

Godley Middle School: Campus Improvement Plan (CIP)

SECTION I: CAMPUS NEEDS ASSESSMENT (CNA)

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

The GMS Campus Improvement Team started gathering data in Spring 2021 through surveys, campus data sources, and anecdotal evidence. The Campus Improvement Team will meet on a regular basis and review data collected from various sources to develop the Comprehensive Needs Assessment. The committee will discuss specific items placed on an agenda.

CNA development meeting dates:

February 12, 2021
 March 3, 2021
 August 9, 2021
 September 14, 2021

Involved Stakeholders:

Name	Role	Name	Role	Name	Role
Graig Fancher	Parent	Jaclyn Trussell	Campus Admin	Kristin Armstrong	Teacher
Daren Schroeder	Parent	Wendy Fisk	Counselor	Astrid Jones	Teacher
Zack Jones	Business Rep	Jeff Guess	Instructional Coach	Blyss Garrett	Paraprofessional
Lindsey Tierce	Business Rep	Dora Narvaiz	Reception	Jessica Kelly	Teacher
Cindy Lutrick	Community Member	Mona Smith	PEIMS	Carl Johansson	Teacher
Austin Koch	Community Member	Amy Jones	Teacher	Robin Poynter	Teacher
Tom Frazier	Campus Admin	Lindsey Underwood	Teacher		

Areas Examined:

Attendance Rates
 Teacher Turnover Rates
 STAAR Performance
 Discipline Referrals

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Data Sources Reviewed:	
Leader in Me Survey Results Campus Survey Anecdotal Evidence MAP Tests	
Current CNA Summary Link:	2021-2022 GMS CNA

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SECTION II: PRIORITIES, OBJECTIVES, STRATEGIES

Priorities identified during the CNA process:

- 2021 7th Grade Math STAAR Meets numbers decreased 20% from 2019.
- Student apathy has increased.
- As of 2019, the school is targeted for improvement for different demographics, mostly white and SpEd. Both demographics missed the target performance for Reading, Math, and Student Success for 3 consecutive years. Reading target for students meeting grade level for white is 60% and 19% for SpEd. Math target for students meeting grade level for white is 59% and 23% for SpEd. The Student Success target for white students is 58 and 23 for SpEd.
- Students struggle with communication, both professional and personal.
- MAP and Quarterly Assessment data show that student reading levels are lower than expected.

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Objectives:

- Improve reading and math performance levels by 5 points on MAP, quarterly assessments, and state assessments by June 2022.
- All lesson plans include opportunities for peer to peer communication at least once per class period to increase student collaboration during guided instructional time while focusing on academic and professional vocabulary by June 2022.
- Teachers will make at least 3 positive communications to parents each week by June 2022.

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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%

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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%

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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	35%	30%	37%	33%	24%	26%	6%	25%	33%	36%
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	31%	25%	34%	22%	23%	22%	3%	13%	28%	34%

Growth Status: Middle and Intermediate

Read Target	66%	65%	69%	68%	64%	64%	59%	65%	66%	67%
Read Goal	66%	65%	69%	68%	64%	64%	59%	65%	66%	67%
Read Perform	-	-	-	-	-	-	-	-	-	-
Math Target	71%	69%	74%	73%	68%	68%	61%	70%	71%	70%
Math Goal	71%	69%	74%	73%	68%	68%	61%	70%	71%	70%
Math Perform	-	-	-	-	-	-	-	-	-	-

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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						40%				
Performance						38%				
Student Success Status: Middle and Intermediate										
Target	47%	41%	58%	55%	38%	37%	23%	43%	48%	45%
Component Goal	47%	41%	58%	55%	38%	37%	23%	43%	48%	45%
Approaches	67%									
Meets	34%									
Masters	15%									
Component Performance	36%	33%	37%	32%	28%	30%	7%	26%	35%	37%
Approaches	64%	62%	65%	58%	54%	57%	19%	62%	63%	66%
Meets	31%	27%	34%	32%	23%	24%	3%	15%	30%	33%
Masters	12%	11%	13%	6%	8%	8%	0%	0%	12%	13%

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Participation: All Campuses										
	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	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
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	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Math Perform	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Proposed Strategies:

- ClassTag and DMAC information to track/report teacher/parent contacts
- Utilize MAP and Quarterly assessment data to inform lesson planning with instructional coach
- Training on guided practice
- New, uniform lesson plan template
- PLCs and training on lesson close and small group purposeful talk

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SECTION III: QUARTERLY OPERATIONAL PERIOD TACTICS

Operation Period 1 Tactics List: August, September, October

- Training on:
 - Google Classroom
 - DMAC
 - Planbook
 - Skyward
 - Teacher resources
 - Fundamental 5
 - Focusing on lesson close and small group purposeful talk
 - Guided practice
- Collect MAP data
- Collect quarterly assessment data
- Begin RtI based on MAP data
- HB4545 instruction

Tracking Metrics: How will effectiveness be measured?

- Teacher lesson plans include opportunity for peer to peer communication at least once
 - Planned seed questions
- DMAC/ClassTag documentation regarding parent contact
- MAP data
- Quarterly assessment results
- Classroom walkthroughs
- Formal Observations

Progress Evaluation:

At the end of the operational period, for each tracking measure, determine if the success standard was achieved or not.

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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.

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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.

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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.

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SECTION IV: OTHER REQUIRED ELEMENTS

Describe the campus Violence Prevention and Intervention goals and methods	
Goals	Methods
• Students feel safe/secure at school, as measured by Leader in Me Survey • Student discipline referrals decline • Students take partial ownership of school culture and climate • Provide trainings to teachers to provide life saving practices/techniques when needed	• LEAD (Leader in Me) • Restorative Discipline • Behavior Interventionist • Anonymous Alerts • Guidance Counselor with SEL lessons • Coach Hill meeting with athletes about SEL and leadership • SEL lessons in Writing, Careers, and Health classes • Stop the bleed training for all staff • CPR training for certain staff • CPI training for certain staff • Johnson County Sheriff's Office Deputy routinely on campus • Crimestoppers • Random drug screening • Behavioral Threat Assessment training and team creation

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Goals and Objectives for the campus Coordinated Health Program (Elem-MS only)	
Goals	Objectives
• Student attendance rate at 97% • 100% of students complete fitness gram • Students participate in SEL lessons to gain proper SEL skills	• Daily physical education ◦ PE class ◦ Athletics • Health class • Promoting attendance • SEL lessons in Writing, Health, and Careers classes

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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.

- Careers class
 - Required for all 8th grade students
- CTE courses
- FFA participation
- College, Military, Vo/Tech Schools promoted every Monday
- Endorsement/Pathway information nights
 - January/February
- Personal Graduation Plans for 8th grade students
 - Counselors meet with individual students and parents
 - Beginning February
- UIL academic participation
- High school credit offered in Algebra, Art I, Spanish I

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APPENDIX A:

CAMPUS WRITTEN PARENT AND FAMILY ENGAGEMENT POLICY

******Campus Improvement Team Will Be Responsible Adding PFEP******

PART I. GENERAL EXPECTATIONS

Godley Middle 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.
- 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;*

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- 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 Middle 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 Middle 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 Middle 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:
 - Website
 - ClassTag notification
 - Social Media
 - Letters sent home with students or mailed to parents
 - (Date of the Meeting)
 - PowerPoint Presentation
- 4) Godley Middle 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:

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- Careers class utilizes career cruising curriculum in order to help students identify areas of interest
 - Personal Graduation Plan meetings with the counselors
- 5) Godley Middle 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:
- Meet the Teacher
 - Parent Teacher Conferences
 - ARD Meetings
 - 504 Meetings
 - Personal Graduation Plan meetings
- 6) Godley Middle 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
- 7) Godley Middle 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 Middle 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 Middle 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

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- FAFSA Drives
 - Hill College Dual Credit enrollment meetings
 - ESC Region XI trainings as available
- 9) Godley Middle 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
- 10) Godley Middle 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 Middle 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:
- Careers class utilized high school counselors and hosts parent meetings to create personal graduation plans
- 12) Godley Middle 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

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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;
- 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 _____.

This policy was adopted by Godley Middle School on date and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before date.

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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

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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

Application Submission Date: August 12, 2021

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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 Middle 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.

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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

