

Godley High School: Campus Improvement Plan (CIP)

SECTION I: CAMPUS NEEDS ASSESSMENT (CNA)

Description of the process the campus will utilize to develop their CNA:

Campus administration began collecting data in the Spring of 2021 to create the CIP. We collected data from the following sources:

- DMAC disaggregation for End of Course (EOC) testing
- Campus Staff Survey
 - What we do Awesome?
 - What should we discuss for improvement?
- Skyward data including attendance, discipline, and quarter reporting periods

The collected data was reviewed by the Campus Improvement Team (CIT).

CNA development meeting dates:

- 2-12-2021
- 6-11-2021
- 7-27-2021
- 8-20-2021

Involved Stakeholders:

Name	Role	Name	Role	Name	Role
Jason Roy	Business	Lacey Bennett	FFA Teacher	Dustin Conn	Administrator
Jaime Roy	Parent	Curtis Lowery	Athletic Director	Kurtis J. Flood	Administrator
Graig Fancher	Business	Mark Chauveaux	Athletic Director	Angela Angeley	Counselor
Bridget Illich	Parent	Grayson Hancock	Fine Art Teacher		
Amanda Cloy	ELA Teacher	Adrian Gonzalez	Science Teacher		
Lori Lummus	Math Teacher	Nicole Reuter	SPED Teacher		
Eddie Gage	Social Studies Teacher	Leah McCauley	Administrator		

Areas Examined:

- Attendance
- Student Passing Rates and potential causes for failing performances

Godley High School: Campus Improvement Plan (CIP)

- CCR indicators including IBC exams
- Graduation

Data Sources Reviewed:

- Attendance Reports
- Failure Reports
- STAAR EOC Scores
- Strategic Design
- Campus Staff Survey
- MAP Data
- CBAS 7 Pillars Objectives from 2/12/2021

Current CNA Summary Link:

[GHS CNA 21-22](#)

Godley High School: Campus Improvement Plan (CIP)

SECTION II: PRIORITIES, OBJECTIVES, STRATEGIES

Priorities identified during the CNA process:

- During the CNA process, we have noticed that COVID has seemed to increase the student apathy. This apathy seems to be directly linked to progress reporting periods. We need to focus on helping students complete their work in a timely manner throughout the 9 weeks.
- We identified that our Meets scores in Math dropped from the 2019 school year. Additionally, when increasing our math scores, we can improve our SAT math scores to help with College and Career Readiness. We need to focus on raising our math scores to the meets levels and college ready levels on college entrance exams.
- We are always striving to make sure our students are prepared for life after high school. With that in mind, we need to continue focusing on offering programs of study that allow students to earn completion status, earn an industry based certificate, or score college ready on college entrance exams.
- The ultimate goal of High School is graduation. We need to ensure our graduation rate stays high and students graduate with their cohort group.

Godley High School: Campus Improvement Plan (CIP)

Objectives:

Objective 1: At least 80% of our students will earn a trust card in Progress Report 2. By Progress Report 5, 82% of students will earn a trust card. By Progress Report 8, 84% of students will earn a trust card. By Progress Report 11, 86% of students will earn a trust card.

Objective 2: The Algebra 1 Meets scores will increase to 33% in the Spring of 2022. The Algebra 1 Meets scores will increase to 40% in the Spring 2025. The Algebra 1 Meets scores will increase to 50% in the Spring of 2027.

Objective 3: By the end of the 2021-2022 school year, 50% of the students will have earned an industry based certificate. By the end of the 2024-2025 school year, 60% of students will have earned an industry based certificate. By the end of the 2026-2027 school year, 70% of students will have earned an industry based certificate.

Objective 4: By the end of the 2021-2022 school year, 100% of students will graduate.

Godley High School: Campus Improvement Plan (CIP)

Reading: "All Students" Meets/Exceeds Grade Level Performance												
Grade	2017 Baseline	2018 Target	2018 Performance	2019 Target	2019 Performance	2020 Target	2020 Performance	2021 Target	2021 Performance	2022 Target	2022 Performance	5 Year Goal
3rd	34%		38%		35%	X	X		38%			60%
4th	31%		37%		26%	X	X		31%			60%
5th	34%		44%		34%		X		48%			60%
6th	26%		34%		22%	X	X		32%			60%
7th	36%		33%		43%	X	X		37%			60%
8th	53%		40%		41%	X	X		31%			60%
EOC I	38%		42%		45%	X	X		52%			60%
EOC II	*		41%		44%	X	X		56%			60%

Godley High School: Campus Improvement Plan (CIP)

Math: "All Students" Meets/Exceeds Grade Level Performance												
Grade	2017 Baseline	2018 Target	2018 Performance	2019 Target	2019 Performance	2020 Target	2020 Performance	2021 Target	2021 Performance	2022 Target	2022 Performance	5 Year Goal
3rd	29%		43%		40%	X	X		40%			55%
4th	31%		34%		31%	X	X		32%			55%
5th	40%		40%		38%	X	X		46%			55%
6th	23%		34%		31%	X	X		38%			55%
7th	25%		21%		30%	X	X		18%			55%
8th	42%		43%		52%	X	X		33%			55%
Alg I	43%		57%		46%	X	X		29%			55%

Godley High School: Campus Improvement Plan (CIP)

Domain III: Targets and Performance

Academic Achievement Status: All Campuses

	All Students	Hispanic	White	2 or More	EcoDis	EL	SPED Current	SPED Former	Cont. Enrolled	NonCont Enrolled
Read Target	44%	37%	60%	56%	33%	29%	19%	36%	46%	42%
Read Goal	44%	37%	60%	56%	33%	29%	19%	36%	46%	42%
Read Perform	54%	47%	57%	40%	38%	34%	10%	75%	53%	56%
Math Target	46%	40%	59%	54%	36%	40%	23%	44%	47%	45%
Math Goal	46%	40%	59%	54%	36%	40%	23%	44%	47%	45%
Math Perform	26%	27%	26%	0%	17%	20%	0%	0%	30%	15%

Graduation Rate Status: High School

Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Goal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Graduated (2020)	96.2%	93.9%	96.8%	N/A	92.4%	91.7%	85.7%	N/A	N/A	N/A

Godley High School: Campus Improvement Plan (CIP)

English Language Proficiency Status: All Campuses										
	All Students	Hispanic	White	2 or More	EcoDis	EL	SPED Current	SPED Former	Cont. Enrolled	NonCont Enrolled
Target						36%				
Goal						36%				
Performance						34%				
School Quality Statues: High School Only (CCMR)										
Target	47%	41%	58%	53%	39%	30%	27%	43%	50%	31%
CCMR Goal	47%	41%	58%	53%	39%	30%	27%	43%	50%	31%
CCMR Performance	72%	65%	74%	N/A	69%	63%	63%	50%	76%	61%

Godley High School: Campus Improvement Plan (CIP)

Participation: All Campuses (2020-2021)										
	All Students	Hispanic	White	2 or More	EcoDis	EL	SPED Current	SPED Former	Cont. Enrolled	NonCont Enrolled
Read Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Read Goal	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Read Perform	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Math Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Math Goal	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Math Perform	98%	98%	98%	100%	98%	96%	100%	100%	99%	95%

Proposed Strategies:

Our main focus this year will be to provide Trust Cards to students to help incentivize passing. If students can maintain passing grades throughout the entire quarter, we believe teachers will be able to move into more rigorous contents which will also increase our math scores and industry based certifications. In turn, as students meet these standards, they will graduate on time and enter the phase of their life ready to be successful.

The Trust Cards will be earned by doing the following:

- Passing ALL classes for each official reporting period.
- No more than 3 tardies in the 3 week reporting period.
- No meetings regarding truancy or attendance.
- No suspensions during the 3 weeks reporting period.

If students earn a trust card, they are allowed to attend club events, socialize in the CLI, and other prizes during Wildcat Business. The prizes will rotate each 9 weeks to keep the students engaged and motivated to earn the Trust Card.

Godley High School: Campus Improvement Plan (CIP)
SECTION III: QUARTERLY OPERATIONAL PERIOD TACTICS

Operation Period 1 Tactics List: August, September, October
We will pass out the first round of Trust Cars after PR 1, August 20th. Students will receive the 1st Trust Card during the week of Aug 23, 2021 . Administration will create a list of students who did not earn the Trust Card. Teachers will pass out the Trust Cards during Wildcat Business. We will pass out the second round of Trust Cards after PR 2, September 10, 2021.
Tracking Metrics: How will effectiveness be measured?
For PR 1 <u>59%</u> students earned the Trust Card For PR 2 <u>71%</u> students earned the Trust Card For QR 1
Progress Evaluation:

Godley High School: Campus Improvement Plan (CIP)

Operation Period 2 Tactics List: November, December, January
Describe how strategies will be utilized together in improvement efforts. This is the “Who, What, When, How often?”
Tracking Metrics: How will effectiveness be measured?
Define or describe what “success” will either look like, sound like, or expected targets for the current operational period.
Progress Evaluation:
At the end of the operational period, for each tracking measure, determine if the success standard was achieved or not.

Godley High School: Campus Improvement Plan (CIP)

Operation Period 3 Tactics List: February, March, April
Describe how strategies will be utilized together in improvement efforts. This is the “Who, What, When, How often?”
Tracking Metrics: How will effectiveness be measured?
Define or describe what “success” will either look like, sound like, or expected targets for the current operational period.
Progress Evaluation:
At the end of the operational period, for each tracking measure, determine if the success standard was achieved or not.

Godley High School: Campus Improvement Plan (CIP)

Operation Period 4 Tactics List: May, June, July
Describe how strategies will be utilized together in improvement efforts. This is the “Who, What, When, How often?”
Tracking Metrics: How will effectiveness be measured?
Define or describe what “success” will either look like, sound like, or expected targets for the current operational period.
Progress Evaluation:
At the end of the operational period, for each tracking measure, determine if the success standard was achieved or not.

Godley High School: Campus Improvement Plan (CIP)
SECTION IV: OTHER REQUIRED ELEMENTS

Describe the campus Violence Prevention and Intervention goals and methods	
Goals	Methods
-To provide a safe campus free of violent incidents -To provide trainings to teachers to provide life saving when needed	-Character and Leadership Development -Employability Skills -Say Hello Week -Counseling Services -Trained in Safety -Chest Seals -Stop the Bleed training -Emergency Operation Plan -Johnson County Sheriff's Office Deputy School resource officer -Crimestoppers -Anonymous alert program for bully and crime reporting -Random drug testing for students in extracurricular activities -Behavioral Threat Assessment Training and Team Creation

Godley High School: Campus Improvement Plan (CIP)

Summary of plan to provide strategies to middle and high school students, teachers, counselors, and parents information about: (a) Higher education admissions and financial aid opportunities; (b) The TEXAS grant program and the Teach for Texas grant program.; (c) The need for students to make informed curriculum choices to be prepared for success beyond high school.; (d) Sources of information on higher education admissions and financial aid.

- Parent Post-Secondary Planning Meeting - FAFSA meeting - August
- College Fair – Week of October 19-23
- Testing
 - ACT Testing for Seniors Fall 2021 and SAT Testing for Juniors Spring 2022 – Free testing
 - PSAT testing for Juniors and Sophomores – Fall
 - PSAT testing for Freshman – Fall
 - TSI testing – Dual Credit students and Seniors
 - ASVAB testing – Juniors and Seniors in Fall
- CTE Courses – Career paths and industry certifications
- FFA – Competitions
- College and Military Lunch Visits
- Personal Graduation Plans for all students – Personal meetings with each student, parent and the counselor

Godley High School: Campus Improvement Plan (CIP)
APPENDIX A:
CAMPUS WRITTEN PARENT AND FAMILY ENGAGEMENT POLICY

Parent and Family Engagement Plan
Godley High School

PART I. GENERAL EXPECTATIONS

Godley High School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (See Enclosure)
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

Godley High School: Campus Improvement Plan (CIP)

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - A. that parents play an integral role in assisting their child's learning;*
 - B. that parents are encouraged to be actively involved in their child's education at school;*
 - C. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - D. the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- 1) Godley High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - Parent Involvement on the Campus Improvement Team (CIT)
 - Review and amend the parent involvement plan through the CIT meetings
 - Send out a community wide survey
 - Create the survey in the CIT
- 2) Godley High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Send out a community wide survey
 - TAPR hearing
- 3) Godley High School will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 - How parents were encouraged to attend:

Godley High School: Campus Improvement Plan (CIP)

- Website
 - ClassTag notification
 - Social Media
 - Letters sent home with students or mailed to parents
 - 11/8/2021
 - PowerPoint Presentation
- 4) Godley High School will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
- Personal Graduation Plan meetings with the counselors
 - Counselors meet individually with parents and their student to discuss their graduation plan and future employment opportunities
- 5) Godley High School will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
- Parent Teacher Conferences
 - ARD Meetings
 - 504 Meetings
 - Personal Graduation Plan meetings
 - FAFSA Drives
 - Hill College Dual Credit enrollment meetings
- 6) Godley High School will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
- Letter sent home with log in information to Texas Assessment Family Portal website
 - Printed copies of STAAR results when requested

Godley High School: Campus Improvement Plan (CIP)

- 7) Godley High School will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - Letter sent home to the class when appropriate
 - Godley High School follows the Godley ISD District of Innovation Plan when hiring teachers to meet hiring needs. Specifically in the areas of Career and Technical Education classes and Foreign Language Classes

- 8) Godley High School will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph -- the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)
 - Parent Teacher Conferences
 - ARD Meetings
 - 504 Meetings
 - Personal Graduation Plan meetings
 - FAFSA Drives
 - Hill College Dual Credit enrollment meetings
 - ESC Region XI trainings as available

- 9) Godley High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
 - Parent University Nights
 - G/T materials
 - ESL materials
 - Classtag
 - Teacher created tutorial videos/resources

Godley High School: Campus Improvement Plan (CIP)

10) Godley High School will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Classtag
- Participation in conferences with TASA, Region XI, TASSP, and others

11) Godley High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- At the high school level, we incorporate personal graduation plan meetings annually

12) Godley High School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- ClassTag automatic translation into language of parent's choice

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

Godley High School: Campus Improvement Plan (CIP)

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

* * * * *

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Campus Improvement Team Meeting.

This policy was adopted by Godley High School on 8/20/2021 and will be in effect for the period of 2 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/30/21.

Godley High School: Campus Improvement Plan (CIP)

APPENDIX B:

GODLEY ISD PLAN FOR FEDERAL FUNDS

Godley ISD Plan for Federal Funds 2021-22

The district receives federal monies from the following grant programs: Title I, Part A; Title II, Part A; Title III; Title IV; Carl Perkins Career and Technology.

All Godley ISD campuses, as a condition of utilizing federal grant funds, agree to aspire to the following TEA Strategic Priorities:

TEA Strategic Priority 1- Recruit, support, and retain teachers and principals

TEA Strategic Priority 2- Build a foundation of reading and math

TEA Strategic Priority 3- Connect High School to career and college

TEA Strategic Priority 4- Improve low performing schools (student groups performing below their 5 year interim target)

All district monies related to these federal funding sources, whether spent directly by the district or allocated to an appropriate campus for expenditure, will be utilized to directly support the intended purpose(s) and program beneficiaries as listed below:

All Title I campuses that receive grant funding **must** incorporate the following requirements into their campus improvement plans:

- Comprehensive Needs Assessment
- Well Rounded Education
- Parent and Family Engagement
- Coordination and Integration

All Title I campuses that receive grant funding **may** incorporate the following requirements into their campus improvement plans:

- Student Skills
- College and Career
- Interventions
- Recruit and Retain
- Transition

All districts that receive Title I funding **must** incorporate the following requirements into their district improvement plans:

- Teacher Quality
- Parent & Family Engagement
- Transition
- Student Needs

Godley High School: Campus Improvement Plan (CIP)

Title I, Part A:

District allocation: \$ **230,933**

Program Objectives: To provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries: Students who experience difficulties mastering the state academic achievement standards. We are a “Schoolwide” program so all students qualify for Title I assistance.

Campus-Level Activities: \$217,463 Supplemental student support personnel

FEDERAL FUNDS: The following Title I positions are funded by federal grant funds at this campus			
Position/Grade Level	Fund Source	FTE	Salary Allotment
Elementary	Title I	1	\$44,093
2-4 Campus	Title I	1	\$48,502
5-6 Campus	Title I	1	\$33,069
Middle School	Title I	1	\$35,274
High School	Title I	1	\$59,525

District-Level Activities:

- Professional and contracted services \$1,000
- Supplies and Materials \$1,000
- Other Operating Costs \$1,000
- Indirect Costs \$10,470

Plan Presented for Public Comment: July 29, 2021 GISD Board Meeting

Godley High School: Campus Improvement Plan (CIP)

Application Submission Date: August 12, 2021

Program Evaluation Process: Program effectiveness will be evaluated annually at a called meeting of the District's Improvement Committee. Program objectives will be reviewed along with current funded campus and district-level activities. Actual outcomes will be compared to intended program outcomes.

Program Evaluation Date:

Title II, Part A:

District allocation: \$60,109

Program Objectives:

- Recruit, Support and Retain Effective Teachers and Principals
- Professional Development/Educator Growth
- Provide Evidence-Based Activities

Intended Beneficiaries:

All district teachers and principals.

Campus-Level Activities: \$30,000

- Stipends for identified Mentors (\$1,000 total- \$500 per semester)
 - High School- 1
 - Middle School- 9
 - 5-6 Campus- 0
 - 2-4 Campus- 1
 - Elementary- 3
 - LINKS Academy- 0

District-Level Activities:

- Professional and Contracted Services \$5,000
- Supplies and Materials \$22,182
- Other Operating Costs \$1,000
- Indirect Costs

Plan Presented for Public Comment: July 29, 2021 GISD Board Meeting

Godley High School: Campus Improvement Plan (CIP)

Application Submission Date: August 12, 2021

Program Evaluation Process: Program effectiveness will be evaluated annually at a called meeting of the District's Improvement Committee. Program objectives will be reviewed along with current funded campus and district-level activities. Actual outcomes will be compared to intended program outcomes.

Program Evaluation Date:

Title III, Part A:

District allocation: \$ 30,159

Program Objectives:

- Provide supplemental activities related to Language Instruction Educational Programs (LIEPs)
- Provide supplemental activities to promote Parent, Family and Community Engagement
- Provide supplemental Professional Development activities

Intended Beneficiaries:

- English learners, including immigrant students
- Teachers of English learners, including immigrant student

District-Level Activities:

- Payroll Costs \$17,730
 - District Counseling Clerk \$10,000
 - EL Summer School Teacher(s) \$7,730
- Professional and Contracted Services \$4,481
- Supplies and Materials \$6,800
- Other Operating Costs \$1,000

Plan Presented for Public Comment: July 29, 2021 GISD Board Meeting

Application Submission Date: August 12, 2021

Program Evaluation Process: Program effectiveness will be evaluated annually at a called meeting of the District's Improvement Committee. Program objectives will be reviewed along with current funded campus and district-level activities. Actual outcomes will be compared to intended program outcomes.

Godley High School: Campus Improvement Plan (CIP)

Program Evaluation Date:

Title IV, Part A:

District allocation: \$ 19,005

Program Objectives:

Improve school conditions for student learning by providing activities to support safe and healthy students.

Intended Beneficiaries:

All students

District-Level Activities:

- Professional and Contracted Services \$100
- Supplies and Materials \$18,485
- Other Operating Costs \$100

Plan Presented for Public Comment: July 29, 2021 GISD Board Meeting

Application Submission Date: August 12, 2021

Program Evaluation Process: Program effectiveness will be evaluated annually at a called meeting of the District's Improvement Committee. Program objectives will be reviewed along with current funded campus and district-level activities. Actual outcomes will be compared to intended program outcomes.

Program Evaluation Date: October 20, 2021