

**Godley Independent School District**  
**Pleasant View Elementary**  
**2023-2024 Campus Improvement Plan**

**Accountability Rating: Not Rated**



**Board Approval Date:** November 27, 2023  
**Public Presentation Date:** October 23, 2023

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# Comprehensive Needs Assessment

## Student Learning & Progress

### Student Learning & Progress Summary

TWD do we:

- prepare our students with academic and social skills to succeed at the next level?
- support and create opportunities for in-depth learning?
- align learning to students' needs?
- support the belief that learning can happen anywhere?

As a campus, we focus on giving students multiple opportunities throughout each day to demonstrate that they are learning both academic and social skills. Various methods of formal and informal methods are used to determine "to what degree" we are ensuring students are learning basic academic and social skills. Formal assessments such as MAP data, mClass data, and Curriculum Based Assessments provide growth and achievement data. Informal data is gathered through exit tickets, performance tasks, class discussions, and observations. Weekly planning sessions and Professional Learning Community (PLC) meetings are held to analyze the data and make data driven decisions regarding next steps in lesson delivery and pacing. This information also impacts the type of professional learning that is offered to staff.

### Student Learning & Progress Strengths

The focus for 2022-2023 was to ensure the ELAR curriculum, American Reading Company (ARC), was implemented in all classrooms with fidelity. Resources were purchased, training was provided, and support was given to leaders and teachers throughout the year. Results on STAAR, MAP, and just the overall enjoyment and engagement noticed in the classrooms demonstrated this program and effort is paying off. At the beginning of this year we started off with fewer students in the emergency level for reading and more students in the proficient level as compared to last year. Teachers are feeling much more comfortable with the curriculum and they are receiving a great deal of support from Mrs. Grimsley who is now over the reading curriculum.

### Problem Statements Identifying Student Learning & Progress Needs

**Problem Statement 1:** Students continue to struggle with higher-level thinking, speaking and writing skills. **Root Cause:** By nature, teachers want to provide support to students that are having a difficult time. Sometimes this is at the expense of allowing students to try and figure things out on their own, and minimizes the opportunities for students to work through difficult situations on their own.

**Problem Statement 2:** Math is not showing as much progress as ELAR. **Root Cause:** Due to the big push to ensure ELAR is addressed, and since the state has not provided schools with a recent math adoption, math teachers have been left with the responsibility to develop their own plans and curriculum.

# Student Readiness

## Student Readiness Summary

TWD do we:

- prepare students for the next level, including life after graduation?
- promote and model habits of lifelong learning?
- teach students to focus on the future?
- support students to always do their best?

As a campus, we work hard to ensure students are gaining the skills needed to be lifelong learners and productive citizens that can support themselves upon graduation. At the elementary level we realize that we are the foundation, and it is our responsibility to get students off on the right foot for their future. We value the support from Mrs. Nix and others at the high school level, and also look for community partnerships to help in this area as well. We try to expose students to as many jobs as possible.

## Student Readiness Strengths

We use R.O.A.R.S as our behavior expectations: Respect, Ownership, Awesome Attitude, Responsibility, & Safety. Weekly shout outs are presented during the morning assembly recognizing students that are doing their best and showing lifelong learner skills. We have partnered with the CTE department on many occasions to present to our students about different career paths. Businesses have come to the school and shared various aspects of running a business and what they are looking for in terms of a worker.

## Problem Statements Identifying Student Readiness Needs

**Problem Statement 1:** Students continue to struggle with higher-level thinking, speaking and writing skills. **Root Cause:** By nature, teachers want to provide support to students that are having a difficult time. Sometimes this is at the expense of allowing students to try and figure things out on their own, and minimizes the opportunities for students to work through difficult situations on their own.

**Problem Statement 2:** We do college shirt day on Mondays, but we don't really emphasize a school or trade to the students. **Root Cause:** We have not thought about the importance of highlighting schools or trades to students.

# Engaged Well Rounded Students

## Engaged Well Rounded Students Summary

TWD do we:

- consistently engage student in quality learning experiences that challenge and inspire?
- facilitate, promote, and value the interests of our students?
- identify and promote students' strengths and areas of success?

The ultimate goal is to provide knowledge to students so they can make connections in other ways. Each teacher is challenged with finding ways to present information in a variety of ways and to create meaningful learning experiences. Rigor and engagement go hand-in-hand, one cannot exist without the other.

## Engaged Well Rounded Students Strengths

The implementation of ARC as our reading curriculum has been successful in providing teachers with tools to engage students in topics or content areas that they are interested in pursuing. Students have been given the freedom to select research project topics and how they would like to present the research to the class. Students have been introduced to a variety of careers. The STEM class provides opportunities for students to be creative. The campus also participates in the poster contest and film festival which are guided by the CTE Director.

## Problem Statements Identifying Engaged Well Rounded Students Needs

**Problem Statement 1:** Students are given few opportunities to explore their own interests outside of curriculum opportunities. **Root Cause:** The campus does not offer access to clubs, and there is not a scheduled opportunity to showcase STEM projects.

# Community Engagement & Partnerships

## Community Engagement & Partnerships Summary

TWD do we:

- engage the community in understanding schools and partnering for the benefit of all?
- create meaningful parent partnerships?
- teach students to be productive citizens in their future communities?

We have worked to improve the communication gap by implementing ParentSquare as our universal communication tool. We have also published our first booklet that is distributed to all GISD families and those living in the 76044 zip code. District and campus leadership are actively reaching out to businesses in the community, engaging them in a variety of activities from volunteering, to guest speakers, to internships.

## Community Engagement & Partnerships Strengths

The use of ParentSquare has made a huge improvement in contact with families. We send campus newsletters weekly. The campus has an active PTO and partners with them to bring about family support and a variety of events. The music teacher has music programs planned for Kinder-3rd, and also has a group she is forming for 4th & 5th. The ROARS behavior expectations are emphasized and character and leadership lessons are presented to ensure students have the tools they need to be productive citizens. The campus also has student Ambassadors that help around the school. After the first nine weeks we will hold report card conferences with each parent.

## Problem Statements Identifying Community Engagement & Partnerships Needs

**Problem Statement 1:** Community and parent engagement continues to be an area of weakness as reflected on the campus survey. **Root Cause:** The campus sends out weekly information, but does not solicit input on how we could do a better job of engaging stakeholders.

# Professional Learning and Effective Staff

## Professional Learning and Effective Staff Summary

TWD is/does:

- every staff member committed to GISD values, principles, and culture?
- every staff member contributes to the benefit of students?
- training aligned with the mission and vision of the district?

This summer the campus and district leaders spent a significant amount of time clarifying our district values and how they were linked to the pillars. It was determined that our core values were Integrity, Perseverance, Growth, and Wildcat Pride. "We Believe!" is the district motto.

## Professional Learning and Effective Staff Strengths

The district and campus are committed to providing staff with every opportunity to grow and develop new skills and an even greater capacity. We had back to school learning opportunities for all staff. Additionally, there is one day per month that provides staff an opportunity to plan together and learn from each other to ensure upcoming instruction is the very best quality. Teachers are given three flex days at the end of the year, so that they can attend professional development of their choosing throughout the year. The campus conducted a book study over the "Fundamental 5 Revisited". Wildcat University is a learning opportunity for new staff to the district that ensures all staff have a clear understanding of the expectations of a Godley ISD employee. The campus currently has a teacher in the Teachworthy program which allows her to be in the classroom and gaining teacher certification as well. The campus has a hospitality committee and plans frequent staff gatherings. Weekly PLCs/planning debriefs are held for all core staff.

## Problem Statements Identifying Professional Learning and Effective Staff Needs

**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:** The lack of observation data limits the impact PLCs have on instruction and support provided to the staff.

# Fiscal and Operational Systems

## Fiscal and Operational Systems Summary

TWD does our system:

- attract effective applicants?
- support stakeholder understanding of system effectiveness?
- allocate resources to reflect the goals and objectives of the district?

This year we are facing fiscal uncertainty in several areas. A key area is addressing the growth and hiring accordingly. It is difficult to predict where the growth will happen and what grades will be impacted. The community around Pleasant View Elementary is growing, but until families move in we do not know where we will need to add classroom teachers, and along with this growth comes the need for additional support services and personnel. PVES had to make an adjustment within the first week of starting school to address the overpopulation of PK and 1st grade.

As a new campus, PVES has a different need than some of the others in that we started with a beautiful building that lacked many physical resources. Since we split out from other campuses, items such as musical instruments, PE equipment, STEM materials, science materials, etc were left at the home campus. Budgeting is necessary to bring these programs back in line with other campuses. PVES also has a much higher population of ESL students, and in turn needs to ensure the proper supports are in place to meet the needs of these emergent language learners.

We are also impacted by the state's decision to hold off on providing a math textbook adoption. We are left to purchase our own materials and create our own curriculum. This has left the district and the campus to spend local budget funds on curriculum items that might not otherwise be necessary.

## Fiscal and Operational Systems Strengths

As a district we have been recognized for our financial responsibility and have received high ratings on our FIRST rating. Campus leadership works closely with the business office to ensure the correct budget code is being used when making purchases, and that we are following spending protocols. Spending is directly aligned with the campus improvement plan. The community is wonderful about supporting the needs of the campus through donations and support of fundraisers.

## Problem Statements Identifying Fiscal and Operational Systems Needs

**Problem Statement 1:** Lacking in math resources and materials for classes such as music, PE, STEM, CLI, and other special classes. **Root Cause:** State funding has not come through for math therefore campuses must budget accordingly. As a new campus we must carefully budget to ensure we are providing a robust learning environment in non-core classes.



# Safety and Well Being

## Safety and Well Being Summary

TWD:

- are our learning spaces designed around the needs of students?
- do students feel safe with Godley ISD?
- is a student's whole health a part of our culture?

As a new campus, Pleasant View Elementary School has had the opportunity to bring all of our hopes and dreams to a reality in the area of unique learning spaces and opportunities. The design of the building was very intentional in terms of providing specific places for students to learn outside of a traditional learning space. Rooms have flexible seating to meet the needs of all learners. Safety protocols have been established at the district level and have been pushed down through the campuses.

## Safety and Well Being Strengths

We have many unique learning spaces: amphitheater, reading nooks, video screen in the courtyard, learning balconies for outside learning, collaboration spaces, pod areas, and many more. There are Guardians on campus that are authorized to carry weapons to protect the campus. Our campus has swipe card readers in many locations to minimize access to outside visitors. We have safety film on all lower level exterior windows and windows at key entrance areas. Our Verkada camera system is throughout the campus and also provides us a system for checking in visitors. Our counselor meets with each class each nine weeks, has created buddy groups for kids that need additional support, and also supports teachers. Our SchoolGuard system and intercom system allows for any staff member to make a call for help or report a security concern. We conduct weekly door sweeps to ensure all doors are working properly. One of our key behavior categories with students is the S in ROARS for safety. We have expectation posters in key locations to remind students of the expectations in that area to remain safe. The PTO is starting up a Watch DOGS group to get more men involved in the schools and to increase safety and security. The campus regularly practices safety drills. Along with the updated campus came the requirement for an official storm/tornado shelter.

## Problem Statements Identifying Safety and Well Being Needs

**Problem Statement 1:** Community awareness of what happens in the school is not yet at an acceptable level to benefit all. **Root Cause:** 7 out of 10 community members 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 information.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: November 27, 2023





## 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:** Maintain but Consider a Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will have the system capacity to monitor lesson design and delivery to ensure we are preparing all students with the academic and social skills necessary to be well prepared for the next level.</p> <p><b>Evidence of Success:</b> 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.</p> <p>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%.</p> <p>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%</p> <p><b>Staff Responsible:</b> Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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

**Strategy 4:** The campus will continue to focus on utilizing American Reading Company with fidelity with a focus on student conferencing and writing.

**Intended Audience:** Elementary ELAR Teachers

**Provider / Presenter / Person Responsible:** Campus Administrators and Facilitator, District Reading Coordinator

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

**Collaborating Departments:** C&I

**Staff Responsible:** Campus Administration





**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><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.</p> <p><b>Evidence of Success:</b> - Team planning/ PLC agenda and minutes                      - Design Day agenda and minutes                      - Lesson plans/ Curriculum</p> <p><b>Staff Responsible:</b> - Chief Academic Officer                      - Literacy Coordinator                      - Facilitators of Learning and Innovation                      - Campus leadership</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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 1: Student Learning & Progress**

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

**Initial Status:** Minor Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We need the system capacity to observe learning and determine the level of teacher and student engagement.</p> <p><b>Evidence of Success:</b> - Student and teacher engagement in the learning                      - Student participation in advanced courses to complete pathways.                      - Participation in extra-curricular clubs and activities                      - Student work                      - Lesson Plans                      - Classroom observation                      - Coaching cycles</p> <p><b>Staff Responsible:</b> Campus Leadership                      Facilitators of Learning &amp; Innovation</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**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

**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><b>System Response 1:</b> We need a system response to help students learn the skills and importance of taking ownership of their work and being accountable for their words and actions.</p> <p><b>Evidence of Success:</b> - Failure reports                      - Report Cards                      - Positive Office Referrals                      - Behaviors Referrals                      - College Applications/ Acceptance</p> <p><b>Staff Responsible:</b> Teachers</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**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

**Goal 2:** Student Readiness

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

**Initial Status:** Maintain

**Goal 2:** Student Readiness





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

**Initial Status:** Maintain

**Goal 2: Student Readiness**

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

**Initial Status:** Maintain

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We need to build a capacity that students are able to understand the various career paths by June of 2024.</p> <p><b>Evidence of Success:</b> Students are exposed to a variety of colleges, universities, and career opportunities.</p> <p><b>Staff Responsible:</b> All PVES Staff</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Promote school and careers on the big screen, Career Day, Skype with different professions, display in hallway of different school, universities and jobs held by staff.

**Intended Audience:** Elementary Students

**Provider / Presenter / Person Responsible:** PVES Staff

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

**Staff Responsible:** All PVES Staff







**Goal 2:** Student Readiness

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

**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?

**Initial Status:** Minor Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We need the system capacity to ensure students and teachers across the district are routinely and consistently engaged in quality learning experiences.</p> <p><b>Evidence of Success:</b> - Lesson Plans                      - Curriculum documents                      - Walkthrough Observation documentations                      - Student work</p> <p><b>Staff Responsible:</b> Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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

**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><b>System Response 1:</b> By June 2024, 100% of the students in grades K-5th at Pleasant View Elementary School will be involved in a club during the school day as provided by the teachers and staff.</p> <p><b>Evidence of Success:</b> - Certificates of completion                      - Evidence of the work being completed in Google Classroom                      - Lesson plans reflecting the elements of F5                      - Walkthrough observations that reflect F5 elements are being demonstrated in the classrooms</p> <p><b>Staff Responsible:</b> - Chief Academic Officer                      - Campus Leadership</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Strategy 1:** The campus will develop a system to provide club opportunities to students, which gives students the opportunity to self select a club of choice.

**Intended Audience:** Students

**Provider / Presenter / Person Responsible:** Administrators, teachers

**Date(s) / Timeframe:** By June 2024

**Staff Responsible:** Administrators, teachers

**TEA Priorities:**

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

**Goal 3: Engaged Well-Rounded Students**





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

By June 2024, the district will have increased opportunities for students to earn industry certifications or achieve college readiness status by at least 10%.

**HB3 Goal**

**Initial Status:** Minor Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We need system capacity to train, model, observe, evaluate, and document that learning experiences are aligned to meet the unique needs of all students.</p> <p><b>Evidence of Success:</b> - Lesson plans                      - IEP/ 504 / LPAC plans with accommodations                      - Training records                      - Content Mastery records                      - RtI/ WIN records                      - SchoolLinks records                      - Graduation Plans                      - CCMR records</p> <p><b>Staff Responsible:</b> Chief Academic Officer                      Special Education Director                      EL Coordinator                      CTE Director</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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

**Goal 4:** Community Engagement & Partnership

**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	Reviews			
<p><b>System Response 1:</b> We need the system capacity to engage parents and community members in meaningful two-way communication and opportunities to participate in the district.</p> <p><b>Evidence of Success:</b> - Increased volunteers and tracking volunteer hours</p> <p><b>Staff Responsible:</b> Chief Communication Officer Chief Technology Officer</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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







**Goal 4: Community Engagement & Partnership**

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

**HB3 Goal**

**Initial Status:** Major Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We need the system capacity to connect with all members of the community, especially those who do 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.</p> <p><b>Evidence of Success:</b> -Survey results on communication                      -Volunteer training records and hours                      -Community stakeholders-membership and participation on district committees                      -Positive comments and interactions on social media</p> <p><b>Staff Responsible:</b> Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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

**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

**Funding Sources:** Printing and mailing of CBAS publication - 211- Title 1 Part A

**Strategy 3:** The campus will utilize parent and community partnerships to inform students of various career paths.

**Intended Audience:** All community members

**Provider / Presenter / Person Responsible:** Administrators, Teachers

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

**Collaborating Departments:** Teachers, CTE, FACE





**Staff Responsible:** Campus Administrators

**Goal 4: Community Engagement & Partnership**

**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	Reviews			
<p><b>System Response 1:</b> We need system capacity to engage parents/ family members, and community/ business stakeholders as partners in the education of all students.</p> <p><b>Evidence of Success:</b> - Community participation in district events (convocation, Summerpalooza, etc.)                      - Business partnerships/ internships                      - Volunteer training records and hours                      - Community stakeholders- membership and participation on district committees                      - Parent participation in conferences and district events                      - FACE committee communication and interaction</p> <p><b>Staff Responsible:</b> Chief Communications Officer                      Career &amp; Technical Education Director                      Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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

**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

**Goal 5:** Professional Learning & Quality Staff

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

**Initial Status:** Maintain

**Goal 5: Professional Learning & Quality Staff**

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

**Initial Status:** Maintain

**Goal 5: Professional Learning & Quality Staff**

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

**Initial Status:** Minor Change

**Goal 6:** Fiscal & Operational Systems

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

**Initial Status:** Maintain



**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?

**Goal 7: Safety & Well-Being**

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

**Initial Status:** Maintain

**Goal 7: Safety & Well-Being**

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

**Initial Status:** Maintain

**Goal 7: Safety & Well-Being**

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

**Initial Status:** Maintain

**Goal 7: Safety & Well-Being**

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

**Initial Status:** Maintain

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Representative	Letitia McCasland	
Administrator	Melissa Block	Principal
Community Representative	Mistie Havlak	
Parent	Alisha Bailey	
Parent	Amber Daniels	
Classroom Teacher	Logan Kinder	Kinder Teacher
Classroom Teacher	Laurel Barnes	1st Grade Teacher
Classroom Teacher	Michelle Howard	2nd Grade Teacher
Classroom Teacher	Joseph Russell	3rd Grade Teacher
Classroom Teacher	Jess Mosier	4th Grade Teacher
Classroom Teacher	Erin DeVillier	5th Grade Teacher
Classroom Teacher	Janissa Ivy	Classroom Teacher-SpEd
Classroom Teacher	Ashley Moore	Classroom Teacher-SpEd
Classroom Teacher	Jennifer Camp	Classroom Teacher-GT
District-level Professional	Bailey Lee	ESL