

Identified Needs	W.I.G.S.	Key Results
<ul style="list-style-type: none"> ● Attendance rates remain low ● Community & Family Engagement has not returned to the level it was before COVID ● Student growth in math has not reached the level anticipated ● Continue to develop capacity in our staff to design learning opportunities that are aligned with the curriculum and engage students. 	<ul style="list-style-type: none"> ● Improve student attendance ● Develop an aligned vision focused on welcoming families and the community to participate in the education of our children. ● Utilize a variety of data sources to drive effective instructional decisions in math ● Develop effective campus instructional leaders who build capacity in their staff. 	<ul style="list-style-type: none"> ● District attendance rate will increase to 96% by May 2022 ● Percentage of “All Student” that meet, or exceed grade level standard, on a EOY Math assessment will increase from 35% to 45% in Math by August of 2022 ● Campus administrators and Instructional Facilitators will develop Professional Learning Communities and provide coaching opportunities to retain at least 90% of our highly qualified staff for the 2022-2023 school year.

NEW Positions Created to Address Identified Needs

Position	Fund Source
Instructional Technology Specialist (+1)	General
Counselor Clerk (+2)	General
Campus Classroom Teachers (x 6)	General
Campus Paraprofessional Staff (x 5)	General
Character & Leadership Development Coordinator	ESSER II

Professional Development to Address Identified Needs

Title	Date
New Teacher Thinking Map Training	July 2021
New Teacher Safety & Bleeding Control Training	July 2021
Thinking Maps Writing	July 2021
American Reading (K-2)	Ongoing
Lead4ward Consulting	Ongoing
Wildcat U- New Teacher Academy	Monthly
Effective Schools Framework	Ongoing
Thrively (New Teachers)	July 2021
Instructional Coaching for Admin (Includes new Instructional Facilitators & , Instructional Technology Specialist, Assistant Principals)	Ongoing- monthly
Developing Teacher Teams (Cabinet members, IF, IT, coordinators)	Ongoing - monthly
ASCD- Curriculum Leadership Academy	Summer/ Fall 2021

Plan Assurances [BQ (Legal)]

The District

Strategies for improvement of student performance that include:

- A. Instructional methods for addressing the needs of student groups not achieving their full potential.
- B. Evidence-based methods for addressing the needs of students for special programs, including:
 - 1. Suicide Prevention Programs, in accordance with TEC Ch 38, Subchapter G, which include a parental or guardian notification procedure [FFEB];
 - 2. Conflict resolution programs;
 - 3. Violence prevention programs; and
 - 4. Dyslexia treatment programs
- C. Drop-out reduction.
- D. Integration of technology in instructional and administrative programs.
- E. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
- F. Staff development for professional staff of a district.
- G. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
- H. Accelerated education.
- I. Implementation of a comprehensive school counseling program under TEC 33.005 [FFEA]

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.

The law enforcement duties of school resources officers. TEC 37.081(d)(1) [CKE]

The district's discipline management program provides for the prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. TEC37.083(a) [FNC]

The district has a dating violence policy that (a) includes a definition that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship as defined by Family Code 71.0021; and (b) Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents. TEC 37.0831 [FFH]

Mental Health, Substance Abuse, and Suicide practices and procedures developed under TEC 38.35(i) TEC 38.351(k)(2) [FFEB]

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.

Godley High School

- Parent Post-Secondary Planning Meeting - FASFA meeting - August 2022
- College Fair – Nov 1, 2022
- Careers Fair- March 2022
- Testing
 - ACT Testing for Seniors Fall 2021 and SAT Testing for Juniors Spring 2022 – Free testing
 - PSAT testing for Juniors and Sophomores – Fall
 - PSAT testing for Freshman – Fall
 - TSI testing – Dual Credit students and Seniors
 - ASVAB testing – Juniors and Seniors in Fall
- CTE Courses – Career paths and industry certifications
- FFA – Competitions
- College and Military Lunch Visits
- Personal Graduation Plans for all students – Personal meetings with each student, parent and the counselor

Godley Middle School

- 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

Godley ISD Plan for Local District Funds**District/Campus-Level Uses:**

Financial resources will be allotted for staff to participate in approved Professional Learning for identified growth areas and other activities identified to meet campus and district goals. Allotted funds will cover registration, travel, meals, and other related costs to attend approved staff development activities.

Financial resources will be provided to purchase necessary basic classroom and office supplies to meet goals and objectives.

Financial resources will be provided for supplies and training materials, conference or registration fees, staff/ student travel and meals, and other costs associated with participation in co-curricular and extra-curricular activities.

Financial resources will be provided to purchase or rent technology and associated resources necessary to provide, or supplement, classroom instruction.

Godley ISD Plan for Federal Funds

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

FEDERAL FUNDS: The following Title I positions are funded by federal grant funds at this campus			
Position(s)/Grade Level	Fund Source	FTE	Salary Allotment
Elementary	Title I	1	\$51,208
Intermediate(2-4 Campus)	Title I	1	\$54,819
Intermediate (5-6 Campus)	Title I	1	\$37,367
Middle School	Title I	1	\$39,879
High School	Title I	1	\$20,433
Program Description			
<p>Godley Elementary, Intermediate, and Middle School Title I funds are used to pay personnel that are providing remediation services for identified students.</p> <p>Godley High School is using Title 1 funds to provide an SAT boot camp in the Spring semester for all Juniors. MasteryPrep will come to the campus and work with students in groups of 30. All materials and instruction will be provided by MasteryPrep. The goal is to help all students perform better on the SAT which will not only have a positive impact on accountability, but will open doors for those students who are pursuing post-secondary education.</p> <p>Additionally, Title I funds are used to partially fund the salary of one credit-recovery paraprofessional.</p>			

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 administrators

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

TEA Strategic Priority 3- Connect high school courses 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:

Title I, Part A: District allocation: **\$ 230,933**

Goal/Intended Purpose: 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.

Campus-Level Uses: Supplemental student support personnel

District-Level Uses: Homeless student assistance.

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

1. Comprehensive Needs Assessment
2. Well Rounded Education
3. Parent and Family Engagement
4. Coordination and Integration

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

1. Student Skills
2. College and Career
3. Interventions
4. Recruit and Retain
5. Transition

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

1. Teacher Quality
2. Parent & Family Engagement
3. Transition
4. Student Needs

District-Level Uses:

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

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 \$1,927

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
- Indirect Costs \$148

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
- Indirect Costs \$320

2020-21 Elementary and Secondary School Emergency Relief (ESSER) Grant**Program Purposes, Goals, and Objectives**

The intent and purpose of the CARES Act education funding is to prevent, prepare for, and respond to the coronavirus.

Grant Award: \$187,610

Grant Period: Pre-Award (3/13/2020) through September 30, 2022

District-Level Activities:

- Period cleaning and sanitizing digital devices (\$18,208)
- Outside services (\$45,468)
- Supplies and Materials (\$123,934)

CRRSA ESSER II Grant Program**Program Purpose**

The intent and purpose of the CRRSA Act of 2021, ESSER II funding is to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.

Grant Award: \$870,422 (Anticipate \$400,000 withheld for TEA “Hold Harmless” provisions)

Grant Period: Pre-Award (3/13/2020) through Summer of 2023

District-Level Activities:

- Instructional Materials Allotment (\$200,000)

Campus-Level Activities:

- Campus Allotments for principals to address specific campus needs. Allotments based on campus enrollments (\$258,700)

ARP ESSER III Grant Program**Program Purpose**

The intent and purpose of ARP of 2021, ESSER III funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Grant Award: \$1,954,845, Required 20% Set Aside of \$390,969 to address Learning Loss

Grant Period: Pre-Award (3/13/2020) through Summer of 2024

District-Level Activities:

- Retain Staff (\$980,000)
 - Salary Adjustments (June, July/August)
- Address Learning Loss (\$390,969)
 - Parent Academies
 - Technology Solutions (Devices, connectivity, etc.)
 - After-School Activities
 - Expand Reading Academies
 - Tutoring
 - Expand Lead4ward
- Address Mental Health Needs (\$566,000)
 - Character & Leadership Development
 - Real Life Management Communication training

Supplemental ESSER (ESSER-SUPP) Grant Program**Program Purpose**

The intent of the ESSER-SUPP grant is to provide additional resources to pay for unreimbursed costs due to the coronavirus pandemic and for intensive educational support for students not performing satisfactorily. The intent and purpose of ARP of 2021, ESSER III funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Grant Award: \$519,852

Grant Period: Pre-Award (3/13/2020) through Summer of 2023

District-Level Activities:

- Reimburse local budget for expenses incurred during shutdown and reopening schools in 2021-22 (\$155,406)
- Meals for students who participated in October Intersession
- Expansion of Reading Academy participants beyond state requirements (\$150,000)
- Instructional Materials Allotment (\$200,000)

Godley ISD Plan for At-Risk/Compensatory Education 2021-2022

The goal of the state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students (TEC Section 29.081).

Amount allocated: **\$1,876,803 of which 55%, or \$1,032,242 is directly funded for Comp Ed activities**

Goal/Intended Purposes: To increase academic achievement and reduce the dropout rate

Intended Beneficiaries: Students identified as being at-risk for dropping out of school*

*Godley ISD uses State PEIMS criteria for the identification of At-Risk students. No additional local criteria are assigned.