

**Godley Independent School District**  
**Godley Middle School**  
**2023-2024 Campus Improvement Plan**

**Accountability Rating: Not Rated**



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

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# Comprehensive Needs Assessment

## Student Learning & Progress

### Student Learning & Progress Summary

TWD do we:

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

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.

### Student Learning & Progress Strengths

Godley Middle School currently offers multiple ways for students to extend learning beyond the classroom. We believe it is imperative that students are engaged in exercising agency in their learning. We also believe students should be provided opportunities to explore areas aligned with their gifts and talents. Currently at Godley Middle School, we offer the following courses:

- Arts & Humanities:
  - Fine Arts:
    - Art / Honors Art\* / Band / Theater Art
  - Languages other than English (LOTE)
    - Spanish\*
- Business & Industry:
  - Agriculture, Food & Natural Resources
    - Principles of Ag
  - Arts, A/V Technology & Communications
    - Technology Applications I / Technology Applications II/Digital Media/Robotics
  - Leadership
  - Yearbook

- Careers/Health
- Core Subjects
  - Math
    - Honors offered 7th and 8th grade
    - Algebra\*
  - ELAR
    - Honors offered 7th and 8th grade
    - Writing
  - Social Studies
    - Honors offered 8th grade
  - Science
    - Honors offered 7th and 8th grade

\*Indicates high school credit

### Problem Statements Identifying Student Learning & Progress Needs

**Problem Statement 1 (Prioritized):** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. **Root Cause:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

**Problem Statement 2:** Students are not consistently demonstrating higher-level thinking, speaking, and writing skills. **Root Cause:** Lesson objectives, questioning, and learning experiences do not consistently provide students with opportunities to experience productive struggle, to think and work at the deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, common assessments, and walk-through data.

# 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?

Godley Middle School has been intentional with our efforts to teach students the necessary skills, habits, and executive functions to be productive citizens in life after graduation. We place an emphasis on preparing students for whatever challenges and opportunities may come next - whether that be an instructional unit, grade level, class period, and ultimately, graduation.

## Student Readiness Strengths

Godley ISD has recently added a Career and Technical Education Director to help focus the resources to prepare students for future careers. In addition to the district's efforts, Godley Middle School has added a course called "Leadership" that helps students understand their own learning styles, organizational habits and needs, teamwork, and some beginning level career development. This course is required for all seventh grade students. GMS has also purchased planners for all students and teachers are being intentional with strategies to help students develop organizational skills and overall preparedness.

## Problem Statements Identifying Student Readiness Needs

**Problem Statement 1 (Prioritized):** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. **Root Cause:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

**Problem Statement 2:** Students are not consistently demonstrating higher-level thinking, speaking, and writing skills. **Root Cause:** Lesson objectives, questioning, and learning experiences do not consistently provide students with opportunities to experience productive struggle, to think and work at the deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, common assessments, and walk-through data.

**Problem Statement 3:** Students were not prepared for the fast-paced and rigorous demands of secondary education. **Root Cause:** Students lacked organizational skills and study habits to sufficiently balance classwork with extracurricular activities and the social aspect of middle school.

# 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?

## Engaged and Well-Rounded Students System Response:

Godley Middle School currently offers multiple ways for students to extend learning beyond the classroom. We believe it is imperative that students are engaged in exercising agency in their learning. We also believe students should be provided opportunities to explore areas aligned with their gifts and talents. Currently at Godley Middle School, we offer the following courses:

- Arts & Humanities:
  - Fine Arts:
    - Art / Honors Art\* / Band / Theater Art
  - Languages other than English (LOTE)
    - Spanish\*
- Business & Industry:
  - Agriculture, Food & Natural Resources
    - Principles of Ag
  - Arts, A/V Technology & Communications
    - Technology Applications I / Technology Applications II/Digital Media/Robotics
  - Leadership
  - Yearbook
  - Careers/Health
- Core Subjects
  - Math
    - Honors offered 7th and 8th grade
    - Algebra\*
  - ELAR
    - Honors offered 7th and 8th grade
    - Writing
  - Social Studies
    - Honors offered 8th grade
  - Science
    - Honors offered 7th and 8th grade

\*Indicates high school credit

## Engaged Well Rounded Students Strengths

Godley Middle School has added a course called "Leadership" that helps students understand their own learning styles, organizational habits and needs, teamwork, and some beginning level career development. GMS students participate in academic UIL and FFA competitions. GMS has provided teachers within content/grade levels with common planning times to address the needs of all students. Teachers are also engaged in professional learning communities with campus administration and district facilitators of learning and innovation.

The sixth grade campus is in its second year of implementing the American Reading Company's curriculum. The district now has a director of literacy to assist with effective implementation.

## Problem Statements Identifying Engaged Well Rounded Students Needs

**Problem Statement 1 (Prioritized):** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. **Root Cause:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

**Problem Statement 2:** Students are not consistently demonstrating higher-level thinking, speaking, and writing skills. **Root Cause:** Lesson objectives, questioning, and learning experiences do not consistently provide students with opportunities to experience productive struggle, to think and work at the deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, common assessments, and walk-through data.

# 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?

Godley Middle School has improved in telling our story in an honest and transparent way. District and campus leadership are actively reaching out to businesses in the community to engage in opportunities for volunteering, guest speaking, and other community relations. We are working to establish relationships to open doors for students and create meaningful bonds with the community and businesses. Parent surveys indicate that this is one the biggest areas of improvement for Godley Middle School.

## Community Engagement & Partnerships Strengths

Godley Middle School has increased social media presence with individual activities creating, maintaining, and updating their own social media sites. The district has adopted the communication "Parent Square" in an effort to streamline communication from teachers, administration, and extracurricular activities. Godley Middle School administration is also focusing efforts on parent/community relations with the implementation of "Wildcats Caught Learning" and the redesign and resurgence of the monthly newsletter. The district also has the Family and Community Engagement (FACE) committee to foster and grow engagement and partnership opportunities.

## Problem Statements Identifying Community Engagement & Partnerships Needs

**Problem Statement 1:** Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause:** Multiple forms of communication to parents and community members was a detriment to effective communication. Many platforms that were used were outdated and not user friendly.



# 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 contribute to the benefit of students?
- training aligned with the mission and vision of the district?

Godley ISD has adopted the following value statement: "In Godley ISD We Believe in... Integrity, Perseverance, Growth, and Wildcat Pride."

## Professional Learning and Effective Staff Strengths

Godley Middle School has placed an emphasis on teacher training and professional development. School leaders, including administration, department heads, and facilitators of learning and innovation are actively seeking out professional learning opportunities that meet the needs of the students, teacher, campus, and district. Additionally, campus administration and facilitators of learning and innovation have engaged with teachers during their common planning time to conduct professional learning communities. These meetings seek to analyze and evaluate student data, train teachers on campus expectations, and provide teachers with any other needs that may arise. The campus teachers also completed a book study over The Fundamental 5 Revisited this summer in an effort to provide a higher level of rigor to lessons.

## Problem Statements Identifying Professional Learning and Effective Staff Needs

**Problem Statement 1 (Prioritized):** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. **Root Cause:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

**Problem Statement 2:** Students are not consistently demonstrating higher-level thinking, speaking, and writing skills. **Root Cause:** Lesson objectives, questioning, and learning experiences do not consistently provide students with opportunities to experience productive struggle, to think and work at the deeper cognitive levels. Consequently, we do not consistently see students perform on assessments that require high levels of rigor, evidence of this can be found in MAP, STAAR, common assessments, and walk-through data.

# Fiscal and Operational Systems

## Fiscal and Operational Systems Summary

TWD do we:

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

One challenge we face 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 textbooks are considered out of adoption. The most recent textbook adoption was 7 years ago, leaving the school without comprehensive resources and materials. The resources provided by the state are not comprehensive and are not engaging or interesting to students.

School and community growth continue to provide opportunities for creative problem solving as Godley Middle School now has two teachers without classrooms. Class sizes are on the rise and core classes average around 20 students per class while CTE and Fine Art classes average upwards of 25 students per class.

## Fiscal and Operational Systems Strengths

Godley ISD has been recognized for its financial responsibility and has received a superior rating from the FIRST school finance process. Campus leadership works to ensure that the needs of students and classrooms are met without being frivolous and overspending. Campus administration works closely with the campus business personnel and department heads to determine needs and properly allocate funds.

The Community Based Accountability System (CBAS) has been in full effect for over a year and campus leadership works to maintain and update appropriately. The system is set up to inform the community, school board, and school staff of the workings and focuses of the school.

## Problem Statements Identifying Fiscal and Operational Systems Needs

**Problem Statement 1 (Prioritized):** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. **Root Cause:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

**Problem Statement 2:** Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause:** Multiple forms of communication to parents and community members was a detriment to effective communication. Many platforms that were used were outdated and not user friendly.

# Safety and Well Being

## Safety and Well Being Summary

TWD:

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

The district has made significant investments recently to update safety and security around the school building. School staff works diligently to character and leadership skills are taught to students, as the past two years' surveys indicate that that is the most important thing to parents. Campus routines and procedures are regularly evaluated for effectiveness.

Outdated learning spaces and materials (such as old student desks and classroom technology) are obstacles as teachers and students are limited in the areas in which they can conduct learning experiences.

## Safety and Well Being Strengths

The district has put in place several processes, programs, and structures to ensure the safety and well-being of the students and staff. These include:

The Guardian Program, which provides trained personnel that are prepared to protect students and staff,

Godley ISD Police Department, which ensures that we always have law enforcement personnel to provide support to the district

Additional security film on ground level windows

Verkada visitor system to securely check in and out anyone that comes to campus

School Guard alert system, which provides teachers with a mobile means of contacting law enforcement and school administration

GISD Character and Leadership Curriculum, which has been written in-house and designed to prepare students with lessons on social skills

## Problem Statements Identifying Safety and Well Being Needs

**Problem Statement 1:** Community awareness of what happens in the schools and across the district is not yet at an acceptable level to benefit all. **Root Cause:** Multiple forms of communication to parents and community members was a detriment to effective communication. Many platforms that were used were outdated and not user friendly.

# Priority Problem Statements

**Problem Statement 1:** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities.

**Root Cause 1:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

**Problem Statement 1 Areas:** Student Learning & Progress - Student Readiness - Engaged Well Rounded Students - Professional Learning and Effective Staff - Fiscal and Operational Systems - Demographics - Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

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

## **Parent/Community Data**

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

## **Support Systems and Other Data**

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

# 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			
<b>System Response 1:</b> We will have the system capacity to monitor lesson design and delivery to ensure we are preparing all students with the academic and social skills necessary to be well prepared for the next level.  <b>Evidence of Success:</b> By the end of the 2024-2025 academic year, the district will have met or exceeded the state-required standards for students achieving at the "Meets Standards" level on the STAAR/ EOC in both readings and math.  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%.  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%.  <b>Staff Responsible:</b> Chief Academic Officer		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:** Maintain but Consider a Change

System Response 1 Details	Reviews			
<b>System Response 1:</b> We will have system capacity to provide teachers the time, support, and opportunity to explore curriculum documents, review student data, and plan lessons on a weekly basis with their campus teams, and monthly with the grade level teams.  <b>Evidence of Success:</b> - Team planning/ PLC agenda and minutes - Design Day agenda and minutes - Lesson plans/ Curriculum  <b>Staff Responsible:</b> - Chief Academic Officer - Literacy Coordinator - Facilitators of Learning and Innovation - Campus leadership	Formative			Summative
	Nov	Jan	May	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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			
<b>System Response 1:</b> We need the system capacity to observe learning and determine the level of teacher and student engagement.  <b>Evidence of Success:</b> - Student and teacher engagement in the learning - Student participation in advanced courses to complete pathways. - Participation in extra-curricular clubs and activities - Student work - Lesson Plans - Classroom observation - Coaching cycles  <b>Staff Responsible:</b> Campus Leadership Facilitators of Learning & Innovation	Formative			Summative
	Nov	Jan	May	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**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:** Maintain but Consider a Change

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

**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 but Consider a Change

**Goal 2:** Student Readiness

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

**Initial Status:** Minor Change

**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:** Minor Change

System Response 1 Details	Reviews			
<b>System Response 1:</b> We need the system capacity to ensure students and teachers across the district are routinely and consistently engaged in quality learning experiences. <b>Evidence of Success:</b> - Lesson Plans - Curriculum documents - Walkthrough Observation documentations - Student work <b>Staff Responsible:</b> Chief Academic Officer	Formative			Summative
	Nov	Jan	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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:** Maintain

System Response 1 Details	Reviews			
<b>System Response 1:</b> 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.  <b>Evidence of Success:</b> - Certificates of completion - Evidence of the work being completed in Google Classroom - Lesson plans reflecting the elements of F5 - Walkthrough observations that reflect F5 elements are being demonstrated in the classrooms  <b>Staff Responsible:</b> - Chief Academic Officer - Campus Leadership	Formative			Summative
	Nov	Jan	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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			
<b>System Response 1:</b> We need system capacity to train, model, observe, evaluate, and document that learning experiences are aligned to meet the unique needs of all students. <b>Evidence of Success:</b> - Lesson plans - IEP/ 504 / LPAC plans with accommodations - Training records - Content Mastery records - RtI/ WIN records - SchoolLinks records - Graduation Plans - CCMR records <b>Staff Responsible:</b> Chief Academic Officer Special Education Director EL Coordinator CTE Director		Formative			Summative
		Nov	Jan	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**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:** Regularly updated slideshow promoting students' achievements

Include character successes (hope squad, stucco, kindnesses etc.)

Character trait of the month

**Intended Audience:** Students and Teachers

**Provider / Presenter / Person Responsible:** Teachers and Campus Administrators

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

**Collaborating Departments:** CTE/Media

**Delivery Method:** In person recognition and video announcements

**Staff Responsible:** Teachers and Campus Administrators

**TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

#### 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			
<b>System Response 1:</b> We need the system capacity to engage parents and community members in meaningful two-way communication and opportunities to participate in the district. <b>Evidence of Success:</b> - Increased volunteers and tracking volunteer hours <b>Staff Responsible:</b> Chief Communication Officer Chief Technology Officer	Formative			Summative
	Nov	Jan	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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:** Maintain but Consider a Change

System Response 1 Details	Reviews			
<b>System Response 1:</b> We need the system capacity to connect with all members of the community, especially those who do not have a connection to the district, to engage in meaningful two-way communication so we can help them understand how the district functions and what they can do to advocate and engage as a partner in the education of all children.  <b>Evidence of Success:</b> -Survey results on communication -Volunteer training records and hours -Community stakeholders-membership and participation on district committees -Positive comments and interactions on social media <b>Staff Responsible:</b> Chief Communications Officer	Formative			Summative
	Nov	Jan	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**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			
<b>System Response 1:</b> We need system capacity to engage parents/ family members, and community/ business stakeholders as partners in the education of all students.  <b>Evidence of Success:</b> - Community participation in district events (convocation, Summerpalooza, etc.) - Business partnerships/ internships - Volunteer training records and hours - Community stakeholders- membership and participation on district committees - Parent participation in conferences and district events - FACE committee communication and interaction <b>Staff Responsible:</b> Chief Communications Officer Career & Technical Education Director Chief Academic Officer	Formative			Summative
	Nov	Jan	May	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**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:** Minor Change

System Response 1 Details	Reviews			
<b>System Response 1:</b> We need the system capacity for teachers to advocate and provide for the needs of all students, especially special populations and high need students by the end of the 2023-2024 school year. <b>Evidence of Success:</b> Student and parent surveys 504, IEP, ESL plans followed Evaluation data PLCs Lesson Plans Teacher tutorials (how often, attentive to students) Student growth by using data (MAP, STAAR, quarterly assessments, progress reports, and failure rates) <b>Staff Responsible:</b> Campus Principals; Teachers  <b>Problem Statements:</b> Demographics 1 - Student Learning & Progress 1 - Student Learning 1 - Student Readiness 1 - School Processes & Programs 1 - Engaged Well Rounded Students 1 - Perceptions 1 - Professional Learning and Effective Staff 1 - Fiscal and Operational Systems 1	Formative			Summative
	Nov	Jan	May	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Strategy 1:** CPI/de-escalation training

Compliance Training

Staff meetings

PLCs

Staff development on differentiation

Student survey

Department heads monitoring/following up with teachers

**Intended Audience:** Campus Administrators and Teachers

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

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

**Collaborating Departments:** All

**Delivery Method:** In person training

**Staff Responsible:** District and Campus Administrators and Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Key Question 2 Problem Statements:**

Student Learning & Progress
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Student Readiness
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Engaged Well Rounded Students
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Professional Learning and Effective Staff
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Fiscal and Operational Systems
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Demographics
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Student Learning
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

**School Processes & Programs**

**Problem Statement 1:** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. **Root Cause:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.





**Perceptions**

**Problem Statement 1:** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. **Root Cause:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

## 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			
<b>System Response 1:</b> We need the system capacity to participate in meaningful and relevant professional development by the end of the 2024-2025 school year.  <b>Evidence of Success:</b> PLCs Staff surveys Campus PD at beginning of year and PD days throughout the year Wildcat U & Wildcat Review Lesson plans Observation data  <b>Staff Responsible:</b> District and Campus Administrators and Teachers  <b>Problem Statements:</b> Demographics 1 - Student Learning & Progress 1 - Student Learning 1 - Student Readiness 1 - School Processes & Programs 1 - Engaged Well Rounded Students 1 - Perceptions 1 - Professional Learning and Effective Staff 1 - Fiscal and Operational Systems 1	Formative			Summative
	Nov	Jan	May	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Strategy 1:** PD Analysis including:

CPI  
Special Services training  
GT Training  
ESL Training  
Differentiation  
Instructional Rounds  
Grow Your Own- TeachWorthy  
More time for departments to plan  
Choose 1 day per semester at the beginning of the year

**Intended Audience:** District and Campus Administrators and Teachers

**Provider / Presenter / Person Responsible:** District and Campus Administrators

**Date(s) / Timeframe:** End of 2024-2025 school year

**Collaborating Departments:** All

**Delivery Method:** In person training

**Staff Responsible:** District and Campus Administrators and Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

### Key Question 3 Problem Statements:

Student Learning & Progress
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Student Readiness
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Engaged Well Rounded Students
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Professional Learning and Effective Staff
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Fiscal and Operational Systems
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.
Demographics
<b>Problem Statement 1:</b> We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. <b>Root Cause:</b> Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

### Student Learning

**Problem Statement 1:** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. **Root Cause:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

### School Processes & Programs

**Problem Statement 1:** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. **Root Cause:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

### Perceptions

**Problem Statement 1:** We are not consistently observing learning experiences that meet the unique needs of all students, whether students require language support, extension, remediation, or other individualized opportunities. **Root Cause:** Teachers need support, training, time for planning, and comprehensive resources and materials to successfully provide this level of differentiated instruction. State-delayed textbook adoptions over the last several years have left the district without comprehensive resources and materials.

**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:** Maintain

## **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

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

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

**Initial Status:** Maintain but Consider a Change

**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:** Minor Change