

Godley Independent School District
District Improvement Plan
2022-2023 Goals/Key Questions/System Responses

Accountability Rating: C



Board Approval Date: November 14, 2022

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.

Value Statement

We believe that:

- Public education is the foundation of our community and gives students a solid foundation for a successful future.
- Community engagement is vital to learning and promoting accountability in all students.
- Positive, supportive, professional relationships combined with a safe and friendly environment are essential to student learning.
- Developing a growth mindset combined with focus and commitment enables learners to persevere through any challenge.
- Understanding each learner's strengths and passions combined with the empowerment of voice and choice in their learning experiences creates the conditions for students to be partners in their education.
- Designing meaningful and relevant learning experiences leads to student engagement & profound learning.
- It is our responsibility to prepare our learners with the skills they need for a successful, meaningful, and fulfilling future.
- Learning can happen anywhere.
- All decisions should be made in the best interest of students.

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Goals





Goal 1: Student Learning & Progress

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: We have the system capacity to prepare our students with academic and social skills to make them successful at the next level.</p> <p>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 reading and math.</p> <p>The three-year goal for reading is for 60% of all students to reach the "Meets Standards" level. The district will achieve this goal by increasing the "all students" group's performance from the current score of 43% by 5-6% annually each year for the next three years.</p> <p>The goal for 2022-2023- 49%, 2023-2024- 55%, and 2024-2025- 60%.</p> <p>In math, the three-year goal is for the "all students" group's performance to improve to at least 55% from the current score of 35%. This will require a 6-7% increase annually.</p> <p>The goal for 2022-2023- 42%, 2023-2024- 49%, 2024-2025- 55%</p> <p>Staff Responsible: Asst. Superintendent Chief Academic Officer Principals, Asst. Principals Facilitators of Learning & Innovation</p>	Formative			Summative
	Nov	Jan	May	June
	On Track			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The district will monitor students' progress toward meeting the challenging state academic standards. Data meetings will be held routinely at every level to discuss trends and patterns identified during the analysis of the data. District Administrators will meet with Campus Principals to discuss MAP, mClass, IRLA, passing rates, attendance, and other data points at least monthly to maintain a clear understanding of the state of the district and measure progress toward district goals.

Intended Audience: Principals

Date(s) / Timeframe: On-going- September 2022- April 2023

Provider / Presenter / Person Responsible: Chief Academic Officer

Collaborating Departments: Learning Design & Curation

Delivery Method: Cabinet Meetings

Staff Responsible: Campus Principals

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy**

Strategy 2: The district will identify emergent bilingual (EB) students on each campus who have not passed the STAAR and/ or TELPAS. A system of intervention including personnel and additional resources to provide English language instruction, vocabulary, and instructional support to help with reading, writing, listening, and speaking, will be put in place to provide assistance to those students who need help meeting the challenging state academic standards.

Intended Audience: Principals

Date(s) / Timeframe: October 2022- December 2022

Provider / Presenter / Person Responsible: Coordinator of Emergent Bilingual Students

Collaborating Departments: Chief Academic Officer

Chief Human Resource Officer

Chief Financial Officer

Delivery Method: Recruiting and hiring additional staff (FTE, tutors, substitutes)

Implementing instructional resources to provide language and academic support

Staff Responsible: Coordinator of Emergent Bilingual Students

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: Personnel - 255 - Title II- Teacher/Principal training, K-12 Summit - 263 Title III- Emergent Bilingual

Strategy 3: The district will evaluate staffing to ensure campus principals have ample full-time employees (FTEs) to maintain small class sizes (20:1) and provide additional support for students as indicated by data to reach identified goals.

Intended Audience: Campus Principals

Date(s) / Timeframe: Hiring- Aug. 2022

Staffing Evaluation- February- March 2023

Hiring- March- July 2023

Provider / Presenter / Person Responsible: Chief Human Resources Officer

Campus Principals

Collaborating Departments: Learning Design & Curation
Finance

Delivery Method: Staffing template, needs assessment, recruiting

Staff Responsible: Campus principals

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: Personnel - 211- Title 1 Part A





Goal 1: Student Learning & Progress

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			
<p>System Response 1: We need the system capacity to create opportunities for students to deeply explore and investigate content.</p> <p>Evidence of Success: - GT Participation - Honors and Dual Credit Participation - MAP Growth Measures - Program of Study completers - STAAR growth measures - Course offerings - UIL Participation - Lesson Designs - Report Cards - Clubs participation</p> <p>Staff Responsible: Asst. Superintendent Chief Academic Officer</p> <p>Problem Statements: Engaged Well Rounded Students 1</p>	Formative			Summative
	Nov	Jan	May	June
	Adjustments Taking Place			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The district will provide, maintain, and support a written curriculum that is guaranteed and viable to ensure all students are being taught the state curriculum to the depth and complexity of the standards.

Intended Audience: Teachers

Date(s) / Timeframe: Aug. 2022- May 2023

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

Collaborating Departments: Campus Administration

Delivery Method: Written Curriculum

Staff Responsible: Chief Academic Officer
 Facilitators of Learning & Innovation

TEA Priorities:

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

- Targeted Support Strategy

Strategy 2: The district will support advanced academics through an elementary gifted and talented program, honors, dual credit, and advanced certification courses at the secondary level to meet the needs of all students and provide opportunities for in-depth learning.

Intended Audience: Teachers

Date(s) / Timeframe: Aug 2022- May 2023

Provider / Presenter / Person Responsible: GT Coordinator
Chief Academic Officer

Collaborating Departments: Campus Administration

Delivery Method: Direct instruction, course offerings, differentiation strategies

Staff Responsible: Gifted & Talented Coordinator

Strategy 3: The district will support project-based performance assessments that encourage students to explore their interests and conduct in-depth research and deep learning. Teachers will be provided professional learning opportunities and resources to help in planning and implementing lessons to facilitate students.

Intended Audience: Teachers

Date(s) / Timeframe: Aug 2022- May 2023

Provider / Presenter / Person Responsible: Chief Academic Officer

Collaborating Departments: Gifted & Talented
Emergent Bilingual
Career & Technical Education

Delivery Method: Lesson Plans,
Instructional materials,
Professional learning

Staff Responsible: Chief Academic Officer

Key Question 2 Problem Statements:

Engaged Well Rounded Students

Problem Statement 1: We do not have the personnel or bandwidth to provide the necessary courses and extra-curricular opportunities to engage at least 75% of our student body in exploring or learning about an area of interest. **Root Cause:** As a fast-growth district, our student body is growing at a rate that is faster than the rate we can hire teachers and add courses and/ or extra-curricular options to engage students.





Goal 1: Student Learning & Progress

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: We need the system capacity to support the specific needs of students.</p> <p>Evidence of Success: - TELPAS results</p> <ul style="list-style-type: none"> - K-12 Reports - mClass Reports - IRLA Reports - MAP Growth - PLAFFS - IEP and 504 progress - Programs of Study - CCMR points - School Links Reports - Honors and Dual Credit Participation - GT participation and growth data -LINKS <p>Staff Responsible: Asst. Superintendent Chief Academic Officer</p> <p>Problem Statements: Engaged Well Rounded Students 1</p>	Formative			Summative
	Nov	Jan	May	June
	Adjustments Taking Place			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The district will purchase and support all necessary instructional supports to provide high-quality Teri 1, 2, and 3 instruction to meet the unique needs of all students. This includes but is not limited to K-12 Summit, Mastery Prep, ClassLinks, SchooLinks, APEX

Intended Audience: Students

Date(s) / Timeframe: September 2022-May 2023

Provider / Presenter / Person Responsible: Chief Academic Officer
Campus Administration

Collaborating Departments: Chief Financial Officer
EB
GT

CTE
Dyslexia

Delivery Method: direct instruction, online tools, resources, and materials for engaging high-quality instruction and intervention

Staff Responsible: Campus Administration, Teachers

TEA Priorities:

Build a foundation of reading and math

Funding Sources: Resources- K-12 Summit - 263 Title III- Emergent Bilingual, Mastery Prep, ClassLinks - 211- Title 1 Part A, School Links - 244- Perkins CTE

Strategy 2: Provide professional learning and coaching on instructional strategies and differentiation to support teachers and develop their capacity to use data to make instructional decisions for students as individuals. Including dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] and dropout reduction [TEC 11.252(a)(3)(C)].

Intended Audience: Teachers

Date(s) / Timeframe: Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Campus Administrators

Facilitators of Learning and Innovation

GT Coordinator

EB Coordinator

Special Education Director

Collaborating Departments: GT

EB

Special Education Coop

Dyslexia

Delivery Method: Face-to-face and online training modules and weekly as PLC, and individual coaching opportunities

Staff Responsible: Campus Administrators

Facilitators of Learning and Innovation

GT Coordinator

EB Coordinator

Special Education Director

TEA Priorities:

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

Funding Sources: MobileMind - 255 - Title II- Teacher/Principal training, Personnel - 211- Title 1 Part A

Strategy 3: Recruit, hire and retain ample staff to fill open positions and provide the necessary support to teachers to pull small groups and work with individual students as needed.

Intended Audience: Teachers

Date(s) / Timeframe: July 2022- Jan 2023

Provider / Presenter / Person Responsible: Chief Human Resources Officer

Collaborating Departments: Campus Administration
Learning Design & Curation

Delivery Method: Make staffing decisions based on campus needs and counts.
Posting jobs, interviewing and selecting the highest quality personnel available to fill open positions.

Staff Responsible: Chief Human Resources Officer
Campus Principals

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 4: The district will provide and support funding, resources, and personnel to maintain and alternate high school option- LINKS- for students who are at risk for dropping out or need accelerated or 1:1 instruction to complete their credits for graduation.

Intended Audience: At- Risk high school students

Date(s) / Timeframe: Aug 2022- May 2023

Provider / Presenter / Person Responsible: High School Campus Administration

Collaborating Departments: Learning Design & Curation
Human Resources

Delivery Method: Students will use online platforms such as APEX to complete credit recovery courses

Staff Responsible: Associate Principal at LINKS and staff assigned to LINKS campus.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college





Key Question 3 Problem Statements:

Engaged Well Rounded Students
Problem Statement 1: We do not have the personnel or bandwidth to provide the necessary courses and extra-curricular opportunities to engage at least 75% of our student body in exploring or learning about an area of interest. Root Cause: As a fast-growth district, our student body is growing at a rate that is faster than the rate we can hire teachers and add courses and/ or extra-curricular options to engage students.

Goal 1: Student Learning & Progress

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We have the system capacity that allows students and teachers to experience learning anywhere.</p> <p>Evidence of Success: - Collaboration spaces - Virtual learning opportunities - Chromebooks - Flexible seating - Long Range Planning Team - Building designs - Teacher training - Project Based Learning experiences</p> <p>Staff Responsible: Superintendent</p> <p>Problem Statements: Safety and Well Being 1</p>	Formative			Summative
	Nov	Jan	May	June
	Adjustments Taking Place			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: The district will convene a long-range planning committee to meet and create plans for the future of Godley ISD to address and prepare for the growth as well as the changing needs of our students and community. Current facilities will be addressed based on needed upgrades and improvements, and new facilities will be planned for, designed and built as the need arises.

Intended Audience: Long-range planning committee
 Board of Trustees
 District Cabinet

Date(s) / Timeframe: Sept 2022-Dec. 2023

Provider / Presenter / Person Responsible: Huckabee Architectural Firm
 Superintendent

Collaborating Departments: Finance
 Learning Design & Curation
 Facilities
 Huckabee

Delivery Method: Bi-monthly meetings

Staff Responsible: Superintendent

Strategy 2: Pre--K to Professionals- The district will seek outside business and community partners to serve as mentors, guest speakers, sponsors, and to host high school students as interns in a variety of professional fields to encourage students to explore the connection between school and life beyond.

Intended Audience: Students

Date(s) / Timeframe: Sept. 2022- May 2023

Provider / Presenter / Person Responsible: Career & Technology Education (CTE) Director

Collaborating Departments: Communications
Learning Design & Curation
Human Resources

Delivery Method: Field Trips, guest speakers, mentors, internships, job fairs

Staff Responsible: CTE Director

TEA Priorities:

Connect high school to career and college

Funding Sources: Field Trips - 211- Title 1 Part A

Strategy 3: The district will support and provide a wide variety of extracurricular and co-curricular opportunities in addition to expanding programs of study to include more professional fields in the CTE department to give students every opportunity to discover that learning can and does happen anywhere. Teachers will be trained, coached, and encouraged to make connections between the lessons they are teaching and students' personal lives and to take the learning beyond the classroom. Teachers will be recognized for using collaborative spaces, and engaging students in highly engaging hands-on learning opportunities to help them make connections to the world beyond school.

Intended Audience: Teachers/ Students

Date(s) / Timeframe: Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Campus Administration
Facilitators of Learning & Innovation
Chief Academic Officer

Collaborating Departments: Athletics
Fine Arts
CTE
GT
EB
Communications
Learning Design & Curation

Delivery Method: Professional Learning
Communication through social media and the district website

Staff Responsible: Campus Administration
Facilitators of Learning & Innovation
Chief Academic Officer

Funding Sources: Personnel - 211- Title 1 Part A, Personnel - 211- School Improvement Grant , Professional Learning - 255 - Title II- Teacher/Principal training

Key Question 4 Problem Statements:

Safety and Well Being

<p>Problem Statement 1: As a district, we strive to find a balance between using our instructional spaces to optimize learning to support the whole child by allowing students and teachers to work beyond the classroom in open collaborative spaces while also providing a safer, secure campus. Root Cause: We want to have aesthetically pleasing facilities that support collaboration and engaging learning activities, but that does not always align with what the state and law enforcement consider safe and secure.</p>
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Goal 2: Student Readiness





Goal 3: Engaged Well-Rounded Students:

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: We need the system capacity that empowers teachers and students to share the responsibility of quality learning experiences by the end of this school year.</p> <p>Evidence of Success: -Students can describe learning experiences at home - Collaboration spaces are used by students to progress -Teacher lesson plans -Student surveys -Observation Data (T-TESS and walkthroughs) -Failure Reports and Trends -Community Service -Advisory Councils</p> <p>Staff Responsible: Chief Academic Officer Campus Principals/ Asst. Principals</p> <p>Problem Statements: Engaged Well Rounded Students 1</p>	Formative			Summative
	Nov	Jan	May	June
	On Track			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The district will provide job-embedded professional learning designed to shift the academic focus away from teaching skills in isolation and toward engaging students in high-interest learning experiences where students share the responsibility for learning.

Intended Audience: Teachers

Date(s) / Timeframe: Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Facilitators of Learning and Innovation
 Principals/ Assistant Principals
 Chief Academic Officer

Collaborating Departments: Learning Design & Curation

Delivery Method: Professional Learning/ In-service
 PLC
 Coaching
 Micro-credentials

Staff Responsible: Facilitators of Learning and Innovation
Principals/ Assistant Principals

TEA Priorities:
Recruit, support, retain teachers and principals

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

Strategy 2: The district will update and enforce grading policies and procedures that reflect student mastery of grade-level standards. The district will issue standards-based grading through 2nd grade and mastery grades after ample guided practice and re-teach in grades 3 and beyond. Elementary teachers will have conferences with all parents twice annually to review academic progress and discuss how the home/ school compact responsibilities can best support the student's progress toward mastery. Secondary teachers will contact and meet with parents as needed to ensure open two-way communication between home and school.

Intended Audience: Teachers
Students
Parents

Date(s) / Timeframe: Aug. 2022-May 2023

Provider / Presenter / Person Responsible: Campus Principals
Chief Academic Officer
Asst. Superintendent

Collaborating Departments: Learning Design & Curation

Delivery Method: In-Service
PLC/ Teams/ Department/ Staff Meetings

Staff Responsible: Campus Administrators

TEA Priorities:
Build a foundation of reading and math

Strategy 3: The district will train and support campus administrators in the implementation of Professional Learning Communities (PLC) on all campuses. PLCs will follow a set of structured protocols, and will be regularly scheduled, well-planned, and facilitated by trained individuals to ensure the discussion is meaningful, relevant, and productive.

Intended Audience: Campus Administrators
Facilitators of Learning & Innovation

Date(s) / Timeframe: Aug. 2022- Dec. 2023

Provider / Presenter / Person Responsible: Campus Principals/ Asst. Principals
Facilitators of Learning & Innovation

Collaborating Departments: Learning Design & Curation

Delivery Method: Book Study
Coaching
PLCs

Staff Responsible: Campus Administrators
Facilitators of Learning Design & Curation

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools

Key Question 1 Problem Statements:

Engaged Well Rounded Students





<p>Problem Statement 1: We do not have the personnel or bandwidth to provide the necessary courses and extra-curricular opportunities to engage at least 75% of our student body in exploring or learning about an area of interest. Root Cause: As a fast-growth district, our student body is growing at a rate that is faster than the rate we can hire teachers and add courses and/ or extra-curricular options to engage students.</p>
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Goal 3: Engaged Well-Rounded Students:

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			
<p>System Response 1: The district will be a system with the capacity to understand and support all students' interests and support engaging learning opportunities.</p> <p>Evidence of Success: -Participation in extracurricular activities/clubs/organizations -Number of electives offered -Wildcat Business/WIN (What I Need) -Lesson plans -Classroom walkthroughs (focusing on student engagement) -Teacher & student surveys -ASVAB (Armed Services Vocational Aptitude Battery) participation</p> <p>Staff Responsible: District Administrators Campus Administrators Teachers</p>	Formative			Summative
	Nov	Jan	May	June
	On Track			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The district will hold meetings every other month to support collaboration between District Admin, Department Directors/ Coordinators, and Campus Administrators allowing time to review programs that offer students an opportunity to participate in clubs, classes, and extracurricular activities beginning in elementary school. These meetings will develop capacity among District Leadership to explore and understand the impact student interest has on academic success and post-secondary readiness.

Intended Audience: District Administrators- Directors, Coordinators
 Campus Administrators

Date(s) / Timeframe: Sept. 6, 2022,
 Nov. 1, 2022,
 Jan. 10, 2023,
 March 7, 2023, and
 May 2, 2023

Provider / Presenter / Person Responsible: Asst. Superintendent

Collaborating Departments: Athletics
 Fine- Arts
 Gifted- Talented
 Learning Design & Curation

Delivery Method: Meeting

Staff Responsible: District Administration
Campus Administration

TEA Priorities:
Connect high school to career and college

Strategy 2: The district will analyze budget expenditures and staffing in relation to student participation in course offerings, clubs, and extracurricular activities to evaluate programs and make decisions that provide the most opportunities for the most students.

Intended Audience: District Administration
Campus Administration

Date(s) / Timeframe: Feb 2023-April 2023

Provider / Presenter / Person Responsible: Chief Financial Officer
Chief Academic Officer
District Education Improvement Committee (DEIC)

Collaborating Departments: Learning Design & Curation
Campuses
Fine Arts
Athletics
Gifted & Talented
English Language Learners

Delivery Method: Program Evaluation
Committee Meetings

Staff Responsible: Chief Financial Officer





TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college

Funding Sources: Return on Investment software - 255 - Title II- Teacher/Principal training

Goal 3: Engaged Well-Rounded Students:

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Our district will be a system with the capacity to cultivate and nurture a climate and culture that recognizes and highlights students' strengths and achievements.</p> <p>Evidence of Success: -Awards ceremony -Competitions -Recognition of student accomplishments -Clubs and organizations (student choice) -Course offerings</p> <p>Staff Responsible: Asst. Superintendent</p>	Formative			Summative
	Nov	Jan	May	June
	On Track			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: The district will implement a new website that will integrate with multiple social media platforms as well as email and text outlets to facilitate better communication with families and the community and to showcase the district's events and students' successes.

Intended Audience: Families and Community

Date(s) / Timeframe: Sept. 2022- July 2023

Provider / Presenter / Person Responsible: Director of Communication

Collaborating Departments: Technology

Delivery Method: District website

Staff Responsible: Director of Communication

Strategy 2: Students will be afforded the opportunity to participate in multiple extracurricular activities and clubs throughout their educational career to broaden their exposure to possible career paths and explore a wide range of interests.

Intended Audience: Students

Date(s) / Timeframe: Sept. 2022-May 2023

Provider / Presenter / Person Responsible: Campus Administrators

Teachers/ Coaches

Directors

Collaborating Departments: Athletics

Fine Arts

Athletics

Delivery Method: Meetings

Activities and

Staff Responsible: Campus Principal/ Asst. Principal

Teachers/ Coaches

TEA Priorities:

Connect high school to career and college

Funding Sources: Field Trips - 211- Title 1 Part A, Career Exploration - 244- Perkins CTE





Goal 4: Community Engagement & Partnerships

Key Question 1: To what degree do we provide family and community engagement that fosters achievement to high standards for all children and is geared toward lowering barriers to participation by including stakeholders in the planning, review, and improvement of district policy?

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: The district will be a system with the capacity to develop and support a Family and Community Engagement (FACE) committee made up of stakeholders from across the district. The FACE committee will meet regularly to draft and implement a Family and Community Engagement policy based on the most current research to ensure effective strategies are in place that will foster achievement to the highest standards for all children and lower barriers to greater involvement and participation.</p> <p>Evidence of Success: Family and Community Engagement Committee</p> <ul style="list-style-type: none"> - list of members, - invitations to meetings, - agendas, - meeting minutes, - written policy, - planned events, and - increased participation across the district by family and community members. <p>Staff Responsible: Chief Academic Officer Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	May	June
	Support Requested			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The district will recruit and enlist a team of volunteers to begin meeting and developing a Family and Community Engagement committee.

Intended Audience: Parents
Community Members
Teachers
Administrators

Date(s) / Timeframe: Sept.- Oct. 2022

Provider / Presenter / Person Responsible: Chief Academic Officer

Collaborating Departments: Communications

Delivery Method: Surveys

Staff Responsible: Chief Academic Officer

Strategy 2: The district FACE committee will develop a local Family and Community Engagement policy that will define and explain the mission, vision, and goals of the group to reflect those of the District.

Intended Audience: Family and Community

Date(s) / Timeframe: November- Dec. 2022

Provider / Presenter / Person Responsible: Chief Academic Officer
FACE Committee Chair

Collaborating Departments: Communications

Delivery Method: Written policy

Staff Responsible: Chief Academic Officer

Strategy 3: The FACE committee will plan and carry out at least one engagement event in the spring of 2023.

Intended Audience: Family and Community

Date(s) / Timeframe: Jan - April 2023

Provider / Presenter / Person Responsible: FACE Chairperson

Collaborating Departments: Learning Design & Curation
Communication

Delivery Method: Event

Staff Responsible: FACE Chair





Funding Sources: Materials/ Supplies - 211- Title 1 Part A

Goal 5: Professional Learning & Quality Staff

Key Question 1: To what degree is every staff member committed to Godley ISD's values, principles, and culture?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: The district will be a system with the capacity to develop and maintain a culture that respects and upholds district standards & non-negotiables.</p> <p>Evidence of Success: -Make every decision in the best interest of kids -Be professional at all times -When a problem arises, follow the chain of command -Be a team player -Wildcat U & Wildcat Review -Retention rates -Stakeholder surveys -PLCs -District Celebrations including: ~Convocation ~Recognition/End of Year Celebration ~Christmas Luncheon</p> <p>Staff Responsible: Asst. Superintendent</p>	Formative			Summative
	Nov	Jan	May	June
	On Track			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The district will develop a series of administrative regulations and written procedures to capture district standards and expectations.

Intended Audience: District Staff

Date(s) / Timeframe: July. 2022-June 2023

Provider / Presenter / Person Responsible: Assistant Superintendent

Collaborating Departments: Learning Design & Curation
 Safety & Well-Being
 Communication
 Campus Administration

Delivery Method: Google Drive
 District Website

Staff Responsible: Asst. Superintendent

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: The district will onboard new hires by sharing district curricular expectations, mission, vision, and long-range planning goals and administrative regulations to ensure all employees are aware of the district standards. New employees will be trained through a variety of avenues including MobileMind, Wildcat U & a mentor program.

Intended Audience: New hires- teachers and staff members

Date(s) / Timeframe: July 2022- June 2023

Provider / Presenter / Person Responsible: Chief Academic Officer
Assistant Principals
Facilitators of Learning and Innovation
Mentors

Collaborating Departments: Learning Design & Curation
Cabinet
Technology

Delivery Method: MobileMind- virtual learning platform
Monthly face-to-face professional learning sessions
Mentor sessions
Team/ Department Meetings

Staff Responsible: Chief Academic Officer

TEA Priorities:
Recruit, support, retain teachers and principals

Funding Sources: MobileMind - 255 - Title II- Teacher/Principal training - \$30,095

Strategy 3: The district will design and deliver a series of professional learning opportunities to provide ongoing training and emphasis on district standards and non-negotiables for returning teachers. Wildcat Review lessons will be held throughout the year through a variety of avenues to identify and address any disparities that may result in low-income or minority students being taught by ineffective, inexperienced, or out-of-field teachers and refine the process and to grow and retain high-quality teachers, and staff.

Intended Audience: Returning teachers and staff

Date(s) / Timeframe: Oct. 2022- May 2023

Provider / Presenter / Person Responsible: Asst. Superintendent
Chief Academic Officer
Campus Principals
Facilitators of Learning & Innovation

Collaborating Departments: Learning Design & Curation
Technology

Delivery Method: Mobile Mind- micro-credentials
Professional Learning Communities
Face-to-Face meetings

Staff Responsible: Asst. Superintendent

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 4: The district will conduct formal and informal stakeholder surveys routinely throughout the year to gauge the climate and culture of the district. Having this data will help campus and district administrators make adjustments to provide additional support as needed.

Intended Audience: Staff

Date(s) / Timeframe: Campus and District Administration
Asst. Superintendent
Director of Communication

Provider / Presenter / Person Responsible: Director of Communication

Collaborating Departments: Technology
Learning Design & Curation
Cabinet

Delivery Method: Digital surveys
Professional Learning Communities

Staff Responsible: Asst. Superintendent

TEA Priorities:
Recruit, support, retain teachers and principals





Goal 5: Professional Learning & Quality Staff

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Godley ISD will be a system with the capacity to provide for student learning & well-being.</p> <p>Evidence of Success: -Student and parent surveys -Evidence from Pillar 3 (engaged, well-rounded students) and 7 (safety and well-being) -504, IEP, ESL plans followed -Evaluation data -PLCs -Lesson Plans -Teacher tutorials (how often, attentive to students) -Student growth by using data (MAP, STAAR, quarterly assessments, progress reports, and failure rates)</p> <p>Staff Responsible: Coordinator of Health & Well-Being</p> <p>Problem Statements: Safety and Well Being 1</p>	Formative			Summative
	Nov	Jan	May	June
	Adjustments Taking Place			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The district will provide de-escalation and positive-behavior intervention support (PBIS) training for all campus staff to help provide additional emotional support for students.

Intended Audience: All teachers and staff

Date(s) / Timeframe: Aug 2-5

Provider / Presenter / Person Responsible: Jennifer Trevino

Collaborating Departments: Special Education
Counseling

Delivery Method: Face-to-face training
On-going behavior intervention support

Staff Responsible: Angie Gonzalez

TEA Priorities:

Recruit, support, retain teachers and principals

Funding Sources: Professional Development - 255 - Title II- Teacher/Principal training

Strategy 2: All staff members will participate in a series of Compliance Training including allergy/ anaphylaxis, addressing bullying, mental health. suicide awareness, and other sessions that address the physical, mental and social well-being of all students.

Intended Audience: All teachers and staff

Date(s) / Timeframe: June 6- Aug 8, 2022

Provider / Presenter / Person Responsible: Chief Academic Officer created the sessions and the staff members completed them using MobileMind digital platform

Collaborating Departments: Technology,
Special Education

Delivery Method: MobileMind

Staff Responsible: Chief Academic Officer

TEA Priorities:

Recruit, support, retain teachers and principals

Funding Sources: MobileMind - 255 - Title II- Teacher/Principal training

Strategy 3: The district will support the health and well-being of all students and staff by adding positions including a Director of Safety & Well-Being, Health and Well-Being Coordinator, Coordinator of Character and Leadership Development, and Counseling Secretaries on all campuses to allow Guidance Counselors to spend at least 80% of their time working in classrooms and with students.

Intended Audience: Students and Staff

Date(s) / Timeframe: July 2022-June- 2023

Provider / Presenter / Person Responsible: Chief Human Resources Officer
Chief Financial Officer
Asst. Superintendent

Collaborating Departments: Human Resources
Safety & Well Being
Finance

Delivery Method: Recruit, hire and retain highly qualified staff members to support all district personnel.

Staff Responsible: Chief HR Officer

TEA Priorities:

Recruit, support, retain teachers and principals

Funding Sources: Personnel - 289- Title IV- Safety & Security

Strategy 4: The district will provide all teachers and staff members opportunities for training and job-embedded coaching on strategies and resources designed to provide differentiation for students who need additional support to remediate or extend instruction. Providing differentiation and a menu of choices for students to demonstrate mastery supports all students in learning the content and feeling supported socially, emotionally, and academically.

Intended Audience: Teachers
Staff
Students

Date(s) / Timeframe: Ongoing Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Facilitators of Learning & Innovation
Campus Principals and Asst. Principals
Chief Academic Officer

Collaborating Departments: Human Resources
Learning Design & Curation

Delivery Method: Face-to-Face Training
Coaching
Professional Learning Communities
Team/ Department Meetings

TEA Priorities:
Recruit, support, retain teachers and principals

Key Question 2 Problem Statements:

Safety and Well Being

<p>Problem Statement 1: As a district, we strive to find a balance between using our instructional spaces to optimize learning to support the whole child by allowing students and teachers to work beyond the classroom in open collaborative spaces while also providing a safer, secure campus. Root Cause: We want to have aesthetically pleasing facilities that support collaboration and engaging learning activities, but that does not always align with what the state and law enforcement consider safe and secure.</p>
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Goal 5: Professional Learning & Quality Staff

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Godley ISD will be a system that participates in meaningful and relevant professional development.</p> <p>Evidence of Success: -PLCs -Staff surveys -Campus PD at beginning of year and PD days throughout the year -Wildcat U & Wildcat Review -Lesson plans -Observation data</p> <p>Staff Responsible: Chief Academic Officer Chief Human Resources Officer</p> <p>Problem Statements: Professional Learning and Effective Staff 1</p>	Formative			Summative
	Nov	Jan	May	June
	On Track			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: Throughout the year, the district will provide a wide range of professional learning to ensure all teachers and staff have the support needed to serve students.

(CPI/ De-Escalation/ PBIS, Special Services (Dyslexia, ESL, GT, SpEd), Differentiation, Reading Academies, etc.)

Intended Audience: Teachers
Staff

Date(s) / Timeframe: Ongoing Aug. 2022- June 2023

Provider / Presenter / Person Responsible: Chief Academic Officer
Facilitators of Learning & Innovation
Special Education Director

Collaborating Departments: Johnson County Shared Services (JCSSA)
Learning Design & Curation
Human Resources
Campus

Delivery Method: Face-to-face training
Coaching

Professional Learning Communities
Staff/ Team/ Dept meetings

Staff Responsible: Chief Academic Officer

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: The district will develop a "Grow Your Own" teacher preparation program. The program will be focused on helping current paraprofessionals and recent graduates who participated in the teacher preparation classes in high school earn a bachelor's degree and/ or gain alternative teacher certification through the TeachWorthy and Indiana Wesleyan University

Intended Audience: Paraprofessionals

Date(s) / Timeframe: July 2022- June 2023

Provider / Presenter / Person Responsible: TeachWorthy
Indiana University

Collaborating Departments: Human Resources
Learning Design & Curation

Delivery Method: College Courses
Professional Learning in district

Staff Responsible: Chief Human Resources Officer

TEA Priorities:

Recruit, support, retain teachers and principals

Funding Sources: Tuition - 279- TCLAS- ESSR III

Strategy 3: The district will conduct a program evaluation to assess the effectiveness of our professional learning and determine what if any changes need to be made to ensure our professional learning options are in-line with the district mission, vision, and goals and are meaningful and relevant for our staff and faculty.

Intended Audience: Teacher
Staff
District Administration

Date(s) / Timeframe: March 2023- May 2023

Provider / Presenter / Person Responsible: Chief Academic Officer
Chief Human Resources Officer
Chief Financial Officer
Asst. Superintendent

Collaborating Departments: Learning Design & Curation

Human Resources
Finance
Cabinet

Delivery Method: Survey

Staff Responsible: Chief Academic Officer

TEA Priorities:

Recruit, support, retain teachers and principals

Key Question 3 Problem Statements:

Professional Learning and Effective Staff
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<p>Problem Statement 1: The professional learning needs vary widely based on the experience and assignment of the teachers and staff across the district. Root Cause: The growth of the district over the last few years required hiring many zero-year and alternative certification teachers. The recent salary increases made possible by the Voter Approved Tax Ratification Election (VATRE) brought an influx of more experienced teachers to the district creating a gap in the professional needs of district teachers and staff.</p>

Goal 6: Fiscal And Operational Systems

Goal 7: Safety And Well-Being

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

Initial Status: Maintain

System Response 1 Details	Reviews			
System Response 1: We will be a system that intentionally considers students' well-being when creating learning spaces. Evidence of Success: -Field Trips -Lighting aesthetics -Collaborative areas -Flexible seating -Outdoor/Playground learning areas	Formative			Summative
	Nov	Jan	May	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: The district will develop and follow written procedures to follow state protocols and ensure the campuses are safe and secure. The policies and procedures will be shared with staff at the beginning of the year in service and through ongoing professional development.

Intended Audience: Teachers
Staff

Date(s) / Timeframe: Aug. 1-8, 2022

Provider / Presenter / Person Responsible: Director of Safety & Well-Being
Coordinator of Health & Well-Being

Collaborating Departments: Human Resources
Learning Design & Curation
Cabinet

Delivery Method: Face-to-Face professional learning

Staff Responsible: Director of Safety & Well-Being

TEA Priorities:
Recruit, support, retain teachers and principals

Funding Sources: Training and Resources - 289- Title IV- Safety & Security

Strategy 2: The district will provide funds to allow students to safely participate in learning experiences beyond the classroom through field trips, real-world learning opportunities, performance-based learning, etc.

Intended Audience: Students

Date(s) / Timeframe: on-going- Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Teachers

Collaborating Departments: Learning Design & Curation
Campus Administration

Delivery Method: A variety of methods including but not limited to: field trips, real-world learning opportunities, performance-based learning,

Staff Responsible: Teachers

TEA Priorities:

Build a foundation of reading and math

Funding Sources: Field Trips/ Experiences - 211- Title 1 Part A

Strategy 3: The district will convene a committee to participate in long-range planning and future building designs to ensure we are prepared for future growth and to provide each campus with facilities that support learning beyond the classroom.

Intended Audience: Staff
Community

Date(s) / Timeframe: Sept. 2022- Dec. 2022

Provider / Presenter / Person Responsible: Superintendent
Huckabee

Collaborating Departments: Cabinet

Delivery Method: Face-to-Face meetings





Staff Responsible: Superintendent

Goal 7: Safety And Well-Being

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: We will be a system (culture) that proactively designs systems to create a feeling of security.</p> <p>Evidence of Success: -Emergency Operation Plan -Safety Drills -Visitor Protocols -Student Checkout Procedures -Guardian Program -Anonymous Alert App Information -Staffing - SRO, Bus Monitor, Chaperones -Background Checks</p> <p>Staff Responsible: Director of Safety & Well-Being</p>	Formative			Summative
	Nov	Jan	May	June
	Adjustments Taking Place			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: The district will hire and retain a Director of Safety & Well-Being, a Coordinator of Health & Well-Being, and a School Resource Officer who will work together to ensure the district has written policies and procedures that are followed to ensure that not only do students feel safe and secure, but all students and staff are safe and secure.

Intended Audience: Students
Staff

Date(s) / Timeframe: July 2022- June 2023

Provider / Presenter / Person Responsible: Director of Safety & Well-Being
Coordinator of Health & Well-Being

Collaborating Departments: Cabinet

Delivery Method: Written policies & Procedures
Training
Follow-Up on procedures

Staff Responsible: Director of Safety & Well-Being
Coordinator of Health & Well-Being

Funding Sources: Personnel - 289- Title IV- Safety & Security

Strategy 2: The district will conduct a comprehensive safety audit, district administrators will review the findings, and make the necessary changes or improvements to secure all campus facilities.

Intended Audience: Administration

Date(s) / Timeframe: July 2022- Sept. 2022

Provider / Presenter / Person Responsible: Director of Safety & Well-Being

Collaborating Departments: Cabinet
Maintenance/ Operation
Finance

Delivery Method: Changes to the physical plant
New and Updated policies and procedures
Improved communication tools

Staff Responsible: Director of Safety & Well-Being

Funding Sources: Audit - 289- Title IV- Safety & Security

Strategy 3: The district will implement additional safety procedures such as "Stop the Prop", "Be Nice, Check it Twice", routine weekly door checks, doorbells installed outside locked classroom doors to get students back into class quickly and safely, an expanded Guardian program, and updated communication tools to provide a sense of safety for all students, staff, and parents.

Intended Audience: Students
Staff
Parents/ Community

Date(s) / Timeframe: Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Director of Safety & Well-Being

Collaborating Departments: Maintenance
Communication
Campus Administrators

Delivery Method: Training videos
Door stickers to serve as reminders
Reinforced doors and improved closing mechanisms
Additional Keys
Updated Website and Social Media presence
Wireless doorbells

Staff Responsible: Director of Safety & Well-Being





Funding Sources: Wireless doorbells, stickers, other safety resources - 289- Title IV- Safety & Security

Goal 7: Safety And Well-Being

Key Question 3: Does the district have the capacity to care for the student's whole health as part of our culture?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We will be a system that cultivates the whole health of the student.</p> <p>Evidence of Success: -CLD Lesson Plan -Cook telehealth visits/Nursing Logs -Vision/Hearing/Scoliosis Screening -Fitness Gram -Aim for Success/Always Changing -Counseling -Meals served -Counseling Information -Behavior Intervention</p> <p>Staff Responsible: Coordinator of Character & Leadership Development Coordinator Of Health & Well-Being Guidance Counselors School Nurses</p>	Formative			Summative
	Nov	Jan	May	June
	Adjustments Taking Place			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The District will employ a registered nurse on each campus and a district Coordinator of Health and Well-Being who oversees the health services for the entire district to provide services such as Cook Telehealth visits, immunization clinics, and other public health opportunities to the students, staff, and community to encourage overall health and wellness and will keep students and staff healthy and in school.

Intended Audience: Campus Nurses

Date(s) / Timeframe: Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Coordinator of Health & Well-Being

Collaborating Departments: Communications
 Finance
 Human Resources

Delivery Method: Personnel placement
 Shot clinics

Staff Responsible: Coordinator of Health & Well-Being

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: The District will maintain a School Health Advisory Committee (SHAC) with representation from all stakeholder groups, including staff, parents, and community members. The SHAC will meet at least quarterly to review district policies and procedures, and to evaluate curriculum resources used to teach Health and a select few topics related to abuse, human trafficking, and human sexuality.

The SHAC will evaluate current resources, review and evaluate potential new curriculum resources and make a recommendation to the Board of Trustees.

Intended Audience: School Health Advisory Committee

Date(s) / Timeframe: Sept. 2022- April 2023

The committee will meet at least once a quarter.

Provider / Presenter / Person Responsible: Director of Safety & Well-Being

Collaborating Departments: Learning Design & Curation

Delivery Method: Meetings

Staff Responsible: Director of Safety & Well-Being

Strategy 3: The District will employ a Coordinator of Character and Leadership Development who will work with the campus Guidance Counselors to review curriculum resources for Character and Leadership Development and design a series of lessons and instructional resources to be used in the classroom and during guidance lessons to provide an aligned curriculum that supports the Texas Essential Knowledge and Skills (TEKS) related to character development. The district plans to have a district-designed scope and sequence that pulls from a variety of research-based, state-approved instructional resources. The district will maintain policies and procedures in place for suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)].

Intended Audience: Guidance Counselors

Teachers

Date(s) / Timeframe: Sept. 2022- April 2023

Provider / Presenter / Person Responsible: Coordinator of Character & Leadership Development
Counselors

Collaborating Departments: Learning Design & Curation
Safety & Well-Being

Delivery Method: Written curriculum with state-approved resources, housed on the district website

Staff Responsible: Coordinator of Character & Leadership Development

Strategy 4: The District will employ a Behavior Interventionist and will establish a Behavior Improvement Program (BIP) class at the elementary level to help support students who struggle with generalized school/ classroom behaviors and their teachers. The district will continue the LINKS program and District Alternative Education Program (DAEP) to meet the unique needs of older students who may not thrive in a traditional school setting or who struggle with

behavior concerns. The district will have policies and procedures in place to address the needs of students including conflict resolution programs [TEC 11.252 (3)(B)(ii) and violence prevention programs [TEC 11.252(3)(B)(iii)].

Intended Audience: Students with behavior concerns
Teachers

Date(s) / Timeframe: Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Chief Human Resources Officer
Special Education Director
Campus Principals

Collaborating Departments: Johnson County Shared Services (JCSSA)/ Special Education
Learning Design & Curation
Safety & Well-Being

Delivery Method: Hire and retain highly qualified personnel

Staff Responsible: Chief Human Resources Officer

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 5: The District will create a system of support to coordinate local district resources and services under the McKinney- Vento Homeless Assistance Act to provide homeless children and youth assistance with enrollment, attendance, and academics.

Intended Audience: Homeless Children and Youth

Date(s) / Timeframe: Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Campus Pupil Education Information Management System (PEIMS) Coordinator
District Pupil Education Information Management System (PEIMS) Coordinator
Coordinator of McKinney- Vento

Collaborating Departments: Federal Programs

Delivery Method: Written procedures and policy that outlines the available resources and services for homeless students.

Staff Responsible: Coordinator of McKinney- Vento

Strategy 6: The District will coordinate educational and other social services to provide for children living in local institutions for neglected and delinquent children, upon enrollment or identification of students living within district boundaries.

Intended Audience: Students living in institutions for neglected or delinquent children

Date(s) / Timeframe: Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Federal Programs

Collaborating Departments: Federal Programs
Learning Design & Curation





Staff Responsible: Chief Academic Officer

Goal 7: Safety And Well-Being

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: The District will be a system with the capacity to foster a culture that creates and promotes an environment of respect.</p> <p>Evidence of Success: -Discipline Referrals -Counselor Visits -Staff Evaluations -CLD Curriculum -Service Projects -Pride in the Building -Threat Assessments/Bully Report</p> <p>Staff Responsible: District Administration Campus Administration Director of Safety & Well- Being</p>	Formative			Summative
	Nov	Jan	May	June
	On Track			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The District will provide training for all campus administrators and teachers on Positive Behavior Intervention Strategy (PBIS) to establish expectations for behavior in all areas of the campus and communicate those expectations with students routinely to ensure students have internalized the information and are following them.

Intended Audience: Campus Administration
 Teachers

Date(s) / Timeframe: Aug. 2022- May 2023

Provider / Presenter / Person Responsible: Behavior Interventionist

Collaborating Departments: Special Education
 Counseling
 Safety & Well-Being

Delivery Method: Direct Teach
 Posters with behavior expectations
 Positive office referrals
 Observation/ feedback loop
 PBIS

Staff Responsible: Director of Special Education (Johnson County Shared Services Agreement - JCSSA)

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: The District will work to define "Nobel Actions" as part of the district's expectations for staff and student behavior.

Once defined these expectations will be clearly communicated through the written protocols and district standards which will be shared with all district staff members.

Once the District has clearly communicated the expectations, everyone will be encouraged to perform "Noble Acts" as a way to support the culture of the district.

Intended Audience: Campus and District Staff

Date(s) / Timeframe: Oct. 2022- May 2023

Provider / Presenter / Person Responsible: Asst. Superintendent

Collaborating Departments: Safety & Well-Being
Communication

Delivery Method: Written Expectations
Communication

Staff Responsible: Asst. Superintendent

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 3: The District will conduct an annual Comprehensive Needs Assessment (CNA) which will include gathering data through various avenues including a survey designed to assess the climate and culture of the district. Data from students, staff, and parents/ community surveys will be analyzed as part of the CNA, and annual goals will be written based on the findings.

Intended Audience: District Administration

Date(s) / Timeframe: March 2023

Provider / Presenter / Person Responsible: Chief Academic Officer

Collaborating Departments: Safety & Well-Being
Cabinet

Delivery Method: Qualtrics online survey- quantitative data
Face-to-face conversations- qualitative data

Staff Responsible: Chief Academic Officer