

Cypress-Fairbanks Independent School District

Goodson Middle School

2023-2024



Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

Reading

6th Grade Reading:

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

7th Grade Reading:

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

8th Grade Reading:

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

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

Math

6th Grade Math:

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

7th Grade Math:

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

8th Grade Math:

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

Science

8th Grade Science:

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

Social Studies

8th Grade Social Studies:

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

Problem Statements Identifying Student Achievement Needs

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

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

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

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

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

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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

Problem Statements Identifying Parent and Community Engagement Needs





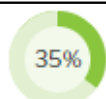
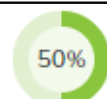
Problem Statement 1: Parent and Community Engagement: Goodson has lower than desired parent involvement at volunteer events. **Root Cause:** Parent and Community Engagement: Lack of communication from the school/VIPS to all parents and community members, and a lack of opportunities to serve.


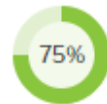

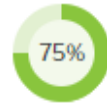








Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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




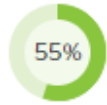
Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Reading and Language Arts teachers will provide small group instruction to model in-depth analysis of texts and writing prompts, and give students opportunities to demonstrate their understanding both orally and in writing using academic language.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













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







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

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Staff will be trained in reading, understanding and using data to better differentiate their classes and develop small groups. Strategy's Expected Result/Impact: Throughout the year teachers will use data from digs and other forms of assessments to create small groups and differentiate learning activities to close academic gaps. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Development: Creating a Co-Teach classroom that benefits all students Strategy's Expected Result/Impact: in-Class support classes will implicate one of the co-teach models 3 out of 5 days. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Mental Health Supports: Using PBIS Rewards, students will do a SEL self-report daily. This will be monitored by teachers and administration. Students will be able to get incentive points for completing the check. Staff and Administration will be able to monitor and identify students that are struggling and need some intervention early. This will enable the students to get the support they need and continue to be successful academically. 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
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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












Evaluation Data Sources: STAAR Data

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

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

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









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

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

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

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









Evaluation Data Sources: Student attendance records

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

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will use various programs, initiatives, and formal staff development training to proactively mitigate any potential violent incidents in relation to the 2023-24 CFISD report on violence and violence prevention. Goodson will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct. 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
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will continue to build on their skills regarding de-escalating student situations by using strategies taught in the Adam Saez 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. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Administrative Team and Teachers	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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

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

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




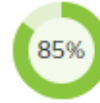




Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

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

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

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

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

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

2023-2024 CPOC

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

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Reading	6	Goodson	MS 1	All	469	409	87%	88%	1%	318	68%	70%	2%	164	35%	40%	5%
Reading	6	Goodson	MS 1	Hispanic	148	127	86%	88%	2%	87	59%	60%	1%	35	24%	25%	1%
Reading	6	Goodson	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Goodson	MS 1	Asian	70	63	90%	91%	1%	61	87%	88%	1%	45	64%	65%	1%
Reading	6	Goodson	MS 1	African Am.	67	53	79%	82%	3%	33	49%	53%	4%	15	22%	35%	13%
Reading	6	Goodson	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Goodson	MS 1	White	166	149	90%	91%	1%	123	74%	75%	1%	62	37%	38%	1%
Reading	6	Goodson	MS 1	Two or More	15	15	100%	100%	0%	12	80%	82%	2%	5	33%	35%	2%
Reading	6	Goodson	MS 1	Eco. Dis.	196	170	87%	88%	1%	122	62%	63%	1%	55	28%	30%	2%
Reading	6	Goodson	MS 1	LEP Current	51	36	71%	72%	1%	17	33%	34%	1%	7	14%	15%	1%
Reading	6	Goodson	MS 1	At-Risk	246	192	78%	80%	2%	124	50%	51%	1%	57	23%	25%	2%
Reading	6	Goodson	MS 1	SPED	58	34	59%	60%	1%	15	26%	27%	1%	*	*	*	*
Reading	7	Goodson	MS 1	All	453	397	88%	90%	2%	319	70%	74%	4%	195	43%	50%	7%
Reading	7	Goodson	MS 1	Hispanic	128	106	83%	87%	4%	77	60%	61%	1%	36	28%	29%	1%
Reading	7	Goodson	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Goodson	MS 1	Asian	57	51	89%	91%	2%	44	77%	88%	11%	32	56%	65%	9%
Reading	7	Goodson	MS 1	African Am.	87	74	85%	86%	1%	57	66%	67%	1%	35	40%	42%	2%
Reading	7	Goodson	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Goodson	MS 1	White	167	153	92%	93%	1%	130	78%	80%	2%	84	50%	52%	2%
Reading	7	Goodson	MS 1	Two or More	14	13	93%	100%	7%	11	79%	82%	3%	8	57%	58%	1%
Reading	7	Goodson	MS 1	Eco. Dis.	182	150	82%	87%	5%	106	58%	64%	6%	48	26%	29%	3%
Reading	7	Goodson	MS 1	LEP Current	47	25	53%	71%	18%	10	21%	35%	14%	*	*	*	*
Reading	7	Goodson	MS 1	At-Risk	189	145	77%	79%	2%	92	49%	51%	2%	42	22%	24%	2%
Reading	7	Goodson	MS 1	SPED	48	26	54%	59%	5%	11	23%	28%	5%	*	*	*	*
Reading	8	Goodson	MS 1	All	494	456	92%	93%	1%	356	72%	74%	2%	209	42%	44%	2%
Reading	8	Goodson	MS 1	Hispanic	168	153	91%	92%	1%	105	63%	65%	2%	50	30%	32%	2%
Reading	8	Goodson	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Goodson	MS 1	Asian	50	48	96%	97%	1%	47	94%	95%	1%	39	78%	80%	2%
Reading	8	Goodson	MS 1	African Am.	70	62	89%	90%	1%	49	70%	71%	1%	20	29%	57%	28%
Reading	8	Goodson	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Goodson	MS 1	White	181	174	96%	97%	1%	142	78%	80%	2%	92	51%	52%	1%
Reading	8	Goodson	MS 1	Two or More	25	19	76%	93%	17%	13	52%	79%	27%	8	32%	58%	26%
Reading	8	Goodson	MS 1	Eco. Dis.	189	166	88%	90%	2%	108	57%	58%	1%	51	27%	28%	1%
Reading	8	Goodson	MS 1	LEP Current	31	22	71%	72%	1%	7	23%	25%	2%	*	*	*	*
Reading	8	Goodson	MS 1	At-Risk	212	180	85%	86%	1%	112	53%	55%	2%	47	22%	24%	2%
Reading	8	Goodson	MS 1	SPED	37	21	57%	58%	1%	*	*	*	*	*	*	*	*

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	6	Goodson	MS 1	All	468	418	89%	92%	3%	294	63%	65%	2%	155	33%	35%	2%
Math	6	Goodson	MS 1	Hispanic	148	127	86%	88%	2%	79	53%	56%	3%	28	19%	21%	2%
Math	6	Goodson	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Goodson	MS 1	Asian	70	66	94%	95%	1%	61	87%	88%	1%	45	64%	65%	1%
Math	6	Goodson	MS 1	African Am.	67	52	78%	81%	3%	28	42%	45%	3%	14	21%	23%	2%
Math	6	Goodson	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Goodson	MS 1	White	165	157	95%	96%	1%	114	69%	71%	2%	63	38%	40%	2%
Math	6	Goodson	MS 1	Two or More	15	14	93%	94%	1%	10	67%	68%	1%	*	*	*	*
Math	6	Goodson	MS 1	Eco. Dis.	196	170	87%	89%	2%	111	57%	59%	2%	49	25%	27%	2%
Math	6	Goodson	MS 1	LEP Current	51	40	78%	79%	1%	21	41%	43%	2%	8	16%	18%	2%
Math	6	Goodson	MS 1	At-Risk	245	204	83%	85%	2%	116	47%	50%	3%	56	23%	25%	2%
Math	6	Goodson	MS 1	SPED	58	41	71%	72%	1%	14	24%	25%	1%	5	9%	10%	1%
Math	7	Goodson	MS 1	All	442	365	83%	89%	6%	273	62%	64%	2%	114	26%	33%	7%
Math	7	Goodson	MS 1	Hispanic	126	92	73%	86%	13%	59	47%	53%	6%	19	15%	19%	4%
Math	7	Goodson	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Goodson	MS 1	Asian	53	47	89%	94%	5%	40	75%	87%	12%	29	55%	64%	9%
Math	7	Goodson	MS 1	African Am.	85	66	78%	80%	2%	48	56%	58%	2%	12	14%	21%	7%
Math	7	Goodson	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Goodson	MS 1	White	164	148	90%	95%	5%	116	71%	73%	2%	47	29%	38%	9%
Math	7	Goodson	MS 1	Two or More	14	12	86%	93%	7%	10	71%	73%	2%	7	50%	52%	2%
Math	7	Goodson	MS 1	Eco. Dis.	179	131	73%	87%	14%	88	49%	57%	8%	32	18%	25%	7%
Math	7	Goodson	MS 1	LEP Current	47	20	43%	78%	35%	9	19%	41%	22%	*	*	*	*
Math	7	Goodson	MS 1	At-Risk	184	118	64%	83%	19%	67	36%	47%	11%	29	16%	23%	7%
Math	7	Goodson	MS 1	SPED	47	23	49%	71%	22%	8	17%	24%	7%	*	*	*	*
Math	8	Goodson	MS 1	All	269	235	87%	89%	2%	157	58%	62%	4%	45	17%	26%	9%
Math	8	Goodson	MS 1	Hispanic	106	91	86%	88%	2%	60	57%	59%	2%	14	13%	15%	2%
Math	8	Goodson	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Goodson	MS 1	Asian	9	9	100%	100%	0%	8	89%	90%	1%	5	56%	58%	2%
Math	8	Goodson	MS 1	African Am.	49	43	88%	90%	2%	29	59%	61%	2%	6	12%	14%	2%
Math	8	Goodson	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Goodson	MS 1	White	88	78	89%	91%	2%	52	59%	71%	12%	17	19%	29%	10%
Math	8	Goodson	MS 1	Two or More	17	14	82%	86%	4%	8	47%	71%	24%	*	*	*	*
Math	8	Goodson	MS 1	Eco. Dis.	135	118	87%	88%	1%	80	59%	60%	1%	17	13%	18%	5%
Math	8	Goodson	MS 1	LEP Current	28	22	79%	80%	1%	13	46%	47%	1%	*	*	*	*
Math	8	Goodson	MS 1	At-Risk	155	125	81%	82%	1%	70	45%	61%	16%	11	7%	16%	9%
Math	8	Goodson	MS 1	SPED	36	19	53%	55%	2%	7	19%	20%	1%	*	*	*	*

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Science	8	Goodson	MS 1	All	494	448	91%	94%	3%	344	70%	72%	2%	161	33%	40%	7%
Science	8	Goodson	MS 1	Hispanic	168	146	87%	90%	3%	104	62%	65%	3%	38	23%	28%	5%
Science	8	Goodson	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Goodson	MS 1	Asian	50	49	98%	98%	0%	45	90%	92%	2%	34	68%	68%	0%
Science	8	Goodson	MS 1	African Am.	70	62	89%	90%	1%	41	59%	62%	3%	11	16%	20%	4%
Science	8	Goodson	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Goodson	MS 1	White	181	170	94%	97%	3%	140	77%	80%	3%	74	41%	45%	4%
Science	8	Goodson	MS 1	Two or More	25	21	84%	86%	2%	14	56%	58%	2%	*	*	*	*
Science	8	Goodson	MS 1	Eco. Dis.	189	163	86%	89%	3%	100	53%	60%	7%	33	17%	20%	3%
Science	8	Goodson	MS 1	LEP Current	31	19	61%	63%	2%	8	26%	28%	2%	*	*	*	*
Science	8	Goodson	MS 1	At-Risk	212	173	82%	84%	2%	100	47%	49%	2%	35	17%	20%	3%
Science	8	Goodson	MS 1	SPED	37	18	49%	50%	1%	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	MS 1	All	491	383	78%	85%	7%	244	50%	55%	5%	133	27%	32%	5%
Social Studies	8	Goodson	MS 1	Hispanic	167	121	72%	75%	3%	65	39%	42%	3%	31	19%	25%	6%
Social Studies	8	Goodson	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	MS 1	Asian	50	47	94%	95%	1%	42	84%	87%	3%	32	64%	67%	3%
Social Studies	8	Goodson	MS 1	African Am.	69	48	70%	73%	3%	27	39%	42%	3%	6	9%	15%	6%
Social Studies	8	Goodson	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	MS 1	White	180	152	84%	87%	3%	100	56%	60%	4%	62	34%	37%	3%
Social Studies	8	Goodson	MS 1	Two or More	25	15	60%	62%	2%	10	40%	42%	2%	*	*	*	*
Social Studies	8	Goodson	MS 1	Eco. Dis.	188	124	66%	68%	2%	66	35%	37%	2%	31	16%	20%	4%
Social Studies	8	Goodson	MS 1	LEP Current	30	11	37%	45%	8%	*	*	*	*	*	*	*	*
Social Studies	8	Goodson	MS 1	At-Risk	211	127	60%	62%	2%	61	29%	32%	3%	28	13%	16%	3%
Social Studies	8	Goodson	MS 1	SPED	37	12	32%	35%	3%	5	14%	16%	2%	*	*	*	*

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

[illegible]