

Godley Independent School District
Legacy Elementary
2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



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

Table of Contents

Comprehensive Needs Assessment	3
Student Learning & Progress	3
Student Readiness	5
Engaged Well Rounded Students	6
Community Engagement & Partnerships	7
Professional Learning and Effective Staff	8
Fiscal and Operational Systems	9
Safety and Well Being	10
Priority Problem Statements	11
Goals	12
Goal 1: Student Learning & Progress	12
Goal 2: Student Readiness	21
Goal 3: Engaged Well-Rounded Students	25
Goal 4: Community Engagement & Partnership	30
Goal 5: Professional Learning & Quality Staff	36
Goal 6: Fiscal & Operational Systems	39
Goal 7: Safety & Well-Being	42

Comprehensive Needs Assessment

Revised/Approved: November 27, 2023

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?

Legacy Elementary focuses on giving our students a variety of opportunities to demonstrate that learning and growth is occurring, not only academically but social as well. We use a variety of assessment tools to gather evidence of growth throughout the year. Formal assessments throughout the year include MAP, mClass, CBA and IRLA testing which occur several times throughout the year. Staff additionally collects informal assessments to determine growth in the forms of class discussion, work samples, and teacher/student conversations.

Once teachers determine the beginning of the year level of students, they can then formulate lessons and activities to meet and address students' needs, as well as support opportunities for in-depth learning. Teachers adjust lessons and goals in accordance of the student growth based on the variety of assessments throughout the year.

Knowing that learning can happen anywhere, it is important to create areas on campus that learning can happen outside of the traditional classroom. Everyone on campus knows they are instrumental in providing students with a climate and culture of learning and growth.

Student Learning & Progress Strengths

While we do not solely focus on STAAR data, it is one indicator of student learning and progress. We are pleased with the growth we have seen this past year. The implementation of our new reading curriculum, American Reading Company, was instrumental in the improvement of not only overall reading skills, but writing as well. The students are consistently engaged in high-interest books on their reading level, which helps the students build stamina and individuals skills needed to become better readers and writers.

Problem Statements Identifying Student Learning & Progress Needs

Problem Statement 1: There is not a consistency of learning experiences or opportunities for thinking and working at the deeper cognitive level to meet the needs of students, specifically in math. **Root Cause:** State-delayed adoptions for the last several years have left the district without comprehensive resources and materials. This requires the campus/district to gather and train staff on engaging lessons that are differentiated to meet the students where they are and allow for growth.

Problem Statement 2: Students at Legacy do not have the opportunities to learn in flexible classrooms or collaboration spaces. **Root Cause:** With the layout of the current building, the opportunities for collaboration and areas to learn are limited beyond the traditional classrooms.

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 their future?
- support students to always do their best?

At Legacy we do our best to prepare students to be ready for what is next in their student life, whether it is building the capacity to read, improve vocabulary, learn the desired steps of problems, etc.

Student Readiness Strengths

Through the districts PreK-Professionals, students at Legacy are exposed to activities and events that shows what they are learning in class is relevant in the world outside of school.

Students at Legacy Elementary are surrounded by staff members that support them in always doing their best. We celebrate students being accountable and taking ownership in a variety of ways. Student who exemplify their R.O.A.R.S. are given positive office referrals, students who read above and beyond in ARC are celebrated as well.

Problem Statements Identifying Student Readiness Needs

Problem Statement 1: There is not a consistency of learning experiences or opportunities for thinking and working at the deeper cognitive level to meet the needs of students, specifically in math. **Root Cause:** State-delayed adoptions for the last several years have left the district without comprehensive resources and materials. This requires the campus/district to gather and train staff on engaging lessons that are differentiated to meet the students where they are and allow for growth.

Engaged Well Rounded Students

Engaged Well Rounded Students Summary

TWD do we:

- consistently engage students 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?

It is indicated by research that student interest and prior knowledge are two of the most important aspects related to retention and learning. When students are interested in what they are learning, they are more apt to read, research and learn on their own. We give students voice and choice in many areas of their learning, from American Reading Company's leveled library, to their choice of research topic, to which math game to play to practice the standard. We strive to ensure that our teachers have the resources and materials that allow for creativeness not only for the teacher, but for the students as well.

Engaged Well Rounded Students Strengths

Within the ARC curriculum, students are able to select from a variety of engaging topics each year of their choosing which led to higher interest and retention of knowledge and attention.

Morning assemblies are a time when students are recognized for Legacy All-Stars, youth sports achievements and any other milestone they achieve.

The specials rotations at Legacy offer a variety of activities and engaging opportunities. Within a week, every student at Legacy is exposed to music, library with aspects of arts and crafts, STEM with robotics, coding, LEGOs, and Physical Education.

Legacy will have Friday Club days in which students will be able to select an enrichment club based on their input. We are excited to see clubs be introduced this year!

Problem Statements Identifying Engaged Well Rounded Students Needs

Problem Statement 1: There is not a consistency of learning experiences or opportunities for thinking and working at the deeper cognitive level to meet the needs of students, specifically in math. **Root Cause:** State-delayed adoptions for the last several years have left the district without comprehensive resources and materials. This requires the campus/district to gather and train staff on engaging lessons that are differentiated to meet the students where they are and allow for growth.

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?

The engagement of our families and community members is so important to Legacy Elementary. We enjoy having a team of stakeholders that all enjoy helping in whatever we need for the students and staff. Legacy would like to continue in the positive trajectory of establishing strong bonds between the school, home and community. Our communication between parents and staff improves every year. This year we introduced ParentSquare to help boost communication as it was one of the lowest performing areas on our parent and staff survey.

Community Engagement & Partnerships Strengths

Due to the establishment of the FACE committee and reaching out to families for volunteer opportunity for families to volunteer their time or resources. Teachers have a great number of volunteers that have reached out to help with classroom needs, the business community helps with sponsorship such as our Wildcat Kid signs, which are 100% donated, and we have had parents donate water to the staff at dismissal time.

The community of Godley has also volunteered their time in the way of entities coming and speaking with our students. We have our local fire and police department, as well as other business owners that speak to the students

Problem Statements Identifying Community Engagement & Partnerships Needs

Problem Statement 1: Students at Legacy do not have the opportunities to learn in flexible classrooms or collaboration spaces. **Root Cause:** With the layout of the current building, the opportunities for collaboration and areas to learn are limited beyond the traditional classrooms.

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?

Now the district has a solidified standards (We Believe in ...Integrity, Perseverance, Growth and Wildcat Pride), Legacy Elementary will weave these standards throughout our campus values and principles. We will ensure that all we do is what is best for all students, and follows these standards to the best of our ability.

Professional Learning and Effective Staff Strengths

Teachers at Legacy are provided continuous professional development from new teacher onboarding, to training throughout the school year on curriculum, to weekly/biweekly PLC meetings to ensure we are moving in the right direction and all moving together.

The culture of Legacy Elementary is one of positive interactions with staff members. We continue to cultivate this positive environment through keeping a pulse on the staff through periodic anonymous staff surveys, which are read and actions in response made if possible.

Problem Statements Identifying Professional Learning and Effective Staff Needs

Problem Statement 1: NEED Root Cause: NEED

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 objective of the district?

At Legacy, we were not certain of the growth and the the need to be attentive to numbers of students and hire accordingly. We knew students would be enrolling at various times throughout the year, staffing decisions would be a constant situation that will need to be addressed periodically. As we grow, looking at class sizes and keeping them balanced is important to the campus.

Another challenge at the campus level is to ensure that teachers have the resources necessary to be able to teach fluidly throughout the year. We are in between textbook adoptions for math and science, therefore TEA has left the district without comprehensive resources and materials. We have compiled a scope and sequence and have provided the teachers with free resources to help fill in any gaps until the next adoption.

Fiscal and Operational Systems Strengths

The administration at Legacy Elementary sets the budget for all classes and groups. Throughout the year, administration monitors what money is going out to purchase materials. Within this process, administration ensures that money is used for necessary resources and materials and nothing frivolous, and in compliance with the campus needs.

Problem Statements Identifying Fiscal and Operational Systems Needs

Problem Statement 1: Students at Legacy do not have the opportunities to learn in flexible classrooms or collaboration spaces. **Root Cause:** With the layout of the current building, the opportunities for collaboration and areas to learn are limited beyond the traditional classrooms.

Problem Statement 2: We are not seeing learning experiences designed to meet the needs of all students over the entire campus. **Root Cause:** State delayed textbook adoptions over the past several years has left the campus without comprehensive resources and materials. This has required the district to curate their own material and provide the training over time to differentiate the needs of all students.

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 community?

Legacy Elementary was built in a time that learning spaces were limited to only the classrooms. Knowing that learning can happen anywhere, we are creating spaces inside and outside of the school building to help foster that belief. Flexible seating in halls and picnic tables outside have helped in the confined spaces we have at Legacy.

Safety is an important priority at Legacy. All windows on the first floor of the campus have been outfitted with protection film to hinder an intruder. We practice the procedures of interior classroom doors locked and "Be Nice, Check it Twice" on all perimeter doors.

Safety and Well Being Strengths

Strengths include:

- Guardian Program - Legacy has armed trained personnel on campus
- Security film on all ground level windows
- Verkada Visitor System - securely checks all visitors in and out of the campus
- SchoolGuard alert system - every staff member has communication with law enforcement at the press of a button should the need arise.
- Character and Leadership Curriculum - written in district and designed to prepare students with lessons regarding character and social skills.

Problem Statements Identifying Safety and Well Being Needs

Problem Statement 1: Community awareness of what happens on campus and across the district is not yet where we would like it to be. **Root Cause:** 7 out of 10 community members do not have a school-aged child, therefore they lack a connection with the campus and district.

Priority Problem Statements

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>System Response 1: 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>Evidence of Success: By the end of the 2024-2025 academic year, the district will have met or exceeded the state-required standards for students achieving at the "Meets Standards" level on the STAAR/ EOC in both readings and math.</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>Staff Responsible: 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

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 will have the 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 the mindset of differentiation and increased rigor.</p> <p>Evidence of Success: - Team planning/ PLC agenda and minutes - Design Day agenda and minutes - Lesson plans/ Curriculum - Pre-planned Seed questions embedded in lesson plans</p> <p>Staff Responsible: - Chief Academic Officer - Literacy Coordinator - Facilitators of Learning and Innovation - Campus leadership</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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>System Response 1: We need the system capacity to observe learning and determine the level of teacher and student engagement.</p> <p>Evidence of Success: - 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>Staff Responsible: Campus Leadership Facilitators of Learning & 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>System Response 1: 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>Evidence of Success: - Failure reports - Report Cards - Positive Office Referrals - Behaviors Referrals - College Applications/ Acceptance</p> <p>Staff Responsible: Teachers</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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





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>System Response 1: We need the system capacity to ensure students and teachers across the district are routinely and consistently engaged in quality learning experiences.</p> <p>Evidence of Success: - Lesson Plans - Curriculum documents - Walkthrough Observation documentations - Student work</p> <p>Staff Responsible: Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>System Response 1: The campus will survey the students on what interests for grade levels for the club selection. Students will have an opportunity to experience various clubs.</p> <p>Evidence of Success: - Teacher and student surveys</p> <p>Staff Responsible: - Campus Leadership - Teachers</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Intended Audience: All staff members

Provider / Presenter / Person Responsible: District and Campus Leadership

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

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

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

Staff Responsible: Chief Academic Officer

TEA Priorities:

Recruit, support, retain teachers and principals

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

Intended Audience: Teachers

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

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

Collaborating Departments: Technology

Finance

Federal Programs

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

Staff Responsible: Chief Academic Officer

TEA Priorities:

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

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





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>System Response 1: The campus will celebrate success and growth of the students during morning assembly to highlight the great things that are happening on campus.</p> <p>Evidence of Success: - Morning Assembly agenda - growth in the number of students being recognized</p> <p>Staff Responsible: - Teachers - Campus Administration</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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>System Response 1: We need the system capacity to engage parents and community members in meaningful two-way communication and opportunities to participate at the campus level</p> <p>Evidence of Success: - Increased volunteers and tracking volunteer hours</p> <p>Staff Responsible: Chief Communication Officer Chief Technology Officer Campus Administration</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>System Response 1: 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>Evidence of Success: -Survey results on communication -Volunteer training records and hours -Community stakeholders-membership and participation on district committees -Positive comments and interactions on social media</p> <p>Staff Responsible: 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

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>System Response 1: We need system capacity to engage parents/ family members, and community/ business stakeholders as partners in the education of all students.</p> <p>Evidence of Success: - 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>Staff Responsible: Chief Communications Officer Career & 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