to meet the challenging State academic standards. Data Digs will be utilized as a tool to identify academic needs and determine student mastery of specific concepts and TEKS. Teachers will implement varied learning approaches through the application of blended learning model to enable students to spend more time working in small groups, teachers to provide timely feedback, and offer more higher order thinking tasks.

	Nov	**Feb**	**May**
	50%	75%	100%

Strategy's Expected Result/Impact: Scores will increase on social studies assignments.

Meet or exceed the targets on the attached CIP target table.

Staff Responsible for Monitoring: Social Studies Teachers, Social Studies CCIS, Administrative Team

Strategy 7 Details	**Formative Reviews**		
	Formative		

Strategy 7: Dropout Prevention: Goodson's 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 withdraws 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.

	Nov	**Feb**	**May**
	50%	65%	90%

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

TEA Priorities: Connect high school to career and college

Strategy 8 Details	**Formative Reviews**		
	Formative		

Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day. Focused Intervention Time (FIT) will occur in core classrooms and will be provided by a teacher certified in the intervention subject. Core teachers have been assigned a day of the week to provide the intervention in each of their class periods: Monday - Social Studies and 7th/8th grade ELAR classes, Tuesday - Science, Wednesday - 6th grade ELAR, and Thursday - Math.

	Nov	**Feb**	**May**
	60%	70%	95%

FIT will begin with a campus-wide review of skills from the previous year/subject in each core area for the first and second grading period. As we accrue local assessment data this school year, we will begin flexible regrouping and review of certain skills needed as shown by the data. Teacher teams will work with the content CCIS, AAS, and DI to analyze data, identify areas of needed intervention, organize flexible regrouping, create lesson materials, and provided targeted instruction.

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
Staff Responsible for Monitoring: ELAR, Math, Science, and Social Studies teachers, Campus Instructional Leadership Team

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

   Evaluation Data Sources: STAAR and Locally Developed Assessments

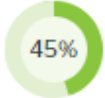| Strategy 1 Details	Formative Reviews		

Strategy 1: Each Core class will have a focused after school tutorial once a week. Students will be invited to attend these tutorial based on Accelerated Instruction requirements based on STAAR failures. During Data digs and team planning teachers will identify the concepts missed in the Units, as demonstrated on assessments and they will design the review lesson and activities the students will be doing during the tutorial.
  Strategy's Expected Result/Impact: 85% of the students who attend the AI tutorials will pass their classes with a 75 or higher at the end of each marking period.
  80% of students who attend the AI tutorials will score approaches or higher on STAAR.
  Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, and CCIS
	Formative		

	Nov	Feb	May
	30%	65%	90%

Strategy 2 Details	Formative Reviews		

Strategy 2: Students will be pulled during Focused Instructional Time to work with a Math Interventionist. These students will be selected based on prior STAAR scores and their performance in their current Math course.
  Strategy's Expected Result/Impact: By the end of 2021-2022 year 90% of students participating in the Math 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.
  Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, and Math CCIS
	Formative		

	Nov	Feb	May
	30%	60%	85%

Strategy 3 Details	Formative Reviews		

Strategy 3: Blended Learning Training: We will bring Marcia Kish in to do a year long Blended Learning training. There would be 2 full day trainings, the first in August and the second in February. In between these trainings there would be monthly coaching. Throughout the year we will get feedback on how teachers are implementing Blended Learning and how it has impacted student success. At the end of the year we will get a complete breakdown of our progress along with additional strategies to continue improving. When the teachers are using the Blended Learning methods they will be able to work closely with students in small groups, allowing them to build relationships and identify struggling students.
  Strategy's Expected Result/Impact: Throughout the year teachers will be implementing Blended learning lessons at least once every 3 weeks.
  Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, and CCIS
	Formative		

	Nov	Feb	May
	60%	65%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: The Path to Recovery: An Adult-Focused Social and Emotional Learning Training Series presented by Dr. Adam Saenz, Applied EQ. This will be the first part of a 2 year training. Dr. Saenz will guide teachers through the five areas of well being: physical, occupational, emotional, financial and spiritual with the goal of empowering educators with the mandate of self-care. There will be 3 half day trainings. In 2022-23 we would implement the EQ-uipped Classroom. **Strategy's Expected Result/Impact:** Staff attendance will be 96% or higher for the year. Student attendance will be 95% or higher for the year. Teachers will build better relationships and empathy with the students leading to a 25% decrease in referrals. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	25%	60%	85%

Strategy 5 Details	Formative Reviews		
Strategy 5: 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. **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 **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	10%	25%	50%

Strategy 6 Details	Formative Reviews		
Strategy 6: Waggle and Summit K12 licenses for students that will be selected for the pull-out intervention program for Science, Math and ELAR. **Strategy's Expected Result/Impact:** Meet or exceed the STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS, and CCIS	Formative		
	Nov	Feb	May
	30%	45%	70%

Strategy 7 Details	Formative Reviews		
Strategy 7: The Read 180 program will be used to address the reading comprehension gap of our students. Read 180 will be used to track Lexile scores of students and adjust their reading material based on the current Lexile score. Read 180 resources (RealBooks and Read 180 classroom library) will be purchased to support more students in the Read 180 program. **Strategy's Expected Result/Impact:** Meet or exceed the STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS, and CCIS	Formative		
	Nov	Feb	May
	0%	0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide additional support for at-risk students by providing additional Read 180 resources and books, after-school tutorials, and PBIS rewards.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table. **Staff Responsible for Monitoring:** Principal and Director of Instruction **Funding Sources:** Supplies and Extra Duty Pay - Special Allotment: Compensatory Education - $3,639	**Nov**	**Feb**	**May**
	0%	20%	45%

0% No Progress		100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2021-22 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	50%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) 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	35%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 96.8%.
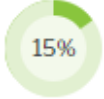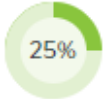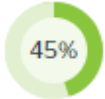
Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Audit attendance records each week to identify students with attendance issues. Utilize Administrator phone calls and conferences, Attendance Officer conferences, home visits, student attendance incentives, and truancy notifications. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 96.8%. **Staff Responsible for Monitoring:** Truant Officer, Administrative Team, Teachers, Attendance Secretary	**Formative**		
	Nov	**Feb**	**May**
	30%	60%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Homeless Students: We will work to identify homeless students. **Strategy's Expected Result/Impact:** 100% of homeless students will be identified **Staff Responsible for Monitoring:** Counselors, Assistant Principals	**Formative**		
	Nov	**Feb**	**May**
	0%	25%	50%

0% No Progress	100% Accomplished	→ Continue/Modify ✗ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: Goodson is implementing good teaching practices and student management by incorporating Quantum Learning techniques such as "Where are you living" strategies. Goodson will continue to create engaging classrooms that increase student focus. Teachers will continue to build on their skills regarding de-escalating student situations. When students are referred to the office, the assistant principals will focus on building positive relationships with students while teaching students how to take ownership for 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: Discipline referrals will be decreased by 5%.
    Staff Responsible for Monitoring: Administrative Team
	Formative		

	Nov	Feb	May
	50%	65%	35%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions: The campus staff will use restorative practices with African American students when appropriate to reduce behavioral issues and reduce in school suspensions. Goodson will use "Above the Line" (Quantum Learning Technique) to increase student ownership of misbehavior when conferencing with students and parents. Assistant Principals will refer students to the counselors as needed to help provide extra support to the student. Campus administration will debrief as a team when considering placing students in DMC to determine if another intervention is appropriate for the student.
 	
    Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 1%.
    Staff Responsible for Monitoring: Administrative Team
	Formative		

	Nov	Feb	May
	15%	30%	55%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: We will reduce out-of-school suspensions by using restorative discipline, discipline data, and pro-active parent communication. To decrease Out of School Suspensions Goodson will use "Above the Line" (Quantum Learning Technique) to increase student ownership of misbehavior when conferencing with students and parents. Assistant Principals will refer students to the counselors as needed to help provide extra support to the student. Campus administration will debrief as a team when considering suspending students to determine if another intervention is appropriate for the student.
 	
    Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 1%.
    Staff Responsible for Monitoring: Administrative Team
	Formative		

	Nov	Feb	May
	25%	45%	70%

Strategy 4 Details	Formative Reviews		

Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: We will continue using restorative practices with African American students when appropriate to reduce behavioral issues and prevent DAEP placements. Campus administrators will continue to implement the use of the Quantum Learning technique of living above the line. When considering a DAEP placement, the campus administrators will debrief to determine if there is an alternative restorative practice for the student.
 	
    Strategy's Expected Result/Impact: DAEP placements of African American students will continue to be 0% for the 2021-2022 school year.
    Staff Responsible for Monitoring: Administrative Team
	Formative		

	Nov	Feb	May
	10%	30%	55%

Strategy 5 Details	Formative Reviews		

Strategy 5: Violence Prevention: Staff will use various programs, initiatives, and formal staff development training to proactively mitigate any potential violent incidents in relation to the 2020-21 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
	50%	55%	80%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the students will have the opportunity to participate in coordinated school health activities and their evaluation.

Evaluation Data Sources: Lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Coordinated Approach to Child Health (CATCH) program with fidelity.	**Formative**		
Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administrative Team	0%	0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 1% from 2020-2021.

    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" with the highest attendance percentage each month.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** AESOP Representative, Director of Instruction, Campus Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals	40%	50%	75%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 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 Blended Learning training with Marcia Kish in August 2021 and at least once monthly throughout the year to help facilitate student engagement, choice, and successful learning.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will be prepared to design, plan, and implement Blended Learning lessons starting the first day of school. **Staff Responsible for Monitoring:** Director of Instruction, CCIS **TEA Priorities:** Recruit, support, retain teachers and principals	50%	70%	95%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will communicate to parents regarding opportunities to volunteer both inside and outside the school when applicable. Due to COVID-19, we will develop additional opportunities for parents to donate items that can be used to support teachers and students without them being physically present in the building (participation in virtual school fundraiser and donation of items such as hand sanitizer, food, beverages, supplies, etc.) If district procedures allow, we will continue to ask for help with school store, holiday store, vision and hearing screening, campus fundraiser, Library/book fair, Finish Line 8th Grade Day, and staff appreciation activities.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. **Staff Responsible for Monitoring:** Administrative Team, VIPS Representative	50%	65%	90%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

State Compensatory

Budget for Goodson Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Goodson Middle School

Name	Position	FTE
1 position	Academic Achievement Specialist	1
3 positions	Teacher	1
4 positions	Content Curriculum Instr Specialist	1

Campus Funding Summary

			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Supplies and Extra Duty Pay		$3,639.00
				Sub-Total	$3,639.00

Addendums

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	6	Goodson	All	428	373	87%	90%	3%	425	390	92%
Math	6	Goodson	Hispanic	151	128	85%	89%	4%	128	114	89%
Math	6	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Goodson	Asian	44	42	95%	96%	1%	55	54	98%
Math	6	Goodson	African Am.	50	40	80%	84%	4%	71	62	87%
Math	6	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Goodson	White	169	153	91%	92%	1%	160	151	94%
Math	6	Goodson	Two or More	14	10	71%	75%	4%	11	9	82%
Math	6	Goodson	Eco. Dis.	148	119	80%	85%	5%	178	157	88%
Math	6	Goodson	LEP Current	26	13	50%	58%	8%	38	28	74%
Math	6	Goodson	At-Risk	224	176	79%	83%	4%	183	156	85%
Math	6	Goodson	SPED	39	22	56%	55%	-1%	41	25	61%
Math	7	Goodson	All	453	340	75%	91%	16%	479	398	83%
Math	7	Goodson	Hispanic	151	105	70%	88%	18%	166	126	76%
Math	7	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Goodson	Asian	41	36	88%	93%	5%	51	50	98%
Math	7	Goodson	African Am.	68	42	62%	82%	20%	63	46	73%
Math	7	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Goodson	White	182	150	82%	95%	13%	181	162	90%
Math	7	Goodson	Two or More	8	6	75%	80%	5%	18	14	78%
Math	7	Goodson	Eco. Dis.	165	105	64%	70%	6%	187	141	75%
Math	7	Goodson	LEP Current	23	7	30%	50%	20%	24	13	54%
Math	7	Goodson	At-Risk	161	77	48%	65%	17%	206	145	70%
Math	7	Goodson	SPED	45	17	38%	50%	12%	34	15	44%
Math	8	Goodson	All	218	163	75%	95%	20%	272	225	83%
Math	8	Goodson	Hispanic	78	59	76%	94%	18%	112	90	80%
Math	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Goodson	Asian	22	17	77%	90%	13%	17	16	94%
Math	8	Goodson	African Am.	34	22	65%	88%	23%	56	43	77%
Math	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Goodson	White	79	62	78%	98%	20%	79	71	90%
Math	8	Goodson	Two or More	5	3	60%	80%	20%	6	5	83%
Math	8	Goodson	Eco. Dis.	78	48	62%	88%	26%	125	97	78%
Math	8	Goodson	LEP Current	14	5	36%	55%	19%	24	15	63%
Math	8	Goodson	At-Risk	122	79	65%	80%	15%	186	144	77%
Math	8	Goodson	SPED	35	14	40%	55%	15%	47	19	40%
Reading	6	Goodson	All	428	359	84%	87%	3%	426	368	86%
Reading	6	Goodson	Hispanic	151	118	78%	82%	4%	128	104	81%
Reading	6	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Goodson	Asian	43	41	95%	96%	1%	54	49	91%
Reading	6	Goodson	African Am.	50	40	80%	83%	3%	71	59	83%
Reading	6	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Goodson	White	169	150	89%	92%	3%	162	145	90%
Reading	6	Goodson	Two or More	15	10	67%	71%	4%	11	11	100%
Reading	6	Goodson	Eco. Dis.	147	110	75%	78%	3%	177	143	81%
Reading	6	Goodson	LEP Current	26	10	38%	45%	7%	37	19	51%
Reading	6	Goodson	At-Risk	223	163	73%	76%	3%	182	131	72%
Reading	6	Goodson	SPED	40	16	40%	45%	5%	41	20	49%
Reading	7	Goodson	All	457	391	86%	91%	5%	476	445	93%
Reading	7	Goodson	Hispanic	151	132	87%	89%	2%	165	150	91%
Reading	7	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Goodson	Asian	45	43	96%	96%	0%	51	50	98%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	7	Goodson	African Am.	66	47	71%	90%	19%	63	59	94%
Reading	7	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Goodson	White	183	160	87%	92%	5%	179	170	95%
Reading	7	Goodson	Two or More	9	7	78%	85%	7%	18	16	89%
Reading	7	Goodson	Eco. Dis.	164	129	79%	87%	8%	186	166	89%
Reading	7	Goodson	LEP Current	23	12	52%	60%	8%	24	17	71%
Reading	7	Goodson	At-Risk	159	112	70%	75%	5%	205	179	87%
Reading	7	Goodson	SPED	44	18	41%	60%	19%	34	20	59%
Reading	8	Goodson	All	410	358	87%	95%	8%	522	489	94%
Reading	8	Goodson	Hispanic	134	116	87%	93%	6%	181	168	93%
Reading	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Goodson	Asian	53	48	91%	93%	2%	53	53	100%
Reading	8	Goodson	African Am.	51	39	76%	92%	16%	84	73	87%
Reading	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Goodson	White	158	142	90%	97%	7%	188	180	96%
Reading	8	Goodson	Two or More	14	13	93%	95%	2%	13	13	100%
Reading	8	Goodson	Eco. Dis.	124	99	80%	90%	10%	198	179	90%
Reading	8	Goodson	LEP Current	14	7	50%	68%	18%	28	23	82%
Reading	8	Goodson	At-Risk	139	97	70%	75%	5%	233	202	87%
Reading	8	Goodson	SPED	36	12	33%	64%	31%	49	29	59%
Science	8	Goodson	All	415	363	87%	94%	7%	522	478	92%
Science	8	Goodson	Hispanic	136	115	85%	90%	5%	181	162	90%
Science	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Goodson	Asian	52	49	94%	95%	1%	53	52	98%
Science	8	Goodson	African Am.	49	39	80%	88%	8%	84	69	82%
Science	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Goodson	White	161	146	91%	97%	6%	188	181	96%
Science	8	Goodson	Two or More	16	14	88%	90%	2%	13	12	92%
Science	8	Goodson	Eco. Dis.	129	102	79%	88%	9%	198	173	87%
Science	8	Goodson	LEP Current	15	6	40%	68%	28%	28	19	68%
Science	8	Goodson	At-Risk	140	97	69%	75%	6%	233	194	83%
Science	8	Goodson	SPED	38	15	39%	59%	20%	49	23	47%
Social Studies	8	Goodson	All	414	340	82%	87%	5%	522	440	84%
Social Studies	8	Goodson	Hispanic	136	112	82%	84%	2%	181	144	80%
Social Studies	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	Asian	53	47	89%	91%	2%	53	50	94%
Social Studies	8	Goodson	African Am.	50	37	74%	80%	6%	84	62	74%
Social Studies	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	White	158	132	84%	92%	8%	188	172	91%
Social Studies	8	Goodson	Two or More	16	12	75%	78%	3%	13	10	77%
Social Studies	8	Goodson	Eco. Dis.	129	95	74%	78%	4%	198	151	76%
Social Studies	8	Goodson	LEP Current	15	7	47%	52%	5%	28	16	57%
Social Studies	8	Goodson	At-Risk	141	86	61%	65%	4%	233	160	69%
Social Studies	8	Goodson	SPED	39	13	33%	40%	7%	49	14	29%

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	6	Goodson	All	428	271	63%	66%	3%	425	282	66%
Math	6	Goodson	Hispanic	151	85	56%	59%	3%	128	70	55%
Math	6	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Goodson	Asian	44	40	91%	93%	2%	55	45	82%
Math	6	Goodson	African Am.	50	23	46%	55%	9%	71	43	61%
Math	6	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Goodson	White	169	115	68%	71%	3%	160	115	72%
Math	6	Goodson	Two or More	14	8	57%	60%	3%	11	9	82%
Math	6	Goodson	Eco. Dis.	148	74	50%	54%	4%	178	98	55%
Math	6	Goodson	LEP Current	26	5	19%	22%	3%	38	12	32%
Math	6	Goodson	At-Risk	224	101	45%	50%	5%	183	86	47%
Math	6	Goodson	SPED	39	10	26%	29%	3%	41	7	17%
Math	7	Goodson	All	453	214	47%	63%	16%	479	273	57%
Math	7	Goodson	Hispanic	151	58	38%	56%	18%	166	79	48%
Math	7	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Goodson	Asian	41	31	76%	80%	4%	51	46	90%
Math	7	Goodson	African Am.	68	22	32%	50%	18%	63	23	37%
Math	7	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Goodson	White	182	97	53%	64%	11%	181	117	65%
Math	7	Goodson	Two or More	8	5	63%	65%	2%	18	8	44%
Math	7	Goodson	Eco. Dis.	165	61	37%	57%	20%	187	86	46%
Math	7	Goodson	LEP Current	23	4	17%	33%	16%	24	6	25%
Math	7	Goodson	At-Risk	161	40	25%	30%	5%	206	74	36%
Math	7	Goodson	SPED	45	5	11%	23%	12%	34	2	6%
Math	8	Goodson	All	218	92	42%	69%	27%	272	120	44%
Math	8	Goodson	Hispanic	78	30	38%	66%	28%	112	48	43%
Math	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Goodson	Asian	22	12	55%	65%	10%	17	11	65%
Math	8	Goodson	African Am.	34	11	32%	49%	17%	56	16	29%
Math	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Goodson	White	79	37	47%	78%	31%	79	43	54%
Math	8	Goodson	Two or More	5	2	40%	50%	10%	6	2	33%
Math	8	Goodson	Eco. Dis.	78	28	36%	61%	25%	125	51	41%
Math	8	Goodson	LEP Current	14	2	14%	30%	16%	24	7	29%
Math	8	Goodson	At-Risk	122	30	25%	30%	5%	186	56	30%
Math	8	Goodson	SPED	35	5	14%	27%	13%	47	3	6%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Goodson	All	428	238	56%	59%	3%	426	278	65%
Reading	6	Goodson	Hispanic	151	72	48%	51%	3%	128	69	54%
Reading	6	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Goodson	Asian	43	32	74%	77%	3%	54	44	81%
Reading	6	Goodson	African Am.	50	28	56%	59%	3%	71	40	56%
Reading	6	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Goodson	White	169	101	60%	63%	3%	162	117	72%
Reading	6	Goodson	Two or More	15	5	33%	36%	3%	11	8	73%
Reading	6	Goodson	Eco. Dis.	147	63	43%	47%	4%	177	96	54%
Reading	6	Goodson	LEP Current	26	2	8%	15%	7%	37	8	22%
Reading	6	Goodson	At-Risk	223	83	37%	40%	3%	182	84	46%
Reading	6	Goodson	SPED	40	7	18%	21%	3%	41	8	20%
Reading	7	Goodson	All	457	304	67%	70%	3%	476	371	78%
Reading	7	Goodson	Hispanic	151	97	64%	67%	3%	165	120	73%
Reading	7	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Goodson	Asian	45	36	80%	83%	3%	51	49	96%
Reading	7	Goodson	African Am.	66	37	56%	62%	6%	63	43	68%
Reading	7	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Goodson	White	183	126	69%	72%	3%	179	148	83%
Reading	7	Goodson	Two or More	9	6	67%	70%	3%	18	11	61%
Reading	7	Goodson	Eco. Dis.	164	89	54%	57%	3%	186	128	69%
Reading	7	Goodson	LEP Current	23	6	26%	30%	4%	24	6	25%
Reading	7	Goodson	At-Risk	159	67	42%	45%	3%	205	119	58%
Reading	7	Goodson	SPED	44	10	23%	26%	3%	34	5	15%
Reading	8	Goodson	All	410	281	69%	73%	4%	522	411	79%
Reading	8	Goodson	Hispanic	134	84	63%	66%	3%	181	142	78%
Reading	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Goodson	Asian	53	42	79%	82%	3%	53	45	85%
Reading	8	Goodson	African Am.	51	29	57%	63%	6%	84	55	65%
Reading	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Goodson	White	158	116	73%	76%	3%	188	156	83%
Reading	8	Goodson	Two or More	14	10	71%	74%	3%	13	11	85%
Reading	8	Goodson	Eco. Dis.	124	73	59%	64%	5%	198	144	73%
Reading	8	Goodson	LEP Current	14	2	14%	18%	4%	28	10	36%
Reading	8	Goodson	At-Risk	139	51	37%	40%	3%	233	137	59%
Reading	8	Goodson	SPED	36	6	17%	29%	12%	49	13	27%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Science	8	Goodson	All	415	302	73%	78%	5%	522	363	70%
Science	8	Goodson	Hispanic	136	92	68%	72%	4%	181	117	65%
Science	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Goodson	Asian	52	45	87%	90%	3%	53	45	85%
Science	8	Goodson	African Am.	49	29	59%	65%	6%	84	39	46%
Science	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Goodson	White	161	123	76%	84%	8%	188	154	82%
Science	8	Goodson	Two or More	16	13	81%	85%	4%	13	7	54%
Science	8	Goodson	Eco. Dis.	129	84	65%	68%	3%	198	122	62%
Science	8	Goodson	LEP Current	15	3	20%	23%	3%	28	9	32%
Science	8	Goodson	At-Risk	140	63	45%	50%	5%	233	103	44%
Science	8	Goodson	SPED	38	6	16%	24%	8%	49	6	12%
Social Studies	8	Goodson	All	414	201	49%	59%	10%	522	305	58%
Social Studies	8	Goodson	Hispanic	136	56	41%	48%	7%	181	94	52%
Social Studies	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	Asian	53	37	70%	70%	0%	53	40	75%
Social Studies	8	Goodson	African Am.	50	19	38%	49%	11%	84	35	42%
Social Studies	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	White	158	81	51%	64%	13%	188	127	68%
Social Studies	8	Goodson	Two or More	16	8	50%	55%	5%	13	8	62%
Social Studies	8	Goodson	Eco. Dis.	129	50	39%	47%	8%	198	98	49%
Social Studies	8	Goodson	LEP Current	15	1	7%	23%	16%	28	5	18%
Social Studies	8	Goodson	At-Risk	141	26	18%	20%	2%	233	86	37%
Social Studies	8	Goodson	SPED	39	3	8%	21%	13%	49	9	18%

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	6	Goodson	All	428	154	36%	40%	4%	425	159	37%
Math	6	Goodson	Hispanic	151	40	26%	40%	14%	128	34	27%
Math	6	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Goodson	Asian	44	35	80%	80%	0%	55	36	65%
Math	6	Goodson	African Am.	50	10	20%	22%	2%	71	19	27%
Math	6	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Goodson	White	169	65	38%	40%	2%	160	61	38%
Math	6	Goodson	Two or More	14	4	29%	30%	1%	11	9	82%
Math	6	Goodson	Eco. Dis.	148	35	24%	32%	8%	178	50	28%
Math	6	Goodson	LEP Current	26	1	4%	8%	4%	38	3	8%
Math	6	Goodson	At-Risk	224	40	18%	20%	2%	183	48	26%
Math	6	Goodson	SPED	39	3	8%	10%	2%	41	2	5%
Math	7	Goodson	All	453	99	22%	27%	5%	479	160	33%
Math	7	Goodson	Hispanic	151	22	15%	19%	4%	166	38	23%
Math	7	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Goodson	Asian	41	20	49%	50%	1%	51	37	73%
Math	7	Goodson	African Am.	68	9	13%	27%	14%	63	15	24%
Math	7	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Goodson	White	182	44	24%	27%	3%	181	66	36%
Math	7	Goodson	Two or More	8	3	38%	38%	0%	18	4	22%
Math	7	Goodson	Eco. Dis.	165	23	14%	16%	2%	187	47	25%
Math	7	Goodson	LEP Current	23	2	9%	10%	1%	24	1	4%
Math	7	Goodson	At-Risk	161	15	9%	10%	1%	206	40	19%
Math	7	Goodson	SPED	45	2	4%	5%	1%	34	1	3%
Math	8	Goodson	All	218	14	6%	13%	7%	272	21	8%
Math	8	Goodson	Hispanic	78	3	4%	8%	4%	112	8	7%
Math	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Goodson	Asian	22	4	18%	20%	2%	17	6	35%
Math	8	Goodson	African Am.	34	2	6%	8%	2%	56	3	5%
Math	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Goodson	White	79	5	6%	16%	10%	79	4	5%
Math	8	Goodson	Two or More	5	0	0%	5%	5%	6	0	0%
Math	8	Goodson	Eco. Dis.	78	1	1%	12%	11%	125	8	6%
Math	8	Goodson	LEP Current	14	0	0%	5%	5%	24	1	4%
Math	8	Goodson	At-Risk	122	2	2%	4%	2%	186	6	3%
Math	8	Goodson	SPED	35	0	0%	4%	4%	47	0	0%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	6	Goodson	All	428	116	27%	30%	3%	426	187	44%
Reading	6	Goodson	Hispanic	151	24	16%	26%	10%	128	40	31%
Reading	6	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Goodson	Asian	43	26	60%	65%	5%	54	29	54%
Reading	6	Goodson	African Am.	50	14	28%	30%	2%	71	31	44%
Reading	6	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Goodson	White	169	51	30%	32%	2%	162	80	49%
Reading	6	Goodson	Two or More	15	1	7%	10%	3%	11	7	64%
Reading	6	Goodson	Eco. Dis.	147	23	16%	22%	6%	177	56	32%
Reading	6	Goodson	LEP Current	26	0	0%	10%	10%	37	1	3%
Reading	6	Goodson	At-Risk	223	25	11%	15%	4%	182	42	23%
Reading	6	Goodson	SPED	40	2	5%	10%	5%	41	5	12%
Reading	7	Goodson	All	457	191	42%	45%	3%	476	279	59%
Reading	7	Goodson	Hispanic	151	56	37%	39%	2%	165	75	45%
Reading	7	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Goodson	Asian	45	28	62%	65%	3%	51	42	82%
Reading	7	Goodson	African Am.	66	24	36%	39%	3%	63	32	51%
Reading	7	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Goodson	White	183	78	43%	45%	2%	179	121	68%
Reading	7	Goodson	Two or More	9	3	33%	35%	2%	18	9	50%
Reading	7	Goodson	Eco. Dis.	164	56	34%	37%	3%	186	91	49%
Reading	7	Goodson	LEP Current	23	3	13%	20%	7%	24	0	0%
Reading	7	Goodson	At-Risk	159	26	16%	20%	4%	205	72	35%
Reading	7	Goodson	SPED	44	5	11%	13%	2%	34	1	3%
Reading	8	Goodson	All	410	164	40%	46%	6%	522	303	58%
Reading	8	Goodson	Hispanic	134	50	37%	39%	2%	181	103	57%
Reading	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Goodson	Asian	53	34	64%	65%	1%	53	37	70%
Reading	8	Goodson	African Am.	51	13	25%	32%	7%	84	35	42%
Reading	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Goodson	White	158	63	40%	50%	10%	188	117	62%
Reading	8	Goodson	Two or More	14	4	29%	35%	6%	13	9	69%
Reading	8	Goodson	Eco. Dis.	124	47	38%	40%	2%	198	107	54%
Reading	8	Goodson	LEP Current	14	2	14%	15%	1%	28	5	18%
Reading	8	Goodson	At-Risk	139	19	14%	15%	1%	233	83	36%
Reading	8	Goodson	SPED	36	5	14%	15%	1%	49	6	12%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	8	Goodson	All	415	193	47%	50%	3%	522	240	46%
Science	8	Goodson	Hispanic	136	54	40%	40%	0%	181	69	38%
Science	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Goodson	Asian	52	34	65%	68%	3%	53	35	66%
Science	8	Goodson	African Am.	49	14	29%	30%	1%	84	23	27%
Science	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Goodson	White	161	85	53%	58%	5%	188	106	56%
Science	8	Goodson	Two or More	16	6	38%	40%	2%	13	6	46%
Science	8	Goodson	Eco. Dis.	129	45	35%	38%	3%	198	70	35%
Science	8	Goodson	LEP Current	15	0	0%	5%	5%	28	3	11%
Science	8	Goodson	At-Risk	140	28	20%	20%	0%	233	48	21%
Science	8	Goodson	SPED	38	3	8%	14%	6%	49	5	10%
Social Studies	8	Goodson	All	414	105	25%	39%	14%	522	197	38%
Social Studies	8	Goodson	Hispanic	136	23	17%	31%	14%	181	55	30%
Social Studies	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	Asian	53	24	45%	50%	5%	53	35	66%
Social Studies	8	Goodson	African Am.	50	8	16%	26%	10%	84	22	26%
Social Studies	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	White	158	46	29%	42%	13%	188	78	41%
Social Studies	8	Goodson	Two or More	16	4	25%	30%	5%	13	6	46%
Social Studies	8	Goodson	Eco. Dis.	129	26	20%	30%	10%	198	66	33%
Social Studies	8	Goodson	LEP Current	15	1	7%	14%	7%	28	4	14%
Social Studies	8	Goodson	At-Risk	141	13	9%	12%	3%	233	44	19%
Social Studies	8	Goodson	SPED	39	3	8%	14%	6%	49	4	8%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Algebra I	All Testers	Goodson	All	218	217	100%	100%	0%	250	250	100%
Algebra I	All Testers	Goodson	Hispanic	65	65	100%	100%	0%	69	69	100%
Algebra I	All Testers	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Goodson	Asian	40	40	100%	100%	0%	35	35	100%
Algebra I	All Testers	Goodson	African Am.	18	17	94%	100%	6%	28	28	100%
Algebra I	All Testers	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Goodson	White	85	85	100%	100%	0%	108	108	100%
Algebra I	All Testers	Goodson	Two or More	10	10	100%	100%	0%	9	9	100%
Algebra I	All Testers	Goodson	Eco. Dis.	54	54	100%	100%	0%	70	70	100%
Algebra I	All Testers	Goodson	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Goodson	At-Risk	21	21	100%	100%	0%	46	46	100%
Algebra I	All Testers	Goodson	SPED	*	*	*	*	*	*	*	*

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Algebra I	All Testers	Goodson	All	218	208	95%	99%	4%	250	247	99%
Algebra I	All Testers	Goodson	Hispanic	65	64	98%	99%	1%	69	67	97%
Algebra I	All Testers	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Goodson	Asian	40	39	98%	99%	1%	35	35	100%
Algebra I	All Testers	Goodson	African Am.	18	16	89%	99%	10%	28	28	100%
Algebra I	All Testers	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Goodson	White	85	81	95%	99%	4%	108	107	99%
Algebra I	All Testers	Goodson	Two or More	10	8	80%	99%	19%	9	9	100%
Algebra I	All Testers	Goodson	Eco. Dis.	54	50	93%	99%	6%	70	68	97%
Algebra I	All Testers	Goodson	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Goodson	At-Risk	21	19	90%	99%	9%	46	43	93%
Algebra I	All Testers	Goodson	SPED	*	*	*	*	*	*	*	*

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Algebra I	All Testers	Goodson	All	218	163	75%	87%	12%	250	226	90%
Algebra I	All Testers	Goodson	Hispanic	65	47	72%	75%	3%	69	62	90%
Algebra I	All Testers	Goodson	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Goodson	Asian	40	37	93%	98%	5%	35	35	100%
Algebra I	All Testers	Goodson	African Am.	18	13	72%	92%	20%	28	22	79%
Algebra I	All Testers	Goodson	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Goodson	White	85	59	69%	88%	19%	108	97	90%
Algebra I	All Testers	Goodson	Two or More	10	7	70%	85%	15%	9	9	100%
Algebra I	All Testers	Goodson	Eco. Dis.	54	36	67%	90%	23%	70	64	91%
Algebra I	All Testers	Goodson	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Goodson	At-Risk	21	15	71%	85%	14%	46	41	89%
Algebra I	All Testers	Goodson	SPED	*	*	*	*	*	*	*	*

Middle School Content Area
Standard Expectations

English Language Arts/Reading (Grade 6)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, embedding grammar instruction that focuses on meaning and effect, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Foster collaborative and independent opportunities for students to read, write, speak, listen and think in online and face-to-face environments.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
    - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
    - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
    - Conduct online academic discussions, debates and postings or podcasts.
    - Conduct, gather, and analyze academic research.
    - Create podcasts, websites, videos, and other multi-media publications.
    - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
    - Read online text and make online notes/annotations.
    - Submit work in Schoology, or via Google Doc. Review and respond to Feedback.

English/Language Arts 7-12

- Use instructional best practices, and predictable routines to create a classroom community that allows students to actively engage in their learning.
- Align instruction and assignments to the TEKS and the unique needs of the students.
- Utilize reading and writing workshop components such as mini-lessons, independent reading and writing, small group instruction, and conferring.
- Model the writing process through prewriting, drafting, revising, and editing alongside students.
- Utilize the invitation process of grammar instruction to encourage approximation and application of grammar skills in student writing.
- Have students read independently and allow choice in their reading selections.
- Provide collaborative opportunities for students to think, write, and respond to their reading.
- Facilitate academic discussions that allow students to practice both listening and speaking skills.
- Design learning experiences that cultivate a student-centered community, balancing online and offline learning tasks.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
    - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
    - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
    - Conduct online academic discussions, Socratic seminars, debates, and postings or podcasts.
    - Conduct, gather, and analyze academic research.
    - Create podcasts, websites, videos, and other multi-media publications.
    - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
    - Read online text and make online notes/annotations.
    - Submit work in Schoology, Turnitin, or via Google Doc. Review and respond to Feedback.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.

- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
  - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Science

Collaboratively plan instructional units 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 such as Google Drive and Schoology
  - explore simulations (e.g. Explore Learning Gizmos, PhETs, CK-12, etc.);
  - collect and represent data using probeware and digital tools such as Vernier's Logger Pro, Google Sheets, etc;
  - analyze and interpret data using various digital tools (Logger Pro, Google Apps, etc.);
  - communicate and share conclusions using Google Apps, WeVideo, etc.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of facilitation modes to meet diverse students' 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.
- 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
  - Participate in small group instruction to enhance learning or address areas of concern
  - Access differentiated content for readiness and skill level and/or interests
  - Utilize devices for self-directed learning
  - Demonstrate mastery by using/creating a variety of products

LOTE

- 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.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
  - use Chromebook devices to engage in face to face and/or digital communication.
  - locate and access information and resources stored in different platforms such as Schoology.
  - receive immediate, individualized feedback.
  - connect to speakers outside of the classroom.
  - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
  - increase opportunities for individuals participating in unrehearsed communication.

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
    - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
    - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
    - develop academic language proficiency through speaking, reading, writing, and listening;
    - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
    - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
    - review of lesson plans;
    - participation in team planning by administrators;
    - participation in data review/data dig sessions; and
    - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.