

Cypress-Fairbanks Independent School District

Goodson Middle School

2022-2023



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

The following strengths were identified based on a review of the 2021-2022 STAAR data:

Reading

6th Grade Reading:

- 86% Approaches exceeded District (76%) and just missed our Target (87%)
- 65% Meets exceeded District (52%) and Target (59%)
- 44% Masters exceeded District (31%) and Target (30%)
- Hispanic students achieving Approaches (81%), Meets (54%), and Masters (31%) exceeded the District (72%, 44%, and 23%)
- African American students achieving Approaches (83%), Meets (56%), and Masters (44%) exceeded the District (64%, 37%, 20%), and Cluster 1 (77%, 50%, and 30%)
- Economically Disadvantaged students achieving Approaches (81%) and Meets (54%), and Masters (32%) exceeded the District (68%, 40%, and 21%), Cluster 1 (80%, 52%, and 30%) and Targets (78%, 47%, and 22%)
- Students receiving Special Education services and achieving Approaches (49%), Meets (20%), and Masters (12%) exceeded the District (36%, 14%, and 6%)
- Emergent Bilingual students achieving Approaches (51%) and Meets (22%) exceeded the District (50% and 19%) and Targets (45% and 15%)

7th Grade Reading:

- 93% Approaches exceeded District (86%) and Target (91%)
- 78% Meets exceeded District (66%) and Target (70%)
- 59% Masters exceeded District (48%) and Target (45%)
- Hispanic students achieving Approaches (91%) and Meets (73%), and Masters (45%) exceeded the District (83%, 59%, and 39%) and Targets (89%, 67%, and 39%)
- African American students achieving Approaches (94%) exceeded the District (79%), the Target (90%), and Cluster 1 (90%)
- African American students achieving Meets (68%) and Masters (51%) exceeded the District (53% and 33%) and Targets (62% and 39%)
- Economically Disadvantaged students achieving Approaches (89%), Meets (69%), and Masters (49%) exceeded the District (81%, 56%, and 36%) and Targets (87%, 57%, and 37%)
- Emergent Bilingual students achieving Approaches (71%) exceeded the District (61%) and Target (60%)

8th Grade Reading:

- 94% Approaches exceeded District (89%) and just missed Target (95%) and Cluster 1 (95%)
- 79% Meets exceeded District (68%) and Target (73%)
- 58% Masters exceeded District (47%) and Target (46%)
- Hispanic students achieving Approaches (93%), Meets (78%), and Masters (57%) exceeded the District (87%, 63%, and 41%) and met or exceeded the Target (93%, 63%, and 39%)
- African American students achieving Approaches (87%), Meets (65%), and Masters (42%) exceeded the District (84%, 58%, and 36%)
- Economically Disadvantaged students achieving Approaches (90%), Meets (73%), and Masters (54%) exceeded the District (85%, 60%, and 38%) and met or exceeded the

Target (90%, 64%, and 40%)

- Hispanic and Economically Disadvantaged students achieving Meets (78% and 73%) and Masters (57% and 54%) exceeded Cluster 1 Meets (76% and 70%) and Masters (54% and 48%)
- Emergent Bilingual students achieving Approaches (82%), Meets (36%), and Masters (18%) exceeded the District (63%, 27%, and 11%) and Targets (68%, 18%, 15%)

Math

6th Grade Math:

- 90% Approaches exceeded District (77%) and just missed Cluster 1 (91%)
- 66% Meets exceeded District (45%), met Target (66%), and met Cluster 1 (66%)
- 37% Masters exceeded District (22%) and just missed Cluster 1 (38%)
- Hispanic students achieving Approaches (89%), Meets (55%), and Masters (27%) exceeded the District (72%, 35%, and 13%)
- African American students achieving Approaches (87%), Meets (61%), and Masters (27%) exceeded the District (64%, 28%, and 10%), Targets (84%, 55%, and 22%), and Cluster 1 (81%, 45%, and 22%)
- Economically Disadvantaged students achieving Approaches (88%) Meets (55%), and Masters (28%) exceeded the District (69%, 32%, and 12%) and Cluster 1 (85%, 50%, and 24%)
- Students receiving Special Education services and achieving Approaches (61%) exceeded the District (45%) and Target (55%)
- Emergent Bilingual students achieving Approaches (74%), Meets (32%), and Masters (8%) exceeded the District (55%, 18%, and 5%) and met or exceeded Targets (58%, 22%, 8%)

7th Grade Math:

- 83% Approaches exceeded District (72%)
- 57% Meets exceeded District (45%)
- 33% Masters exceeded District (23%) and Target (27%)
- Hispanic students achieving Approaches (76%), Meets (48%), and Masters (23%) exceeded the District (65%, 35%, and 15%)
- African American students achieving Approaches (73%), Meets (37%), and Masters (24%) exceeded the District (56%, 25%, and 9%)
- Economically Disadvantaged students achieving Approaches (75%), Meets (46%), and Masters (25%) exceeded the District (61%, 32%, and 14%)
- Students receiving Special Education services and achieving Approaches (44%) exceeded the District (36%)
- Emergent Bilingual students achieving Approaches (54%) exceeded the District (44%) and the Target (50%)

8th Grade Math:

- 83% Approaches exceeded District (70%)
- 44% Meets exceeded District (32%)
- 8% Masters exceeded District (6%)
- Hispanic students achieving Approaches (80%), Meets (43%), and Masters (7%) exceeded the District (69%, 29%, and 5%)
- African American students achieving Approaches (77%), Meets (29%), and Masters (5%) exceeded the District (62%, 24%, and 3%)
- Economically Disadvantaged students achieving Approaches (78%), Meets (41%), and Masters (6%) exceeded the District (65%, 27%, and 5%)
- Emergent Bilingual students achieving Approaches (63%) and Meets (29%) exceeded the District (51% and 17%)
- Emergent Bilingual students achieving Approaches (63%) exceeded the Target (55%)

Science

8th Grade Science:

- 92% Approaches exceeded District (83%)
- 70% Meets exceeded District (57%)
- 46% Masters exceeded District (33%)
- Hispanic students achieving Approaches (90%), Meets (65%), and Masters (38%) exceeded the District (79%, 50%, and 25%)
- African American students achieving Approaches (82%), Meets (46%), and Masters (27%) exceeded the District (74%, 41%, and 19%)
- Economically Disadvantaged students achieving Approaches (87%), Meets (62%), and Masters (35%) exceeded the District (76%, 45%, and 22%) and the Meets and Masters for Cluster 1 (59% and 34%)
- Students receiving Special Education services and achieving Masters (10%) exceeded the District (6%)
- Emergent Bilingual students achieving Approaches (68%), Meets (32%), and Masters (11%) exceeded the District (51%, 19%, and 7%) and met or exceeded Targets (68%, 23%, and 5%)

Social Studies

8th Grade Social Studies:

- 84% Approaches exceeded District (72%)
- 58% Meets exceeded District (41%)
- 38% Masters exceeded District (26%)
- Hispanic students achieving Approaches (80%), Meets (52%), and Masters (30%) exceeded the District (65%, 32%, and 18%) and Meets exceeded Target (48%) and met Cluster 1 (52%)
- African American students achieving Approaches (74%), Meets (42%), and Masters (26%) exceeded the District (61%, 28%, and 15%)
- Economically Disadvantaged students achieving Approaches (76%), Meets (49%), and Masters (33%) exceeded the District (62%, 29%, and 16%)
- Students receiving Special Education services and achieving Meets (18%) and Masters (8%) exceeded the District (14% and 7%)
- Emergent Bilingual students achieving Approaches (57%), Meets (18%), and Masters (14%) exceeded the District (32%, 10%, and 5%) and Approaches exceeded the Target (52%) and Cluster 1 (53%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: SPED and African American subpops are under performing based on the 2022 Reading STAAR data. **Root Cause:** RLA: Lack of intentional planning of small group instruction using district resources.

Problem Statement 2: Math: SPED and Hispanic students were the lowest-performing based on the 2022 Math STAAR data. **Root Cause:** Math: Lack of small group instruction and the use of supplemental aids to facilitate productive struggle of low-performing student groups.

Problem Statement 3: Science: African American SPED students under performed (17% passing) on the 2022 8th grade Science STAAR test. **Root Cause:** Science: Lack of addressing vocabulary in the science classroom and the need to build consistent vocabulary implementation.

Problem Statement 4: Social Studies: SPED and African American subpops are under performing based on 2022 8th Grade Social Studies STAAR data. **Root Cause:** Social Studies: We need to plan and implement small group and differentiated instruction that will directly impact our SPED and AA population so that these students show growth.

Problem Statement 5: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

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

- PBIS Rewards program. Students earn electronic Bear Bucks as positive reinforcement and can redeem them in the school store to purchase items such as open gym and courtyard passes for use during lunches.
- Teachers use classroom stores as incentives in their classrooms using the PBIS Rewards app.
- Vision Statement - During announcements, students and staff recite the Vision Statement every morning.
- Mr. Dixon's Monday Video - He showcases things going on at Goodson.
- Based on the 2021-2022 Employee Perception Survey:
 - 95% of our staff believe there are opportunities for growth on our campus.
 - 95% of our staff feel they have the information they need to do their job well
 - 97% of our staff feel that procedures are implemented to keep them safe at work
 - 99% of our staff believe that quality work is expected of them
 - 92% of our staff feel there is an opportunity to discuss concerns with administrators
 - 94% of our staff feel that staff appreciation is part of the school culture
 - 96% of our staff are clear about their job responsibilities
 - 97% of our staff feel that campus decisions are data-driven

Problem Statements Identifying 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: Need for a campus PBIS reboot, updated matrix, and continuous exposure and reinforcement of student expectations.

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 classrooms to make first-time instruction as effective as possible. Classroom management strategies are also modeled. The new teacher mentors are available for anything that the new teacher may need on an ongoing basis. Campus Curriculum Instructional Specialists are available to assist the new teachers in their development.
- Relationships between Administrators and Staff are strong and teachers feel supported
- Teacher appreciation includes staff breakfasts, lunches, coffee bars, snacks, jeans days, special treats, special dress-up days, and recognition in the weekly newsletter and at staff meetings
- Based on the 2021-2022 Employee Perception Survey:
 - 95% of our staff believe there are opportunities for growth on our campus
 - 95% of our staff feel they have the information they need to do their job well
 - 97% of our staff feel that procedures are implemented to keep them safe at work
 - 99% of our staff believe that quality work is expected of them
 - 92% of our staff feel there is an opportunity to discuss concerns with administrators
 - 94% of our staff feel that staff appreciation is part of the school culture
 - 96% of our staff are clear about their job responsibilities
 - 97% of our staff feel that campus decisions are data-driven

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Goodson had the largest teacher turnover in 2022 and began the year with several open positions. **Root Cause:** Teacher/Paraprofessional Attendance: Increased tasks in special pops with unclear guidelines, lack of morale, and a lack of a well-developed mentoring program.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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

Problem Statements Identifying Parent and Community Engagement Needs

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







Goals




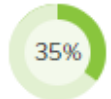








Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.








Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teams will review student assessment data throughout the year, using the data to plan and implement small group instruction targeting improvement in SPED and African American populations. 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.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in lessons.</p> <p>Growth shown in Lexile, Assessment, and DPM scores.</p> <p>Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: ELAR Teachers, ELAR CCIS, Administrative Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teams will review student assessment data throughout the year, using the data to plan and implement small group instruction targeting improvement in SPED and Hispanic populations. 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, the use of supplemental aids, 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.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR, Unit, and DPM scores.</p> <p>Meet or exceed the targets on the attached CIP target table.</p> <p>Staff Responsible for Monitoring: Math Teachers, Math CCIS, Administrative Team</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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 African American SPED student growth and general science literacy. Teachers will implement varied learning approaches through the application of the 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.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR, Unit, and DPM scores.</p> <p>Meet or exceed the targets on the attached CIP target table.</p> <p>Staff Responsible for Monitoring: Science CCIS, Science Teachers, Administrative Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Teams will review student assessment data throughout the year, using the data to plan and implement small group instruction targeting improvement in SPED and African American populations. 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.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR, Unit, and DPM scores.</p> <p>Meet or exceed the targets on the attached CIP target table.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers, Social Studies CCIS, Administrative Team</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: Goodson'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 withdrawals to ensure all have enrolled in another campus. We will monitor attendance throughout the school year and work closely with the attendance team to monitor any potential dropouts and provide services (counseling/social services) as needed to prevent dropouts.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Admin team, counselors, Attendance Clerk/Registrar, Attendance Officer</p>	Formative		
	Nov	Feb	May
			




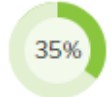



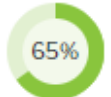




Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: ELAR, Math, Science, and Social Studies teachers, Campus Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

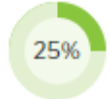






Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: 70% of the students in the tutorial will have a 75 or higher every 9 weeks. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: F.I.T. Tutorial Strategy's Expected Result/Impact: 85% of the students who attend the F.I.T. tutorials will pass their classes with a 75 or higher at the end of each marking period. 80% of students who attend the F.I.T. tutorials will score approaches or higher on STAAR. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19. Strategy's Expected Result/Impact: By the end of 2022-2023 year 90% of students participating in the Math and Reading 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</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development: The EQ-uipped Classroom workshop presented by Dr. Adam Saenz. This will be the second part of a 2 year training. Dr. Saenz will equip teachers with the internal working grid of Social and Emotional Learning. As participants internalize a model of emotional intelligence, they are then able to serve as a living curriculum for their students. 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</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
Strategy 5: Mental Health Supports: PBIS Rewards Strategy's Expected Result/Impact: Reduce discipline infractions by 10%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 25%	 50%	 75%
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide additional support for at-risk students by providing additional Read 180 resources and books, Math Lab resources, after-school tutorials, and PBIS rewards.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal and Director of Instruction</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

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

Summative Evaluation: Exceeded Objective

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











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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue goal for 2023-2024










Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student attendance will be at 96% or higher.</p> <p>Staff Responsible for Monitoring: Truant Officer, Administrative Team, Teachers, Attendance Secretary</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Homeless Students: We will work to identify homeless students and provide resources as needed.</p> <p>Strategy's Expected Result/Impact: 100% of homeless students will be identified</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

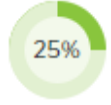
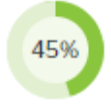



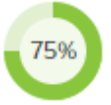




Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Teachers will continue to build on their skills regarding de-escalating student situations by using strategies taught in the Adam Saenz EQuipped Classroom professional development. When students are referred to the office, the assistant principals will focus on restorative discipline by building positive relationships with students while teaching students how to take ownership of their behavior. During these conferences, the administrator will review the expectations of the PRIDE matrix and teach students how to respond correctly to situational conflict.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Administrative Team and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: The campus staff will use restorative practices with students when appropriate to reduce behavioral issues and reduce in school suspensions. 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.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for African American students will be reduced by 1%.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: We will reduce out-of-school suspensions by using restorative discipline, discipline data, and proactive parent communication. 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.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 1%.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: We will continue using restorative practices with students when appropriate to reduce behavioral issues and prevent DAEP placements. When considering a DAEP placement, the campus administrators will debrief to determine if there is an alternative restorative practice for the student.</p> <p>Strategy's Expected Result/Impact: DAEP placements will decrease by 10% for the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>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 2021-22 CFISD report on violence and violence prevention. Goodson will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Lead Team; Counselors</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 2% from 2021-2022.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective








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

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 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

Summative Evaluation: Exceeded Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will have the opportunity to participate in the district Digital Learning Conference (DLC), Campus Reboot focusing on the 21-22 EPS, Dr. Adam Saenz EQ-uipped Classroom SEL training, PBIS Reboot to build and develop a new/updated PBIS matrix, CRASE campus safety training, CFISD EdTech training, numerous Gifted and Talented trainings for GT certification, and numerous district curriculum trainings in August and throughout the entire school year.</p> <p>Strategy's Expected Result/Impact: Teachers will be prepared to design, plan, and implement effective and engaging lessons using educational technology, be able to meet students' SEL needs, provide a safe and secure learning environment, and earn all required certifications and professional development hours.</p> <p>Staff Responsible for Monitoring: Director of Instruction, CCIS</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 2022-23 school year, parent and family engagement will increase by 10%.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will increase participation in our Volunteers in Public Schools (VIPS) program and offer more events for parents and community members to serve in 2022-2023. We will meet with the VIPS at least once a month to schedule upcoming events. We will increase the number of VIPS opportunities to work in the school store, host staff meals and treats, student events such as face-painting, etc.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Administrative Team, VIPS Representative</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Family and Community Engagement: We will increase our Goodson Middle School social media presence in 2022-2023 to advertise for school and community events. We will utilize the campus Facebook, Twitter, and Instagram accounts to share #WhatsGoodAtGoodson, #GrowingAtGoodson and #YouJustCantHidThatGrizzlyPride hashtags to highlight student, staff, and campus achievements, student learning and classroom instruction, special school events, and extracurricular activities. We will post an average of 3-5 times a week.</p> <p>Strategy's Expected Result/Impact: Students, parents, and community members will be aware of campus events and opportunities to serve.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Richard Dixon	Principal
Administrator	Colleen Dale	Director of Instruction
Classroom Teacher	Azereth Alanis	DI Helping Teacher
Classroom Teacher	Cheri Barthen	Testing Coordinator
Classroom Teacher	Kathleen Brown	SPED Science Teacher
Classroom Teacher	Dixie Chalupa	Social Studies CCIS
Classroom Teacher	Delores Cox	Science Teacher
Business Representative	Brandon Fried	Parent, Community Member, and Business Owner
Classroom Teacher	Jamie George	Math CCIS
Classroom Teacher	Regina Hill	ELAR Teacher
Classroom Teacher	Tylana Hudson	Social Studies Teacher
Parent	Tonia Jaeggi	Parent, Community Member, and Business Owner
Administrator	Roderick Martindale	Assistant Principal
Non-classroom Professional	Gina Moss	Librarian
Non-classroom Professional	Jamie Riemer	Counselor
Parent	Natalie Sanchez	Parent
Paraprofessional	Beth Smith	Administrative Secretary
Administrator	Shernesha Thacker	Assistant Principal
Classroom Teacher	Kristi Thomas	ELAR Teacher
Classroom Teacher	Whitney Timmons	Science CCIS
Non-classroom Professional	Bridget Vasquez	Academic Achievement Specialist
Classroom Teacher	Jennifer Vasquez	ELAR CCIS
District-level Professional	Stacie Wicke	Director of Student Services
Classroom Teacher	Kristin Weaver	Math Teacher
Administrator	Steven Willman	Assistant Principal

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Math	6	Goodson	All	425	390	92%	94%	89%	282	66%	68%	63%	159	37%	40%	33%
Math	6	Goodson	Hispanic	128	114	89%	90%	86%	70	55%	59%	53%	34	27%	29%	19%
Math	6	Goodson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Goodson	Asian	55	54	98%	99%	94%	45	82%	83%	87%	36	65%	66%	64%
Math	6	Goodson	African Am.	71	62	87%	88%	78%	43	61%	63%	42%	19	27%	28%	21%
Math	6	Goodson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Goodson	White	160	151	94%	95%	95%	115	72%	73%	69%	61	38%	40%	38%
Math	6	Goodson	Two or More	11	9	82%	83%	93%	9	82%	83%	67%	9	82%	83%	*
Math	6	Goodson	Eco. Dis.	178	157	88%	89%	87%	98	55%	56%	57%	50	28%	30%	25%
Math	6	Goodson	Emergent Bilingual	38	28	74%	76%	78%	12	32%	34%	41%	3	8%	9%	16%
Math	6	Goodson	At-Risk	183	156	85%	86%	83%	86	47%	50%	47%	48	26%	27%	23%
Math	6	Goodson	SPED	41	25	61%	62%	71%	7	17%	19%	24%	2	5%	7%	9%
Math	7	Goodson	All	479	398	83%	86%	83%	273	57%	59%	62%	160	33%	34%	26%
Math	7	Goodson	Hispanic	166	126	76%	79%	73%	79	48%	50%	47%	38	23%	24%	15%
Math	7	Goodson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Goodson	Asian	51	50	98%	99%	89%	46	90%	91%	75%	37	73%	74%	55%
Math	7	Goodson	African Am.	63	46	73%	76%	78%	23	37%	39%	56%	15	24%	26%	14%
Math	7	Goodson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Goodson	White	181	162	90%	92%	90%	117	65%	67%	71%	66	36%	37%	29%
Math	7	Goodson	Two or More	18	14	78%	80%	86%	8	44%	46%	71%	4	22%	24%	50%
Math	7	Goodson	Eco. Dis.	187	141	75%	76%	73%	86	46%	48%	49%	47	25%	26%	18%
Math	7	Goodson	Emergent Bilingual	24	13	54%	56%	43%	6	25%	27%	19%	1	4%	6%	*
Math	7	Goodson	At-Risk	206	145	70%	71%	64%	74	36%	38%	36%	40	19%	20%	16%
Math	7	Goodson	SPED	34	15	44%	46%	49%	2	6%	8%	17%	1	3%	4%	*
Math	8	Goodson	All	272	225	83%	85%	87%	120	44%	45%	58%	21	8%	10%	17%
Math	8	Goodson	Hispanic	112	90	80%	82%	86%	48	43%	45%	57%	8	7%	9%	13%
Math	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Goodson	Asian	17	16	94%	95%	100%	11	65%	66%	89%	6	35%	38%	56%
Math	8	Goodson	African Am.	56	43	77%	79%	88%	16	29%	31%	59%	3	5%	8%	12%
Math	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Goodson	White	79	71	90%	91%	89%	43	54%	56%	59%	4	5%	8%	19%
Math	8	Goodson	Two or More	6	5	83%	85%	82%	2	33%	35%	47%	0	0%	2%	*
Math	8	Goodson	Eco. Dis.	125	97	78%	80%	87%	51	41%	43%	59%	8	6%	8%	13%
Math	8	Goodson	Emergent Bilingual	24	15	63%	64%	79%	7	29%	31%	46%	1	4%	6%	*
Math	8	Goodson	At-Risk	186	144	77%	78%	81%	56	30%	32%	45%	6	3%	5%	7%
Math	8	Goodson	SPED	47	19	40%	42%	53%	3	6%	8%	19%	0	0%	2%	*

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
				2022	#	%			#	%			#	%			#	%
				#														
Reading	6	Goodson	All	426	368	86%	88%	87%	278	65%	70%	68%	187	44%	46%	35%		
Reading	6	Goodson	Hispanic	128	104	81%	83%	86%	69	54%	56%	59%	40	31%	33%	24%		
Reading	6	Goodson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Goodson	Asian	54	49	91%	92%	90%	44	81%	83%	87%	29	54%	56%	64%		
Reading	6	Goodson	African Am.	71	59	83%	85%	79%	40	56%	58%	49%	31	44%	46%	22%		
Reading	6	Goodson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Goodson	White	162	145	90%	91%	90%	117	72%	74%	74%	80	49%	51%	37%		
Reading	6	Goodson	Two or More	11	11	100%	100%	100%	8	73%	75%	80%	7	64%	66%	33%		
Reading	6	Goodson	Eco. Dis.	177	143	81%	83%	87%	96	54%	56%	62%	56	32%	34%	28%		
Reading	6	Goodson	Emergent Bilingual	37	19	51%	53%	71%	8	22%	25%	33%	1	3%	5%	14%		
Reading	6	Goodson	At-Risk	182	131	72%	74%	78%	84	46%	48%	50%	42	23%	25%	23%		
Reading	6	Goodson	SPED	41	20	49%	50%	59%	8	20%	22%	26%	5	12%	14%	*		
Reading	7	Goodson	All	476	445	93%	95%	88%	371	78%	80%	70%	279	59%	62%	43%		
Reading	7	Goodson	Hispanic	165	150	91%	93%	83%	120	73%	75%	60%	75	45%	47%	28%		
Reading	7	Goodson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Goodson	Asian	51	50	98%	99%	89%	49	96%	97%	77%	42	82%	84%	56%		
Reading	7	Goodson	African Am.	63	59	94%	95%	85%	43	68%	70%	66%	32	51%	52%	40%		
Reading	7	Goodson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Goodson	White	179	170	95%	96%	92%	148	83%	85%	78%	121	68%	70%	50%		
Reading	7	Goodson	Two or More	18	16	89%	90%	93%	11	61%	63%	79%	9	50%	51%	57%		
Reading	7	Goodson	Eco. Dis.	186	166	89%	90%	82%	128	69%	70%	58%	91	49%	51%	26%		
Reading	7	Goodson	Emergent Bilingual	24	17	71%	73%	53%	6	25%	27%	21%	0	0%	2%	*		
Reading	7	Goodson	At-Risk	205	179	87%	88%	77%	119	58%	60%	49%	72	35%	37%	22%		
Reading	7	Goodson	SPED	34	20	59%	60%	54%	5	15%	17%	23%	1	3%	5%	*		
Reading	8	Goodson	All	522	489	94%	96%	92%	411	79%	81%	72%	303	58%	60%	42%		
Reading	8	Goodson	Hispanic	181	168	93%	95%	91%	142	78%	80%	63%	103	57%	60%	30%		
Reading	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Goodson	Asian	53	53	100%	100%	96%	45	85%	87%	94%	37	70%	72%	78%		
Reading	8	Goodson	African Am.	84	73	87%	89%	89%	55	65%	67%	70%	35	42%	44%	29%		
Reading	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Goodson	White	188	180	96%	97%	96%	156	83%	85%	78%	117	62%	65%	51%		
Reading	8	Goodson	Two or More	13	13	100%	100%	76%	11	85%	87%	52%	9	69%	70%	32%		
Reading	8	Goodson	Eco. Dis.	198	179	90%	91%	88%	144	73%	75%	57%	107	54%	56%	27%		
Reading	8	Goodson	Emergent Bilingual	28	23	82%	84%	71%	10	36%	38%	23%	5	18%	20%	*		
Reading	8	Goodson	At-Risk	233	202	87%	88%	85%	137	59%	60%	53%	83	36%	38%	22%		
Reading	8	Goodson	SPED	49	29	59%	60%	57%	13	27%	28%	*	6	12%	13%	*		

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Science	8	Goodson	All	522	478	92%	94%	91%	363	70%	72%	70%	240	46%	48%	33%
Science	8	Goodson	Hispanic	181	162	90%	92%	87%	117	65%	68%	62%	69	38%	40%	23%
Science	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Goodson	Asian	53	52	98%	99%	98%	45	85%	87%	90%	35	66%	68%	68%
Science	8	Goodson	African Am.	84	69	82%	86%	89%	39	46%	50%	59%	23	27%	30%	16%
Science	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Goodson	White	188	181	96%	97%	94%	154	82%	84%	77%	106	56%	58%	41%
Science	8	Goodson	Two or More	13	12	92%	94%	84%	7	54%	56%	56%	6	46%	48%	*
Science	8	Goodson	Eco. Dis.	198	173	87%	89%	86%	122	62%	64%	53%	70	35%	37%	17%
Science	8	Goodson	Emergent Bilingual	28	19	68%	70%	61%	9	32%	35%	26%	3	11%	13%	*
Science	8	Goodson	At-Risk	233	194	83%	85%	82%	103	44%	46%	47%	48	21%	25%	17%
Science	8	Goodson	SPED	49	23	47%	50%	49%	6	12%	15%	*	5	10%	12%	*
Social Studies	8	Goodson	All	522	440	84%	87%	78%	305	58%	60%	50%	197	38%	43%	27%
Social Studies	8	Goodson	Hispanic	181	144	80%	82%	72%	94	52%	53%	39%	55	30%	32%	19%
Social Studies	8	Goodson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	Asian	53	50	94%	96%	94%	40	75%	77%	84%	35	66%	70%	64%
Social Studies	8	Goodson	African Am.	84	62	74%	77%	70%	35	42%	46%	39%	22	26%	28%	9%
Social Studies	8	Goodson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	White	188	172	91%	93%	84%	127	68%	70%	56%	78	41%	44%	34%
Social Studies	8	Goodson	Two or More	13	10	77%	79%	60%	8	62%	64%	40%	6	46%	48%	*
Social Studies	8	Goodson	Eco. Dis.	198	151	76%	78%	66%	98	49%	51%	35%	66	33%	36%	16%
Social Studies	8	Goodson	Emergent Bilingual	28	16	57%	58%	37%	5	18%	20%	*	4	14%	16%	*
Social Studies	8	Goodson	At-Risk	233	160	69%	71%	60%	86	37%	39%	29%	44	19%	21%	13%
Social Studies	8	Goodson	SPED	49	14	29%	31%	32%	9	18%	20%	14%	4	8%	10%	*

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.

Middle School Content Area Standard Expectations

English Language Arts/Reading (Grade 6-8)

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing workshop routines 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, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology, engage with digital texts and resources, to create, collaborate, and think.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for 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.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations.