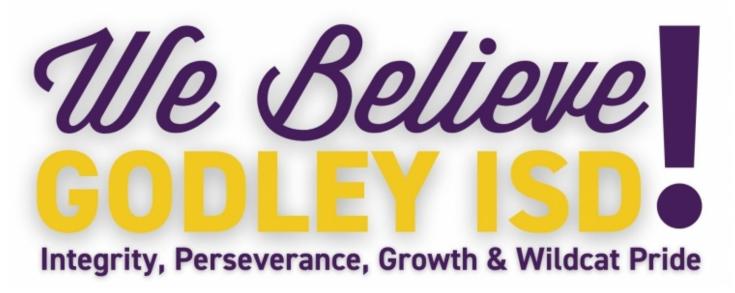
# Godley Independent School District District Improvement Plan 2023-2024 Goals/Key Questions/System Responses



## **Mission Statement**

The mission of Godley ISD is to graduate students with the problem-solving tools that enable them to reach their highest potential as responsible, productive citizens who are prepared to be self-motivated, life-long learners in an ever-changing world.

## Vision

LEAD, GROW, SERVE:

Inspire, Empower, and Challenge all students to Lead, Grow, and Serve!

## **Value Statement**

In Godley ISD We Believe in...

Integrity, Perseverance, Growth, and Wildcat Pride!

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## Goals

#### Goal 1: Student Learning & Progress

Key Question 1: To what degree do we prepare our students with the academic and social skills to succeed at the next level?

HB3 Goal

Initial Status: Major Change

System Response 1 Details		Rev	views	
System Response 1: We will have the system capacity to monitor lesson design and delivery to ensure we are preparing all		Formative		Summative
<ul> <li>students with the academic and social skills necessary to be well prepared for the next level.</li> <li>Evidence of Success: By the end of the 2024-2025 academic year, the district will have met or exceeded the state-required standards for students achieving at the "Meets Standards" level on the STAAR/ EOC in both readings and math.</li> <li>The goal for reading is for at least 60% of all students to reach the "Meets Standards" level by 2025. The district will achieve this goal by increasing the "all students" group's performance from the current score of 53%. The goal for 2022-2023 was 49%, we surpassed our goal and achieved 53% an increase of 10%. Future Goals: 2023-2024- 56%, 2024-2025- 60%.</li> <li>The goal for math is for the "all students" group's performance to improve to at least 55% by 2025. The goal for 2022-2023 was 42%, we achieved 38% an increase of 3%. Future Goals: 2023-2024- 44%, 2024-2025- 50%</li> <li>Staff Responsible: Chief Academic Officer</li> <li>Problem Statements: Student Learning &amp; Progress 1 - Student Learning 1 - Student Readiness 1 - Engaged Well</li> </ul>	Nov	Jan	May	June
Rounded Students 1 - Perceptions 1 - Professional Learning and Effective Staff 2				
Image: Moment of the second	X Discon	tinue		

Strategy 1: The district will implement new procedures to better facilitate the design and delivery of high-quality, engaging learning experiences.

Intended Audience: District Administrators, Campus Principals, and Assistant Principals

Provider / Presenter / Person Responsible: Assistant Superintendent, Chief Academic Officer

Date(s) / Timeframe: Aug. 2023- May 2024

Collaborating Departments: Career & Technical Education/ Advanced Academics, Communications, Special Education

**Delivery Method:** Lesson plans will be posted outside the classroom door so the lesson design can be easily accessed upon entry. All campus and district administrators will have an increased presence throughout the district, visiting classrooms and observing the delivery of the learning experience as well as how students are responding to or engaging in the learning. This will provide more opportunities for the district to offer feedback and support as indicated.

Staff Responsible: Assistant Superintendent

**TEA Priorities:** Build a foundation of reading and math

**Strategy 2:** The district will conduct a book study of the book Fundamental 5 Revisited. All instructional staff will read the book and participate in a series of activities designed to encourage teachers to not only think about best practices but also put them into practice in their classrooms consistently.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Campus Principals

**Date(s)** / **Timeframe:** Books purchased and distributed July 2023-Aug 2023 Book study complete by November 1, 2023

Collaborating Departments: Finance, Learning Design & Curation

Delivery Method: Google Classroom, Professional Learning Community meetings, in-person book study sessions

Staff Responsible: Campus Principals

**TEA Priorities:** Recruit, support, retain teachers and principals

Funding Sources: Books for all Instructional Staff - 199- SCE

Strategy 3: The district will add the position of Early Literacy Coordinator.

**Intended Audience:** Elementary ELAR Teachers Dyslexia Therapists Elementary Principals

Provider / Presenter / Person Responsible: Chief Academic Officer

Date(s) / Timeframe: Aug 2023- June 2024

Delivery Method: The Early Literacy Coordinator will :

- oversee the implementation of the reading/ language arts curriculum,
- align instruction among all elementary ELAR teachers and Dyslexia Therapists,
- provide training for campus leadership and teachers,
- curate curriculum resources and materials that are aligned to the state standards and best practices, and

- oversee assessments and data disaggregation to facilitate PLC conversations

Staff Responsible: Chief Academic Officer

#### **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

## Key Question 1 Problem Statements:

## **Student Learning & Progress**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

## **Student Readiness**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

## **Engaged Well Rounded Students**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

## **Professional Learning and Effective Staff**

**Problem Statement 2**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

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## Perceptions

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### Key Question 2: To what degree do we support and create opportunities for in-depth learning?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details		Reviews		
System Response 1: We will have system capacity to provide teachers the time, support, and opportunity to explore		Formative		Summative
curriculum documents, review student data, and plan lessons on a weekly basis with their campus teams, and monthly with the grade level teams.	Nov	Jan	May	June
<ul> <li>Evidence of Success: - Team planning/ PLC agenda and minutes</li> <li>- Design Day agenda and minutes</li> <li>- Lesson plans/ Curriculum</li> <li>Staff Responsible: - Chief Academic Officer</li> <li>- Literacy Coordinator</li> <li>- Facilitators of Learning and Innovation</li> <li>- Campus leadership</li> </ul>				
No Progress ON Accomplished -> Continue/Modify	X Discon	tinue		·

Strategy 1: The District will implement Instructional Rounds designed to engage all campus and district administrators in dialogue around the identified problem of practice and to provide feedback to the campus principals on how to make adjustments that will lead to increased engagement and deeper learning.

Intended Audience: Campus Principals

Provider / Presenter / Person Responsible: Chief Academic Officer

Date(s) / Timeframe: Monthly from August 2023 to May 2024

Collaborating Departments: Communications, CTE/ Adv Academics, Special Education

**Delivery Method:** Scheduled rotation of campus visits with a set protocol of classroom walk-throughs and documentation of what is observed, followed by a debrief with the campus administrators to provide feedback and support on the next steps.

Staff Responsible: Chief Academic Officer

**TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 2: Intentional use of district Design Days to provide training opportunities, vertical and horizontal planning, time for collaboration between groups

that may not see each other routinely and support for new hires.

Intended Audience: All staff members

Provider / Presenter / Person Responsible: District and Campus Leadership

Date(s) / Timeframe: Monthly from September 2023- May 2024

Collaborating Departments: Transportation, Safety & Security, Character Leadership & Development, Technology, PEIMS, Food Service, HR/ Payroll, Fine Arts, Athletics

**Delivery Method:** Directors, Coordinators, and Administrators will be intentional about scheduling time well in advance and preparing the necessary training, meetings or support for staff to ensure the time is well spent and we are providing all staff members with the resources and training they need most.

Staff Responsible: Chief Academic Officer

**TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 3: The district will support campuses in the facilitation or implementation of Professional Learning Communities.

**Intended Audience:** Campus Principals Facilitators of Learning & Innovation Teachers

Provider / Presenter / Person Responsible: Facilitators of Learning & Innovation

Date(s) / Timeframe: 1-2 times a month from Aug 2023-May 2024

**Collaborating Departments:** Learning Design & Curation Finance

**Delivery Method:** Facilitators have been training on Professional Learning Communities and will be integral to the process on each campus. Meetings will be scheduled twice a month on the elementary and middle school campuses and twice a semester on the high school campus. The district will provide personnel, funds, training, and resources as needed for each campus to be able to hold these sessions. The addition of FTEs and adjustments to master schedules made it possible to extend PLCs to the Middle Schools; however, substitutes will be necessary to hold meetings at the high school.

Staff Responsible: Facilitators of Learning & Innovation

#### **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Substitutes for meeting coverage - 211- Title 1 Part A

#### Key Question 3: To what degree do we align learning to students' needs?

Initial Status: Minor Change

System Response 1 Details		Rev	views	
System Response 1: We need the system capacity to observe learning and determine the level of teacher and student		Formative		Summative
<ul> <li>engagement.</li> <li>Evidence of Success: - Student and teacher engagement in the learning <ul> <li>Student participation in advanced courses to complete pathways.</li> <li>Participation in extra-curricular clubs and activities</li> <li>Student work</li> <li>Lesson Plans</li> <li>Classroom observation</li> <li>Coaching cycles</li> </ul> </li> <li>Staff Responsible: Campus Leadership <ul> <li>Facilitators of Learning &amp; Innovation</li> </ul> </li> <li>Problem Statements: Student Learning &amp; Progress 1 - Student Learning 1 - Student Readiness 1 - Engaged Well <ul> <li>Rounded Students 1 - Perceptions 1 - Professional Learning and Effective Staff 2</li> </ul> </li> </ul>	Nov	Jan	May	June
No Progress Ow Accomplished Continue/Modify	X Discon	tinue		

Strategy 1: The district will implement new procedures to better facilitate the design and delivery of high-quality, engaging learning experiences.

Intended Audience: District Administrators, Campus Principals, and Assistant Principals

Provider / Presenter / Person Responsible: Chief Academic Officer

Date(s) / Timeframe: Aug 2023- May 2024

**Collaborating Departments:** CTE/ Adv Academics Campus Principals

Delivery Method: Lesson plans will be posted outside the classroom door so the lesson design can be easily accessed upon entry.

All campus and district administrators will have an increased presence throughout the district, visiting classrooms and observing the delivery of the learning experience as well as how students are responding to or engaging in the learning.

This will provide more opportunities for the district to offer feedback and support as indicated.

Staff Responsible: Assistant Superintendent

#### **TEA Priorities:**

**Strategy 2:** The District will implement Instructional Rounds designed to engage all campus and district administrators in dialogue around the identified problem of practice and to provide feedback to the campus principals on how to make adjustments that will lead to increased engagement and deeper learning.

Intended Audience: Campus Principals

Provider / Presenter / Person Responsible: Chief Academic Officer

Date(s) / Timeframe: Monthly from August 2023 to May 2024

Collaborating Departments: Communications, CTE/ Adv Academics, Special Education

**Delivery Method:** Scheduled rotation of campus visits with a set protocol of classroom walk-throughs and documentation of what is observed, followed by a debrief with the campus administrators to provide feedback and support on the next steps.

Staff Responsible: Chief Academic Officer

**TEA Priorities:** Recruit, support, retain teachers and principals

## Key Question 3 Problem Statements:

## **Student Learning & Progress**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

## Student Readiness

Problem Statement 1: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. Root Cause: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

## **Engaged Well Rounded Students**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### **Professional Learning and Effective Staff**

**Problem Statement 2**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

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#### Perceptions

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### Key Question 4: To what degree do we support the belief that learning can happen anywhere?

Initial Status: Minor Change

System Response 1 Details		Rev	views	
System Response 1: We need a system response to help students learn the skills and importance of taking ownership of		Formative		Summative
<ul> <li>their work and being accountable for their words and actions.</li> <li>Evidence of Success: - Failure reports <ul> <li>Report Cards</li> <li>Positive Office Referrals</li> <li>Behaviors Referrals</li> <li>College Applications/ Acceptance</li> </ul> </li> <li>Staff Responsible: Teachers</li> </ul>	Nov	Jan	May	June
<b>Problem Statements:</b> Student Learning & Progress 1 - Student Learning 1 - Student Readiness 1 - Engaged Well Rounded Students 1 - Perceptions 1 - Professional Learning and Effective Staff 2				
No Progress Owno Accomplished - Continue/Modify	X Discon	tinue		·

**Strategy 1:** The district will support campuses in the implementation of programs, initiatives, incentives and instructional tools to encourage student ownership and accountability.

Intended Audience: Students

Provider / Presenter / Person Responsible: Campus Principals

Date(s) / Timeframe: Aug 2023-May 2024

**Collaborating Departments:** Finance Character & Leadership Development/ Counseling CTE Federal Programs

**Delivery Method:** Each campus will design and implement a system for teaching, modeling, and encouraging students to be responsible and accountable for their work. The district will provide personnel, resources, funding, and support as needed to help the campuses with these initiatives.

**Staff Responsible:** Campus Principals

**TEA Priorities:** Connect high school to career and college Strategy 2: The district will review and implement a Character and Leadership Development Curriculum that was written and designed specifically for Godley ISD.

Intended Audience: Students in grades PK-8

Provider / Presenter / Person Responsible: Character & Leadership Development (CLD) Coordinator

Date(s) / Timeframe: September 2023-May 2024

Collaborating Departments: Counseling

**Delivery Method:** The curriculum will be written and ready for review by CAO, district counselors, and DEIC by September 2023 Once feedback has been submitted and changes have been made, upon approval of the final product, counselors will begin teaching lessons and providing teachers with instructional support by October 2023 and will continue throughout the 2023-2024 academic year.

Staff Responsible: CLD Coordinator

#### **Key Question 4 Problem Statements:**

### **Student Learning & Progress**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### Student Readiness

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### **Engaged Well Rounded Students**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

## **Professional Learning and Effective Staff**

**Problem Statement 2**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### **Student Learning**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### Perceptions

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

## Key Question 1: To what degree do we prepare students for the next level, including life after graduation?

Initial Status: Maintain

#### Key Question 2: To what degree do we promote and model lifelong learning?

Initial Status: Maintain

System Response 1 Details		Rev	views	
System Response 1: We need a system response to help students learn the skills and importance of taking ownership of		Formative		Summative
<ul> <li>their work and being accountable for their words and actions.</li> <li>Evidence of Success: - Failure reports <ul> <li>Report Cards</li> <li>Positive Office Referrals</li> <li>Behaviors Referrals</li> <li>College Applications/ Acceptance</li> </ul> </li> <li>Staff Responsible: Teachers</li> </ul>	Nov	Jan	May	June
<b>Problem Statements:</b> Student Learning & Progress 1 - Student Learning 1 - Student Readiness 1 - Engaged Well Rounded Students 1 - Perceptions 1 - Professional Learning and Effective Staff 2				
No Progress Own Accomplished Continue/Modify	X Discon	tinue		·

**Strategy 1:** The district will support campuses in the implementation of programs, initiatives, incentives and instructional tools to encourage student ownership and accountability.

Intended Audience: Students

Provider / Presenter / Person Responsible: Campus Principals

Date(s) / Timeframe: Aug 2023-May 2024

**Collaborating Departments:** Finance Character & Leadership Development/ Counseling CTE Federal Programs

**Delivery Method:** Each campus will design and implement a system for teaching, modeling, and encouraging students to be responsible and accountable for their work. The district will provide personnel, resources, funding, and support as needed to help the campuses with these initiatives.

**Staff Responsible:** Campus Principals

**TEA Priorities:** Connect high school to career and college Strategy 2: The district will review and implement Character and Leadership Development curriculum resources that were written and designed specifically for Godley ISD.

Intended Audience: Students in grades PK-8

#### Provider / Presenter / Person Responsible: Character & Leadership Development (CLD) Coordinator

Date(s) / Timeframe: September 2023-May 2024

Collaborating Departments: Counseling

**Delivery Method:** The curriculum resource includes lessons and activities written to the state standards, the materials will be ready for review by CAO, district counselors, and DEIC by September 2023.

Once feedback has been submitted and any recommended changes have been considered and/or made, counselors will begin teaching lessons and providing teachers with instructional support which will continue throughout the 2023-2024 academic year.

Staff Responsible: CLD Coordinator

#### **Key Question 2 Problem Statements:**

### **Student Learning & Progress**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### **Student Readiness**

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#### **Professional Learning and Effective Staff**

**Problem Statement 2**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### **Student Learning**

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**Goal 2:** Student Readiness

Key Question 3: To what degree do we teach students to focus on their future?

Initial Status: Maintain

Goal 2: Student Readiness

**Key Question 4:** To what degree do we support students to always do their best?

#### Key Question 1: To what degree do we consistently engage students in quality learning experiences that challenge and inspire?

Initial Status: Minor Change

System Response 1 Details		Rev	views	
System Response 1: We need the system capacity to ensure students and teachers across the district are routinely and		Formative		Summative
<ul> <li>consistently engaged in quality learning experiences.</li> <li>Evidence of Success: - Lesson Plans <ul> <li>Curriculum documents</li> <li>Walkthrough Observation documentations</li> <li>Student work</li> </ul> </li> <li>Staff Responsible: Chief Academic Officer</li> </ul> <li>Problem Statements: Demographics 1 - Student Learning &amp; Progress 1, 2 - Student Learning 1, 2 - Student Readiness 1, 2 - District Processes &amp; Programs 2 - Engaged Well Rounded Students 1, 2 - Perceptions 1, 2 - Professional Learning and Effective Staff 1, 2 - Fiscal and Operational Systems 2</li>	Nov	Jan	May	June
No Progress Accomplished -> Continue/Modify	X Discon	tinue		·

**Strategy 1:** The District will implement Instructional Rounds designed to engage all campus and district administrators in dialogue around the identified problem of practice and to provide feedback to the campus principals on how to make adjustments that will lead to increased engagement and deeper learning.

Intended Audience: Campus Principals

Provider / Presenter / Person Responsible: Chief Academic Officer

Date(s) / Timeframe: Monthly from August 2023 to May 2024

Collaborating Departments: Communications, CTE/ Adv Academics, Special Education

**Delivery Method:** Scheduled rotation of campus visits with a set protocol of classroom walk-throughs and documentation of what is observed, followed by a debrief with the campus administrators to provide feedback and support on the next steps.

Staff Responsible: Chief Academic Officer

**TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 2: The district will add the position of Early Literacy Coordinator.

## Intended Audience: Elementary ELAR Teachers Dyslexia Therapists

**Elementary Principals** 

#### Provider / Presenter / Person Responsible: Chief Academic Officer

Date(s) / Timeframe: Aug 2023- June 2024

Delivery Method: The Early Literacy Coordinator will :

- oversee the implementation of the reading/ language arts curriculum,
- align instruction among all elementary ELAR teachers and Dyslexia Therapists,
- provide training for campus leadership and teachers,
- curate curriculum resources and materials that are aligned to the state standards and best practices, and
- oversee assessments and data disaggregation to facilitate PLC conversations

#### Staff Responsible: Chief Academic Officer

#### **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 3: The district will support campuses in the facilitation or implementation of Professional Learning Communities.

**Intended Audience:** Campus Principals Facilitators of Learning & Innovation Teachers

Provider / Presenter / Person Responsible: Facilitators of Learning & Innovation

Date(s) / Timeframe: 1-2 times a month from Aug 2023-May 2024

**Collaborating Departments:** Learning Design & Curation Finance

**Delivery Method:** Facilitators have been training on Professional Learning Communities and will be integral to the process on each campus. Meetings will be scheduled twice a month on the elementary and middle school campuses and twice a semester on the high school campus. The district will provide personnel, funds, training, and resources as needed for each campus to be able to hold these sessions. The addition of FTEs and adjustments to master schedules made it possible to extend PLCs to the Middle Schools; however, substitutes will be necessary to hold meetings at the high school.

Staff Responsible: Facilitators of Learning & Innovation

#### **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Substitutes for meeting coverage - 211- Title 1 Part A

#### **Key Question 1 Problem Statements:**

#### **Student Learning & Progress**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

**Problem Statement 2**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. Root Cause: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

### **Student Readiness**

Problem Statement 1: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. Root Cause: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

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#### **Engaged Well Rounded Students**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

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## **Professional Learning and Effective Staff**

**Problem Statement 1**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. Root Cause: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

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#### **Fiscal and Operational Systems**

**Problem Statement 2**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. **Root Cause**: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

#### Demographics

**Problem Statement 1**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. Root Cause: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

#### **Student Learning**

Problem Statement 1: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. Root Cause: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

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#### **District Processes & Programs**

**Problem Statement 2**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. **Root Cause**: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

#### Perceptions

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

## Key Question 2: To what degree do we facilitate, promote, and value the interests of our students?

Initial Status: Minor Change

System Response 1 Details		Reviews		
System Response 1: The district will have system capacity to provide all staff members with professional learning		Formative		Summative
opportunities that are aligned with district standards and are implemented in a manner that is positive for all participants and will have the greatest impact on all students.	Nov	Jan	May	June
<ul> <li>Evidence of Success: - Certificates of completion</li> <li>Evidence of the work being completed in Google Classroom</li> <li>Lesson plans reflecting the elements of F5</li> <li>Walkthrough observations that reflect F5 elements are being demonstrated in the classrooms</li> <li>Staff Responsible: - Chief Academic Officer</li> <li>Campus Leadership</li> </ul>				
No Progress Complished - Continue/Modify	X Discon	tinue		

**Strategy 1:** Intentional use of district Design Days to provide training opportunities, vertical and horizontal planning, time for collaboration between groups that may not see each other routinely and support for new hires.

Intended Audience: All staff members

Provider / Presenter / Person Responsible: District and Campus Leadership

Date(s) / Timeframe: Monthly from September 2023- May 2024

Collaborating Departments: Transportation, Safety & Security, Character Leadership & Development, Technology, PEIMS, Food Service, HR/ Payroll, Fine Arts, Athletics

**Delivery Method:** Directors, Coordinators, and Administrators will be intentional about scheduling time well in advance and preparing the necessary training, meetings or support for staff to ensure the time is well spent and we are providing all staff members with the resources and training they need most.

Staff Responsible: Chief Academic Officer

#### **TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 2:** The district will support instructional design and delivery by providing curriculum resources that are current, relevant, and rigorous as well as training, coaching, and support for teachers in the design and delivery of quality learning experiences.

Intended Audience: Teachers Godley Independent School District Generated by Plan4Learning.com

## **Provider / Presenter / Person Responsible:** Chief Academic Officer Facilitators of Learning & Innovation

Date(s) / Timeframe: July 2023- May 2024

**Collaborating Departments:** Technology Finance Federal Programs

**Delivery Method:** Due to all state-adopted textbooks being out of adoption, the district is faced with outdated materials and resources that are no longer aligned with the state standards or assessments. In order to provide teachers with the most current instructional resources the district must research, select, and purchase new materials and online platforms and provide training and support for teachers. Additionally, the recent changes to the state assessment require teachers to present material in a different way and to facilitate more rigorous learning opportunities. All of this means teachers need to be able to attend conferences, participate in training sessions, and have time to work with the Facilitators. In addition to purchasing the materials, we will need to pay for substitutes, fees for training and conferences, and money for travel.

Staff Responsible: Chief Academic Officer

#### **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Training, Travel - 255 - Title II- Teacher/Principal training, Instructional Resources - 211- Title 1 Part A

## Key Question 3: To what degree do we identify and promote students' strengths and areas of success?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details		Rev	views	
System Response 1: We need system capacity to train, model, observe, evaluate, and document that learning experiences		Formative		Summative
are aligned to meet the unique needs of all students. Evidence of Success: - Lesson plans - IEP/ 504 / LPAC plans with accommodations - Training records - Content Mastery records - Rtl/ WIN records - SchoolLinks records - Graduation Plans - CCMR records Staff Responsible: Chief Academic Officer Special Education Director EL Coordinator CTE Director Problem Statements: Demographics 1 - Student Learning & Progress 2 - Student Learning 2 - Student Readiness 2 - District Processes & Programs 2 - Engaged Well Rounded Students 2 - Perceptions 2 - Professional Learning and Effective Staff 1 - Fiscal and Operational Systems 2	Nov	Jan	May	June
No Progress Accomplished -> Continue/Modify	X Discon	tinue	1	1

**Strategy 1:** The district will conduct a book study of the book Fundamental 5 Revisited. All instructional staff will read the book and participate in a series of activities designed to encourage teachers to not only think about best practices but also put them into practice in their classrooms consistently.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Campus Principals

**Date(s)** / **Timeframe:** Books purchased and distributed July 2023-Aug 2023 Book study complete by November 1, 2023

Collaborating Departments: Finance, Learning Design & Curation

Delivery Method: Google Classroom, Professional Learning Community meetings, in-person book study sessions

#### Staff Responsible: Campus Principals

**TEA Priorities:** Recruit, support, retain teachers and principals

Funding Sources: Books for all Instructional Staff - 199- SCE

**Strategy 2:** The district will pursue business partnerships, internships, mentors, volunteers, and other opportunities for relationships with local businesses and community members to provide students with avenues to explore career pathways and see how learning will connect to life outside of school.

Intended Audience: Community Members, especially those who are not already engaged with the school district.

Provider / Presenter / Person Responsible: CTE Director

Date(s) / Timeframe: On-going July 2023-Jun3 2024

**Collaborating Departments:** Communications Learning Design & Curation Federal Programs

**Delivery Method:** The district will continue to engage the community through multiple routes to communicate what we need and how community members can participate in the education of students in Godley ISD.

**Staff Responsible:** CTE Director Chief Communications Officer FACE Committee

**TEA Priorities:** Connect high school to career and college

#### **Key Question 3 Problem Statements:**

## **Student Learning & Progress**

**Problem Statement 2**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. Root Cause: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

## **Student Readiness**

#### **Engaged Well Rounded Students**

**Problem Statement 2**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. **Root Cause**: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

#### **Professional Learning and Effective Staff**

**Problem Statement 1**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. **Root Cause**: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

### **Fiscal and Operational Systems**

**Problem Statement 2**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. Root Cause: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

### Demographics

**Problem Statement 1**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. Root Cause: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

#### **Student Learning**

**Problem Statement 2**: We are not consistently observing learning experiences that meet the unique needs of all students. Whether students require language support, extension, remediation, or other individualized opportunities, teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. **Root Cause**: State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials. This requires the district to curate materials and provide training on the design and delivery of current and engaging lessons that are differentiated to meet the needs of all students and time to plan and have professional learning communities.

## **District Processes & Programs**

## Perceptions

#### Key Question 1: To what degree does the school engage the community in understanding schools and partnering for the benefit of all?

Initial Status: Major Change

System Response 1 Details				
System Response 1: We need the system capacity to engage parents and community members in meaningful two-way			Summative	
communication and opportunities to participate in the district.	Nov	Jan	May	June
Evidence of Success: - Increased volunteers and tracking volunteer hours Staff Responsible: Chief Communication Officer Chief Technology Officer				
Image: No Progress         Image: Accomplished         Image: Continue/Modify	X Discon	tinue		

Strategy 1: The district will implement a new communication system, Parent Square, that will provide all stakeholders with a single method of communication.

Intended Audience: Staff Parents Students

**Provider / Presenter / Person Responsible:** Chief Communication Officer Chief Technology Officer

Date(s) / Timeframe: July 2023-May 2024

**Collaborating Departments:** Campuses Extra-Curricular Transportation

**Delivery Method:** The district will migrate to Parent Square in July, all staff members will receive training in early August and the platform will be pushed out to parents and students by mid-August. By September 1, 2023, all district communication will be sent through Parent Square.

**Staff Responsible:** Chief Communication Officer Chief Technology Officer

Funding Sources: Parent Square - 211- Title 1 Part A

**Strategy 2:** The district will hold Wildcat Talks quarterly throughout the school year to engage the community in dialogue about various topics of relevance to the district and community.

#### Intended Audience: Community Members District Stakeholders

#### Provider / Presenter / Person Responsible: Chief Communications Officer

Date(s) / Timeframe: Oct 2023-May 2024

**Collaborating Departments:** Safety & Well-Being CTE Learning Design & Curation Finance

**Delivery Method:** Each quarter the district will plan and publicize a town hall style meeting that is open to the community. Each meeting will have a topic that is relevant to the community and related to the district. Topics will include the growth of the community and its impact on the district, the opening of the Career and technical Education wing, the opportunity of r business partnerships, the safety and well-being of the district and community, and the educational programs offered across the district.

#### Staff Responsible: Chief Communications Officer

**Strategy 3:** The District will convene a Long Range Planning advisory committee that will meet to gather community feedback on how best to respond to district growth.

#### Intended Audience: - community members

- parents/ guardians
- district employees

#### Provider / Presenter / Person Responsible: - Superintendent/ Assistant Superintendent

- Chief Communications Officer
- Architectural firm

Date(s) / Timeframe: September- December 2023

#### Collaborating Departments: - Technology

- Campus Administration
- Learning Design & Curation

#### Delivery Method: Face-to-Face Meetings

#### Staff Responsible: - Superintendent's Administrative Assistant

- Chief Communications Officer
- Architectural firm

#### Key Question 2: To what degree do the schools create meaningful parent partnerships?

HB3 Goal

Initial Status: Major Change

System Response 1 Details		Rev	iews	
System Response 1: We need the system capacity to connect with all members of the community, especially those who do		Formative		Summative
not have a connection to the district, to engage in meaningful two-way communication so we can help them understand how the district functions and what they can do to advocate and engage as a partner in the education of all children.	Nov	Jan	May	June
Evidence of Success: -Survey results on communication -Volunteer training records and hours -Community stakeholders-membership and participation on district committees -Positive comments and interactions on social media Staff Responsible: Chief Communications Officer				
Problem Statements: Demographics 2 - District Processes & Programs 1 - Perceptions 3 - Community Engagement & Partnerships 1 - Fiscal and Operational Systems 1 - Safety and Well Being 1				
No Progress ON Accomplished -> Continue/Modify	X Discon	tinue		

**Strategy 1:** The district will pursue business partnerships, internships, mentors, volunteers, and other opportunities for relationships with local businesses and community members to provide students with avenues to explore career pathways and see how learning will connect to life outside of school.

Intended Audience: Community Members, especially those who are not already engaged with the school district.

Provider / Presenter / Person Responsible: CTE Director

Date(s) / Timeframe: On-going July 2023-June 2024

**Collaborating Departments:** Communications Learning Design & Curation Federal Programs

**Delivery Method:** The district will continue to engage the community through multiple routes to communicate what we need and how community members can participate in the education of students in Godley ISD.

**Staff Responsible:** CTE Director Chief Communications Officer FACE Committee

#### **TEA Priorities:**

Connect high school to career and college

**Strategy 2:** The district will publish a Community-Based Accountability report that will be placed on the district website and mailed to all student and staff members as well as community members and businesses within the boundaries of Godley ISD

Intended Audience: All community members

**Provider / Presenter / Person Responsible:** Assistant Superintendent Chief Communications Officer

Date(s) / Timeframe: July 2023 - September 2023

**Collaborating Departments:** Communications Federal Programs Learning Design & Curation CTE Extra-Curricular programs

**Delivery Method:** Under the direction of the Asst. Superintendent and the design Chief Communications Officer the district will complete the CBAS report by mid-July 2023. A digital copy will be presented to the Board of Trustees and prepared for publication by the end of August. The report will be posted on the district website by August 31, 2023. A full-color publication will be printed and mailed out to all members of the school district community by the end of September 2023.

**Staff Responsible:** Assistant Superintendent CCO

Funding Sources: Printing and mailing of CBAS publication - 211- Title 1 Part A - \$8,000

#### Key Question 2 Problem Statements:

#### **Community Engagement & Partnerships**

**Problem Statement 1**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### **Fiscal and Operational Systems**

**Problem Statement 1**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### Safety and Well Being

**Problem Statement 1**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### Demographics

**Problem Statement 2**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### **District Processes & Programs**

**Problem Statement 1**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### Perceptions

**Problem Statement 3**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### Key Question 3: To what degree do we teach students to be productive citizens in their future communities?

Initial Status: Minor Change

System Response 1 Details		Rev	iews	
System Response 1: We need system capacity to engage parents/ family members, and community/ business stakeholders		Formative		Summative
<ul> <li>as partners in the education of all students.</li> <li>Evidence of Success: - Community participation in district events (convocation, Summerpalooza, etc.)         <ul> <li>Business partnerships/ internships</li> <li>Volunteer training records and hours</li> <li>Community stakeholders- membership and participation on district committees</li> <li>Parent participation in conferences and district events</li> <li>FACE committee communication and interaction</li> </ul> </li> <li>Staff Responsible: Chief Communications Officer         <ul> <li>Career &amp; Technical Education Director</li> <li>Chief Academic Officer</li> </ul> </li> <li>Problem Statements: Demographics 2 - District Processes &amp; Programs 1 - Perceptions 3 - Community Engagement &amp; Partnerships 1 - Fiscal and Operational Systems 1 - Safety and Well Being 1</li> </ul>	Nov	Jan	May	June
No Progress Or Accomplished Continue/Modify	X Discon	tinue		1

**Strategy 1:** The district will re-launch the Education Foundation to support the school district by engaging community and business leaders in raising funds to support initiatives across the district.

Intended Audience: Community and Business Stakeholders

Provider / Presenter / Person Responsible: Chief Communications Officer

Date(s) / Timeframe: July 2023 - June 2024

**Collaborating Departments:** Learning Design & Curation Human Resources

Superintendent's Cabinet

**Delivery Method:** The Board of Directors will be named by September 2023. Once the Board is named and a Chairperson has been selected additional members will be recruited and selected.

Once the committee is set the group will begin meeting on a monthly basis to establish the mission, vision, and goals of the Foundation and begin to plan activities.

**Staff Responsible:** Chief Communications Officer Education Foundation President Godley Independent School District **Strategy 2:** The district will hold Wildcat Talks quarterly throughout the school year to engage the community in dialogue about various topics of relevance to the district and community.

Intended Audience: Community Members District Stakeholders

#### Provider / Presenter / Person Responsible: Chief Communications Officer

Date(s) / Timeframe: Oct 2023 - May 2024

**Collaborating Departments:** Safety & Well-Being CTE Learning Design & Curation Finance

**Delivery Method:** Each quarter the district will plan and publicize a town hall style meeting that is open to the community. Each meeting will have a topic that is relevant to the community and related to the district. Topics will include the growth of the community and its impact on the district, the opening of the Career and Technical Education wing, the opportunity for business partnerships, the safety and well-being of the district and community, and the educational programs offered across the district.

Staff Responsible: Chief Communications Officer

Strategy 3: The district Family and Community Engagement team - The FACE of Godley- will roll out a new volunteer program.

Intended Audience: Family and Community Members

Provider / Presenter / Person Responsible: FACE Committee Chair and Volunteer Coordinators

Date(s) / Timeframe: September 2023 - May 2024

**Collaborating Departments:** Communications

**Delivery Method:** The FACE of Godley volunteer program will include the recruitment of volunteers from throughout the district and community. Each campus will assign a volunteer coordinator who will conduct volunteer training, assign volunteers across the campus, and track hours for recognition at the end of the year.

Staff Responsible: Chief Academic Officer/Federal Programs

#### **Key Question 3 Problem Statements:**

#### **Community Engagement & Partnerships**

**Problem Statement 1**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### **Fiscal and Operational Systems**

**Problem Statement 1**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### Safety and Well Being

**Problem Statement 1**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### **Demographics**

**Problem Statement 2**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### **District Processes & Programs**

**Problem Statement 1**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

#### Perceptions

**Problem Statement 3**: Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause**: Many community members and business leaders do not have a school-age child so they lack a connection with the school district. The majority of our communication is routed through the schools using multiple tools or methods, leaving many stakeholders without access to information.

## Key Question 1: To what degree is every staff member committed to GISD values, principles, and culture?

Goal 5: Professional Learning & Quality Staff

## Key Question 2: To what degree does every staff member contribute to the benefit of students?

## Key Question 3: To what degree is training aligned with the mission and vision of the district?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<b>System Response 1:</b> We will have system capacity to provide teachers the time, support, and opportunity to explore curriculum documents, review student data, and plan lessons on a weekly basis with their campus teams, and monthly with the grade level teams.	Formative			Summative
	Nov	Jan	May	June
Evidence of Success: - Team planning/ PLC agenda and minutes - Design Day agenda and minutes - Lesson plans/ Curriculum				
Staff Responsible: - Chief Academic Officer - Literacy Coordinator - Facilitators of Learning and Innovation - Campus leadership				
No Progress ON Accomplished -> Continue/Modify	X Discon	tinue		

**Strategy 1:** The District will implement Instructional Rounds designed to engage all campus and district administrators in dialogue around the identified problem of practice and to provide feedback to the campus principals on how to make adjustments that will lead to increased engagement and deeper learning.

Intended Audience: Campus Principals

Provider / Presenter / Person Responsible: Chief Academic Officer

Date(s) / Timeframe: Monthly from August 2023 to May 2024

Collaborating Departments: Communications, CTE/ Adv Academics, Special Education

**Delivery Method:** Scheduled rotation of campus visits with a set protocol of classroom walk-throughs and documentation of what is observed, followed by a debrief with the campus administrators to provide feedback and support on the next steps.

Staff Responsible: Chief Academic Officer

**TEA Priorities:** Recruit, support, retain teachers and principals

**Strategy 2:** Intentional use of district Design Days to provide training opportunities, vertical and horizontal planning, time for collaboration between groups that may not see each other routinely and support for new hires.

Intended Audience: All staff members

Provider / Presenter / Person Responsible: District and Campus Leadership

Date(s) / Timeframe: Monthly from September 2023- May 2024

Collaborating Departments: Transportation, Safety & Security, Character Leadership & Development, Technology, PEIMS, Food Service, HR/ Payroll, Fine Arts, Athletics

**Delivery Method:** Directors, Coordinators, and Administrators will be intentional about scheduling time well in advance and preparing the necessary training, meetings or support for staff to ensure the time is well spent and we are providing all staff members with the resources and training they need most.

Staff Responsible: Chief Academic Officer

**TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 3: The district will support campuses in the facilitation or implementation of Professional Learning Communities.

**Intended Audience:** Campus Principals Facilitators of Learning & Innovation Teachers

Provider / Presenter / Person Responsible: Facilitators of Learning & Innovation

Date(s) / Timeframe: 1-2 times a month from Aug 2023-May 2024

**Collaborating Departments:** Learning Design & Curation Finance

**Delivery Method:** Facilitators have been training on Professional Learning Communities and will be integral to the process on each campus. Meetings will be scheduled twice a month on the elementary and middle school campuses and twice a semester on the high school campus. The district will provide personnel, funds, training, and resources as needed for each campus to be able to hold these sessions. The addition of FTEs and adjustments to master schedules made it possible to extend PLCs to the Middle Schools; however, substitutes will be necessary to hold meetings at the high school.

Staff Responsible: Facilitators of Learning & Innovation

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Substitutes for meeting coverage - 211- Title 1 Part A

Goal 6: Fiscal & Operational Systems

## Key Question 1: To what degree does our system attract effective applicants?

Goal 6: Fiscal & Operational Systems

# Key Question 2: To what degree do we support stakeholder understanding of system effectiveness?

Initial Status: Minor Change

Goal 6: Fiscal & Operational Systems

Key Question 3: To what degree do our resource allocations reflect the goals and objectives of the district?

## Key Question 1: To what degree are our learning spaces designed around the needs of students?

Goal 7: Safety & Well-Being

## Key Question 2: To what degree do students feel safe with Godley ISD?

### Key Question 3: To what degree is a student's whole health a part of our culture?

Initial Status: Maintain

System Response 1 Details	Reviews			
System Response 1: We need a system response to help students learn the skills and importance of taking ownership of	Formative			Summative
their work and being accountable for their words and actions. <b>Evidence of Success:</b> - Failure reports - Report Cards - Positive Office Referrals - Behaviors Referrals Callege Arrivertions ( Accentence)	Nov	Jan	May	June
<ul> <li>College Applications/ Acceptance</li> <li>Staff Responsible: Teachers</li> <li>Problem Statements: Student Learning &amp; Progress 1 - Student Learning 1 - Student Readiness 1 - Engaged Well</li> <li>Rounded Students 1 - Perceptions 1 - Professional Learning and Effective Staff 2</li> </ul>				
No Progress Accomplished -> Continue/Modify	X Discon	tinue		

Strategy 1: The district will support campuses in the implementation of programs, initiatives, incentives and instructional tools to encourage student ownership and accountability.

Intended Audience: Students

Provider / Presenter / Person Responsible: Campus Principals

Date(s) / Timeframe: Aug 2023-May 2024

**Collaborating Departments:** Finance Character & Leadership Development/ Counseling CTE Federal Programs

**Delivery Method:** Each campus will design and implement a system for teaching, modeling, and encouraging students to be responsible and accountable for their work. The district will provide personnel, resources, funding, and support as needed to help the campuses with these initiatives.

In an effort to support these campus initiatives, the Title 4 Safe and Secure Schools money will be transferred to Title 1 so the district can provide the campuses resources and materials needed to support these programs and initiatives.

Staff Responsible: Campus Principals

# Strategy 2: The district will review and implement Character and Leadership Development curriculum resources that were written and designed specifically for Godley ISD.

**Intended Audience:** Students in grades PK-8

Provider / Presenter / Person Responsible: Character & Leadership Development (CLD) Coordinator

Date(s) / Timeframe: September 2023-May 2024

Collaborating Departments: Counseling

**Delivery Method:** The curriculum resource includes lessons and activities written to the state standards, the materials will be ready for review by CAO, district counselors, and DEIC by September 2023.

Once feedback has been submitted and any recommended changes have been considered and/or made, counselors will begin teaching lessons and providing teachers with instructional support which will continue throughout the 2023-2024 academic year.

Staff Responsible: CLD Coordinator

## Key Question 3 Problem Statements:

## **Student Learning & Progress**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

## **Student Readiness**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

## **Engaged Well Rounded Students**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### **Professional Learning and Effective Staff**

**Problem Statement 2**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### **Student Learning**

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

#### Perceptions

**Problem Statement 1**: Students are not consistently demonstrating higher-level thinking, speaking, and writing skills, which leads teachers to focus lessons on mastery of basic skills rather than moving to more rigorous content. **Root Cause**: Lesson objectives, questioning, and learning experiences are not consistently designed to provide students with opportunities to experience productive struggle and to think and work at deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, IBC, SAT, and walk-through data.

Goal 7: Safety & Well-Being

Key Question 4: To what degree do we promote and support a culture of respect?