

Godley Independent School District
Godley High School
2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: November 27, 2023
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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

TWD do we:

- 1) Do we prepare our students with the academic and social skills to succeed at the next level?
- 2) Support and create opportunities for in-depth learning?
- 3) Align learning to students' needs?
- 4) Support the belief that learning can happen anywhere?

We focus on giving students multiple opportunities throughout the day to learn both academic and social skills. We use different means to collect data and information to assess progress in these areas. Some of the measures are MAP tests, teacher created assessments, common unit assessments, informal and formal observations and walkthroughs, and STAAR/state assessment data. Teachers work to assess students' needs and implement instructional strategies to meet those needs. In addition to core content teachers, we believe that coaches, fine arts teachers, technology teachers, career development teachers, custodians, and food service employees all play an important role in providing students with the optimal education environment.

We spent time last year working on supporting the belief that learning can happen anywhere. The campus improvement team created norms for our collaboration spaces and posted those expectations. Students are doing better this year using these spaces for academic purposes. We also focused on our English language arts classrooms and students improving their responses to open ended questions. The ELA department trained all core teachers in 9th and 10th grade to use a common method of responding to open ended response questions. Overall, we saw our scores increase in ELA 1 and 2 in the 22-23 school year on the STAAR EOC exams.

Student Learning & Progress Strengths

Currently at Godley High School, we offer a wide array of courses to fit students individual needs and interests. We believe that we have built a solid offering of courses that students can choose a program of study that meets their specific interests and needs. For the graduating class of 2022, 77% of our seniors are considered college and career ready by TEA standards. For the class of 2021, 71% of seniors were college and career ready by those same standards, showing an increase of 6%. We also have a vast offering of advanced courses for students. We offer dual credit course work from Hill College, McMurry University, and we started a new partnership with Tarleton State University. These colleges and universities allow us to offer college level course work in ELA, Math, Agriculture, and Social Studies. Our Facilitators of Learning and Innovation collected data last year on building a culture of learning and captured evidence of teachers teaching engaging lessons around the campus. We will continue to work in our ELA department to increase our STAAR EOC scores for ELA 1 and ELA 2 in the areas of Special Education and English Language Learners.

Problem Statements Identifying Student Learning & Progress Needs

Problem Statement 1: Our English Language Learners (ELL) and Special Education Students are struggling to answer open ended response questions on the ELA 1 and ELA 2 EOC exams. **Root Cause:** Our students do not have a consistent system for answering open ended response questions.

Student Readiness

Student Readiness Summary

Key Questions, to what degree do we:

- 1) Prepare students for the next level, including life after graduation?
- 2) Promote and model habits of lifelong learning?
- 3) Teach students to focus on their future?
- 4) Support students to always do their best?

Currently at Godley High School, this is one area that we are focusing on making improvements. This is identified as one of our lowest areas in ensuring students are prepared for life after graduation and know how to plan for their future. While the goal is not to make decisions for students, we do hope we have provided enough information for students to make the best decision possible. With that in mind, we purchased SchoolLinks in January of 2023 and started having students complete a campus created scope and sequence. We are currently tracking how students are progressing on SchoolLinks as we have now been using it for a full semester. Some reports are showing that students are able to find colleges and scholarships so they can advance their career. However, we do not have 100% engagement yet, so we are still working on ways to increase family engagement.

Additionally, we have 2 new counselors to Godley High School. They are working diligently to increase student awareness of what to do after graduation. We have military recruiters that come to lunches once per month and talk to students about joining the military. The recruiters hand out free items and host physical competitions like pull ups, planking, and push ups to drive student motivation. Students seriously interested will meet with recruiters in a one on one setting to explore a career in the military. Additionally, the counselors are hosting a new event this year called Apply for Pie. Every Senior that applies for college will be invited to a celebration where they will all eat pie together. We are hoping to boost student applications for colleges. Finally, our counselors are hosting one evening event per month highlighting different topics for what students can do after graduation. In September, they will be hosting Postsecondary Readiness night for all Juniors and Seniors. Then in the Spring they will host a session for Freshmen and Sophomores.

Student Readiness Strengths

We are doing well with students earning the college, career, or military readiness standards as defined by TEA. The graduating class of 2021 had 71% of seniors earn the college, career, or military readiness (CCMR) criteria. For the graduating class of 2022, 77% of students met the CCMR criteria. Additionally, we continue to expand the programs of study that our students are able to complete in the fields of career and technical education. We currently offer 14 different programs of study including: Agribusiness, Animal Science, Applied Agriculture Engineering, Plant Science, Digital Communications, Graphic Design and Multimedia Arts, Entrepreneurship, Teaching and Training, Exercise Science and Wellness, Healthcare Diagnostics, Healthcare Therapeutic, Family and Community Services, information Technology Support and Services, and Unmanned Flight (Drones).

Additionally, we offer several offerings in dual credit courses so students can earn college credits in high school. For the graduating class of 2023, the Seniors earned 486 hours of college credits. Students earned credits in the following courses: Art Appreciation, Statistics, Cosmetology, Economics, English Composition, Government, US History A and B, Texas Government, Music Appreciation, Psychology, and Public Speaking.

Problem Statements Identifying Student Readiness Needs

Problem Statement 1: Students are not aware of the opportunities after graduation. **Root Cause:** We did not have a system way to provide information to students relating to career paths after graduation.

Problem Statement 2: Students were not being challenged to think about life after graduation. **Root Cause:** We did not devote time throughout the year for students to explore

what can happen after graduation.

Engaged Well Rounded Students

Engaged Well Rounded Students Summary

Key Questions are TWD do we:

- 1) Consistently engage students in quality learning experiences that challenge and inspire?
- 2) Facilitate, promote, and value the interests of our students?
- 3) Identify and promote students' strengths and areas of success?

Currently at Godley High School, we offer several extracurricular activities to provide students a chance to engage in their areas of interest and strengths. We offer opportunities in academics, athletics, career and technical student organizations, fine arts, honors organizations, and service organizations. Below is a listing of each individual area:

Academics: UIL Academic competitions, One Act Play, Speech and Debate

Athletics: Cross Country, Football, Volleyball, Basketball, Soccer, Power lifting, Track and Field, Baseball, Softball, Bass Fishing, Rodeo

Career and Technical Student Organizations: FFA, Texas Association of Future Educators, Robotics, Short Film Festival

Fine Arts: Marching Band, Concert Band, Jazz Band, Theatre Production, Visual Art Student Education (VASE), Solo and Ensemble

Honors Organizations: National Honor Society, Spanish National Honor Society

Service Organizations: Exchangettes, Student Council, Fellowship of Christian Athletics, PALS, Class Leadership

Additionally to extracurricular activities, we recognize and celebrate student accomplishments throughout the year on ParentSquare, various social media channels, and recognition at school board meetings.

Engaged Well Rounded Students Strengths

The vast majority of our extracurricular activities are successful in their competitions. We also see a lot of growth in our extracurricular activities. In our TAFE program, we had 2 students qualify for the national competition in Orlando, Florida. The FFA team regularly has students competing at the state level. Our athletic teams are winning district championships in multiple sports. Our band finished the year earning sweepstakes and finishing with the highest rank at the area marching competition in the band's history.

Last year we initiated the Wildcat Service award. We had 3 students earn this award by completing over 50 hours of community service in 1 school year. We had multiple students earn honors on the National Spanish exam. We also had one student compete at the state level for debate.

Problem Statements Identifying Engaged Well Rounded Students Needs

Problem Statement 1: In classrooms, students lose engagement by using their phones and technology. **Root Cause:** The school policy was to allow teachers to decide if phones were allowed during class instruction.

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

Key questions, TWD do we:

- 1) Engage the community in understanding schools and partnering for the benefit of all?
- 2) Create meaningful parent partnerships?
- 3) Teach students to be productive citizens in their future communities?

As a district we have made great strides in this area; our Chief Communications Officer has greatly improved the outward-facing image of the district telling our story in a way that is both honest and transparent, and that allows us to celebrate the many great things going on in our schools and community. 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. By establishing these relationships the district is opening doors for students, helping create even stronger bonds between the school district and the people who live and work here in Godley. Despite all the work we have done, communication remains one of the lowest-performing areas on our parent and staff surveys from last Spring. We did see some improvement from the previous year, but we are not where we want to be overall.

Additionally, on the campus, we noticed very low scores in communication with our counselors. We have 2 new counselors at GHS and both of them are committed to responding to parents and community members in a timely manner. They also are planning multiple parent information nights at least once per month to help students prepare for life after graduation.

Community Engagement & Partnerships Strengths

This year, we have incorporated the use of a new parent communication platform called Parent Square. We have seen the communication between parents and teachers skyrocket this year. The use of Parent Square is simple and allows teachers the ability to send class announcements as often as needed. Parent Square also provides the options for parents to receive the information at times convenient for them. Additionally, Parent Square has allowed us to move all extracurricular communication to one single platform. This way, parents and students can look on one site for announcements, events, calendars, or other pertinent information.

Problem Statements Identifying Community Engagement & Partnerships Needs

Problem Statement 1: Communication was sent through multiple platforms and parents were getting lost with all the different tools required to communicate with the school. **Root Cause:** The school did not have a single platform that could provide the usability needed for all the different applications.

Problem Statement 2: Information from the counselors about post secondary readiness was not being relayed to parents. **Root Cause:** Counselors were not responding to parent communication in a timely fashion nor holding informational meetings.

Professional Learning and Effective Staff

Professional Learning and Effective Staff Summary

Key questions TWD is/ does:

- 1) Every staff member committed to GISD values, principles, and culture?
- 2) Every staff member contributes to the benefit of students?
- 3) Training aligned with the mission and vision of the district?

The critical first step in accomplishing the goals of this pillar is to clarify the district's values and principles. As an administrative team, we spent significant time working on defining our personal values and beliefs so we could find common ground. This summer we spent time together and with our Board of Trustees, collectively we established a clear set of core beliefs that were then shared with the district during convocation. In Godley ISD We Believe in ... Integrity, Perseverance, Growth, and Wildcat Pride. We are committed to keeping these district standards in focus as we conduct the daily work and decision-making of the district and we will communicate them with staff routinely throughout the year to help make these beliefs part of the DNA of our district. "We Believe!" is our district motto because we believe that when everyone works to keep these core values front and center it will benefit all students, all staff, and all members of our community. Having a clear alignment between the mission and vision makes it easy for the campuses to work toward the common goals of the district.

In addition to the district clarification of values and our mission, the constant growth of our campus is creating some unique challenges. For the 2023-2024 school year, our special education department encountered 65% growth. In the 22-23 school year, we had 67 special education students, and in the 23-24 school year, we have 111 special education students. This created some unique needs and the addition of staff members at the beginning of September for unexpected growth. Additionally, the physical growth of the campus is creating logistical challenges that our students and staff are dealing with on a daily basis. The students and staff are showing great flexibility and dexterity as we draw near to the end of the construction projects. Furthermore, the additional students just coming to the high school this year has seen some of our class sizes grow. We will need to monitor growth in the future to ensure we are sticking to our values of a small town feel and small class sizes.

Professional Learning and Effective Staff Strengths

Currently, we are still adding staff for the additional influx of special education students to the campus. However, our special education department has been the epitome of resiliency. I do not think we could have predicted the number of new special education students and our staff has done a wonderful job taking on the additional work.

This year, we are focused on being more engaged as a staff with our students. As we walk the campus and see teachers and students, we are seeing teachers up and engaged with students. We are also seeing teacher more intentional as they greet students at the door.

During professional development to start the year, the district created breakout sessions provided by fellow teachers. The teachers enjoyed learning from each other and there were great sessions taught by our own staff.

Problem Statements Identifying Professional Learning and Effective Staff Needs

Problem Statement 1: We had a 65% increase in special education students population. **Root Cause:** The growth brought new special education students and we did not have all the staff necessary for the growth.

Fiscal and Operational Systems

Fiscal and Operational Systems Summary

Key questions TWD does our system:

- 1) Attract effective applicants?
- 2) Support stakeholder understanding of system effectiveness?
- 3) Allocate resources to reflect the goals and objectives of the district?

This year we were facing fiscal uncertainty in several areas. The first was addressing the growth and hiring accordingly. We knew more students would be enrolling in our schools this year than we had last school year, but with the realignment of the elementary schools and not knowing the ages of children moving into the district over the summer we had to make staffing decisions that were fluid, and flexible. We used a staffing formula to help determine the approximate number of personnel units that would be needed and we were strategic in hiring as the need arose throughout the summer and into the first few weeks of school. Following these procedures was an important part of maintaining fiscal responsibility by ensuring our budget was not over-extended due to hiring before we had students enrolled. Additionally, at the high school, we saw a special education population increase of 65%. We are still looking to hire additional staff and reallocate some classrooms to accommodate the special needs of the students. We have doubled in size in our life skills class and this has caused us to look at hiring a teacher to open a functional academics and behavior class.

Our second challenge stems from the Texas Education Agency's recent disruption of the textbook adoption process and allocation of funds for textbooks. As of the 2023-2024 school year, all of our textbooks, with one exception- High School Literature- are out of adoption. It has been 7 years or more since the adoption of textbooks which leaves the school district without comprehensive resources or materials. In the absence of a textbook adoption, the state has provided some free resources, however, they are not full systems and most are not engaging or interesting. This leaves the responsibility of curating materials, providing adequate training, and the alignment of these resources from grade level to grade level to the district.

The final obstacle is the continued physical building expansion at GHS. Adding the CTE wing and the fine arts wing has created some logistical challenges to address. With the delay of the CTE building and the arena, we have had to float a few teachers this year to classrooms and come up with flexible solutions to our growth.

Fiscal and Operational Systems Strengths

Currently, we are doing well with the construction and being adaptable to our challenges. We have had to change fire evacuation patterns, student classroom travel patterns, community entrance patterns, and through it all, we have been able to remain focused on school and student learning.

The district generously supplied a pay raise for our paraprofessional staff so that we can be more competitive in recruiting paraprofessionals. The district also supported all supply requests for the 23-24 budget.

Problem Statements Identifying Fiscal and Operational Systems Needs

Problem Statement 1: With the continued growth, we are seeing larger student populations in special education. **Root Cause:** Overall growth is larger in the special education group.

Problem Statement 2: As we transition to community based accountability, we need to ensure our district understand the value of CBAS and how it relates to schools. **Root Cause:** A new accountability system for GISD.

Safety and Well Being

Safety and Well Being Summary

Key questions TWD:

- 1) Are our learning spaces designed around the needs of students?
- 2) Do students feel safe with Godley ISD?
- 3) Is a student's whole health a part of our culture?

Ensuring all students feel safe is a top priority in Godley, and we have made such great strides in the last year to provide for the safety and well-being of all students and staff. The district has made a significant investment of time and resources to provide personnel, adopt policies, align procedures, and ensure practices are in place all with one focus- safety and security.

At the high school, we have all students complete a course in Character and Employability Skills. This course teaches the importance of safety and teaching students about their whole health. We also employ a leadership curriculum that select athletes learn every Tuesday.

The new construction will provide ample opportunities for our students to learn in state of the art career spaces. We are excited about the new CTE building and our fine arts wing inspiring our students to learn. Additionally, our new band hall will also be a storm shelter for severe weather.

Last year, we created new protocols for our locker rooms to ensure students feel safe on our campus. We had an assault happen in the locker room and we increased the adult presence in locker rooms to ensure safety.

We also added security film on all windows on the first floor that will delay intruders from being able to enter the building. We also house the new Godley ISD Police Department and Chief Quinteros is located at GHS.

One area we continue to struggle is in the student use of electronic cigarettes. Vapes are becoming more and more prevalent and students are bringing them to school. A new law has been passed that requires all students caught with a vape to be sent to DAEP. This could create an overcrowding issue in our DAEP. Additionally, this punishment is severe, even if the vape is just nicotine. It does not align with our other tobacco product discipline placements.

Safety and Well Being Strengths

-Some of the areas we are doing well in this pillar include:

-Character and Employability Skills class and teacher.

-The Guardian Program- providing each campus with trained personnel, prepared to protect the students and staff.

-Godley ISD Police Department - ensuring we always have law enforcement personnel available to support the district as needed.

-Additional security film installed on all ground-level windows.

-Verkada visitor system to securely check in and check out anyone who comes on campus.

-School Guard alert system- provides communication throughout the district and with law enforcement throughout the county

-Our Director of Safety and Security and District Police Chief both actively monitor each campus and make keeping Godley ISD out of harm's way their top priority.

We have seen the most significant improvement and changes in these areas in a short amount of time, with new legislation and heightened awareness about the importance of school safety and security all school districts, including Godley, have placed a significant amount of time and attention on this pillar.

Problem Statements Identifying Safety and Well Being Needs

Problem Statement 1: Students in the locker room were not exhibiting good character and need to be monitored and educated on behavior in spaces where adults are limited. **Root Cause:** Poor student behavior in the locker room.

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: Minor 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
	Review content area			

 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: ELA teachers have adopted using the ATC methodology for open ended responses. The ELA teachers have trained other core content teachers of 9th grade in using ATC for open ended responses.

Intended Audience: Core teachers in 9th and 10th grade

Provider / Presenter / Person Responsible: ELA department teachers

Date(s) / Timeframe: 2023-2024 school year

Collaborating Departments: Math, Science, and Social Studies

Delivery Method: Face to face instruction

Staff Responsible: Teachers

TEA Priorities:

Build a foundation of reading and math

- **Results Driven Accountability**





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: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: 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>Evidence of Success: - Team planning/ PLC agenda and minutes - Design Day agenda and minutes - Lesson plans/ Curriculum</p> <p>Staff Responsible: - 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: Maintain but Consider a 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. We currently have a system where students work with digital tools to complete most of their work. We currently have a system where students work in collaborative or independent environments.</p> <p>Evidence of Success: - Failure reports - Report Cards - Positive Office Referrals - Behaviors Referrals - College Applications/ Acceptance - Pictures of students working in different spaces - Student Surveys - Culture of Learning training sessions - Lesson Plans showing use of the space - Chromebook reports - CTE Practicum and internship hours - Activities outside of the classroom</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

Strategy 3: At GHS, we created and implemented norms for the collaboration spaces.

Intended Audience: GHS Students





Provider / Presenter / Person Responsible: GHS Staff

Staff Responsible: GHS Staff

Goal 2: Student Readiness

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: We need to build the capacity that students acquire the skills to work in a career after high school by graduation. We need to build the capacity that students can explore and plan for a career after graduation by June 2023.</p> <p>Evidence of Success: School Links reports Interest inventory report College Fair feedback Career Fair feedback Student surveys Parent surveys Character and Leadership surveys and student work samples Dollars and Sense work samples (career path and cost) Practicum and project based classes</p> <p>Staff Responsible: All GHS Staff</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: Introduction and use of School Links in the 2023-2024 school year.

Intended Audience: All GHS students

Provider / Presenter / Person Responsible: GHS Teachers

Date(s) / Timeframe: Every Monday during the 2023-2024 school year

Delivery Method: Online during Wildcat Business

Staff Responsible: GHS Staff

Strategy 2: Counselors are hosting post-secondary parent meetings.

Intended Audience: GHS Parents

Provider / Presenter / Person Responsible: GHS Counselors

Date(s) / Timeframe: 2023-2024 School Year

Delivery Method: Presentation

Staff Responsible: GHS Counselors

Strategy 3: Apply for Pie - GHS Seniors who apply for college will be recognized at a celebration and receive a piece of pie.

Intended Audience: GHS Seniors

Provider / Presenter / Person Responsible: GHS Counselors

Date(s) / Timeframe: Fall 2023

Staff Responsible: GHS Counselors

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: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: We need to build the capacity that students are able to explore how to begin a career after high school by June of 2024. We need to build the system capacity that students actively talk about their future and how to get there.</p> <p>Evidence of Success: Anecdotal conversations Planned talked regarding students futures Personal Graduation Plans School Links reports Program of Study enrollment Program of Study offerings Elective and extracurricular offerings Character and Leadership class Dollars and Sense class Practicum and project classes</p> <p>Staff Responsible: All GHS Staff</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: Introduction and use of School Links in the 2023-2024 school year.

Intended Audience: All GHS students

Provider / Presenter / Person Responsible: GHS Teachers

Date(s) / Timeframe: Every Monday during the 2023-2024 school year

Delivery Method: Online during Wildcat Business

Staff Responsible: GHS Staff

Strategy 2: Counselors are hosting post-secondary parent meetings.

Intended Audience: GHS Parents

Provider / Presenter / Person Responsible: GHS Counselors

Date(s) / Timeframe: 2023-2024 School Year

Delivery Method: Presentation

Staff Responsible: GHS Counselors

Strategy 3: Apply for Pie - GHS Seniors who apply for college will be recognized at a celebration and receive a piece of pie.

Intended Audience: GHS Seniors

Provider / Presenter / Person Responsible: GHS Counselors

Date(s) / Timeframe: Fall 2023

Staff Responsible: GHS Counselors

Goal 2: Student Readiness





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

Initial Status: Maintain but Consider a Change

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: Maintain but Consider a 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 district will have system capacity to provide all staff members with professional learning opportunities that are aligned with district standards and are implemented in a manner that is positive for all participants and will have the greatest impact on all students.</p> <p>Evidence of Success: - 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>Staff Responsible: - 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: 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: 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>Evidence of Success: - Lesson plans - IEP/ 504 / LPAC plans with accommodations - Training records - Content Mastery records - RtI/ WIN records - SchoolLinks records - Graduation Plans - CCMR records</p> <p>Staff Responsible: Chief Academic Officer Special Education Director EL Coordinator CTE Director</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Maintain but Consider a 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 in the district.</p> <p>Evidence of Success: - Increased volunteers and tracking volunteer hours</p> <p>Staff Responsible: Chief Communication Officer Chief Technology Officer</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Minor 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: Maintain

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

System Response 1 Details	Reviews			
System Response 1: We will provide professional development opportunities that support teachers. Evidence of Success: Training Sessions Professional Development Opportunities Staff Responsible: GHS Administration	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: Break out sessions at beginning of the year in-service

Intended Audience: GHS Staff

Provider / Presenter / Person Responsible: Various GHS Staff

Date(s) / Timeframe: August 2023

Staff Responsible: GHS Staff

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: Fundamental 5 Book Study in person and virtual

Intended Audience: GHS Staff

Provider / Presenter / Person Responsible: GHS Principal

Date(s) / Timeframe: Fall 2023

Staff Responsible: GHS Principal

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

System Response 1 Details	Reviews			
<p>System Response 1: We will be a system where we report information through signaling and the community score card.</p> <p>Evidence of Success: Signaling at GISD Board Meetings Community Mailers</p> <p>Staff Responsible: GHS Administration GISD Administration</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: GISD will create a send a community score card to all GISD stakeholders.

Intended Audience: GISD Stakeholders

Date(s) / Timeframe: September 2023

Staff Responsible: GISD Administration

Goal 6: Fiscal & Operational Systems

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

Initial Status: Maintain but Consider a Change

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: Minor Change

System Response 1 Details	Reviews			
System Response 1: We will by a system that students feel safe at all times at GHS Evidence of Success: Student Survey Parent Survey Security Audit Door Audit Staff Responsible: GHS	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: We are instituting a new locker room policy maintaining that locker room doors are locked outside of athletic use.

Intended Audience: GHS Students

Provider / Presenter / Person Responsible: GHS Coaches

Date(s) / Timeframe: All year

Staff Responsible: GHS Coaches

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