

**Godley Independent School District**  
**R.B. Godley Elementary**  
**2023-2024 Campus Improvement Plan**

**Accountability Rating: Not Rated**



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

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# Comprehensive Needs Assessment

## Student Learning & Progress

### Student Learning & Progress Summary

Last year we worked to implement our reading curriculum through all the grades on our campus. This year will see us continuing that process as well as further aligning our math curriculum. In order to best support staff and students, we observed a need for improved data talks and supported change through that collaboration.

### Student Learning & Progress Strengths

Regarding student learning and progress, we are maintaining our efforts to support academic and social growth that enables our students to be successful at the next level. We are supporting our students' development in these areas through our tier one instruction, response to intervention (RtI), and our character building through our house system. We also continue to support staff in facilitating learning anywhere.

### Problem Statements Identifying Student Learning & Progress Needs

**Problem Statement 1:** We do a great job of making student informed decisions through data. We need to work to improve our instructional decisions through data. **Root Cause:** Tier one instruction needs more support through better data investigations.

# Student Readiness

## Student Readiness Summary

Student readiness is at the center of all we try to accomplish at R.B. Godley. We have college, career, military Mondays for three out of the four Mondays a month. We have partnered with the CTE Director to bring in professionals for career talks and facilitate a poster contest focusing on students' dreams for their futures. Implementing our house system is also allowing us to have even more influential adults surrounding our students as they are in houses with adults other than their classroom teachers.

## Student Readiness Strengths

Our staff celebrates and promotes student readiness. They help students to set learning goals and celebrate those big accomplishments while cheering students on with the small steps in between. We are committed to continuing these celebrations and the furtherance of understanding regarding preparedness for each students' next steps.

## Problem Statements Identifying Student Readiness Needs

**Problem Statement 1:** We do a great job of making student informed decisions through data. We need to work to improve our instructional decisions through data. **Root Cause:** Tier one instruction needs more support through better data investigations.

# Engaged Well Rounded Students

## Engaged Well Rounded Students Summary

When considering progress within this pillar, we knew that we wanted to continue to focus on pillar 3.1. Specifically, we would like to target our small group instruction across all areas of content. We focused on small group instruction throughout the 22-23 school year and had several coaching sessions on this topic. We would like to continue to implement the learning that we gained last year and develop the capacity of our teachers to provide differentiated instruction.

## Engaged Well Rounded Students Strengths

In the 22-23 school year, we started Enrichment Clubs to promote student interests. We found that our students enjoyed this time and looked forward to it. We will continue this program in the 23-24 school year. We will also continue our celebrations on Fridays at our schoolwide morning assembly. We celebrate students that are "caught being legendary", as well as students that have met their reading goals. This year we have already seen a massive gain in participation with "caught being legendary golden tickets".

## Problem Statements Identifying Engaged Well Rounded Students Needs

**Problem Statement 1:** We need to be more consistent with our small group instruction in order to support students with what they need, providing challenges or reteaching as appropriate. **Root Cause:** Last year teachers were working to familiarize themselves with our reading curriculum and how to use the small group framework to differentiate instruction. This year, we need to continue that implementation and support it across content.

**Problem Statement 2:** We do a great job of making student informed decisions through data. We need to work to improve our instructional decisions through data. **Root Cause:** Tier one instruction needs more support through better data investigations.

# Community Engagement & Partnerships

## Community Engagement & Partnerships Summary

The 23-24 school year will see continued efforts toward building stronger connections with our parents and community. We will continue the traditions that were begun in the previous school year while adding to that this year through our house system. Each house will be responsible for a community service project each month. Our goal is that this will help to facilitate our students being engaged members of their community.

## Community Engagement & Partnerships Strengths

In the 22-23 school year, we worked to get our PTO off the ground and we began our Campus Improvement Committee. The beginning of the school year saw us hosting a "Back to School Night" so parents could get an overview on what students would be learning at school. We also committed to a weekly newsletter distribution to keep parents informed about what was happening on campus. We hosted two music programs and open house as well. All of these efforts were made in order to partner with our parents and community.

## Problem Statements Identifying Community Engagement & Partnerships Needs

**Problem Statement 1:** While we worked to create and promote strong partnerships with our community, we noticed that we needed to engage our students more in that endeavor.

**Root Cause:** For the 22-23 school year we were beginning many of these partnerships and systems.

## **Professional Learning and Effective Staff**

### **Professional Learning and Effective Staff Summary**

While we believe that we can always implement better ways of supporting staff, this pillar is not an area of major change for our campus. We will continue to support the implementation of our curriculum and participate in training and support from district personnel as well as outside resources. We will also work to have focused and consistent Professional Learning Community (PLC) meetings this year to ensure we are meeting our teachers where they are and providing the necessary support throughout the school year.

### **Professional Learning and Effective Staff Strengths**

Our staff at R.B. Godley truly works for the benefit of students in our building. They have embraced the celebrations that we do on Fridays. Teachers are participating in the Fundamental 5 Revisited book study. In our PLC meetings they are collaborative and contribute so that we can all become better.

# **Fiscal and Operational Systems**

## **Fiscal and Operational Systems Summary**

This year we will continue to improve our efforts to effectively communicate the strengths and weaknesses of our campus. We will do this through our School Success Committee (formerly called Campus Improvement Committee). We will also utilize our community events to educate our community on learning and growth within our school.

## **Fiscal and Operational Systems Strengths**

While we will continue to be better communicators about the areas of growth and strength at R.B. Godley, we have been committed to retaining effective staff and hiring personnel who are aligned with our mission, vision, and goals. We are proud to have also been able to hire the first "grow your own" teacher in the district through the IWU/ Teachworthy program.



## **Safety and Well Being**

### **Safety and Well Being Summary**

Safety protocol was top priority for us last year, and will be a continuous effort going forward. In this pillar, our current need revolves around the design of our learning spaces. R.B. Godley will work to gradually improve our spaces in the absence of a bond. Our CLI, as well as some classroom furniture, could use updating to allow for better collaboration and modernized learning spaces.

### **Safety and Well Being Strengths**

We have effectively implemented district initiatives including "Stop the Prop" and "Be Nice, Check it Twice" to secure the building. Our goal going forward, will be to ensure these procedures are done with a high level of consistency. Students have adapted to locked classroom doors and use the doorbells as necessary. These strategies have allowed us to create and safe environment for all.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- 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
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

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

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications 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			
<p><b>System Response 1:</b> We will have the system capacity to monitor lesson design and delivery to ensure we are preparing all students with the academic and social skills necessary to be well prepared for the next level.</p> <p><b>Evidence of Success:</b> By the end of the 2024-2025 academic year, the district will have met or exceeded the state-required standards for students achieving at the "Meets Standards" level on the STAAR/ EOC in both readings and math.</p> <p>The goal for reading is for at least 60% of all students to reach the "Meets Standards" level by 2025. The district will achieve this goal by increasing the "all students" group's performance from the current score of 53%. The goal for 2022-2023 was 49%, we surpassed our goal and achieved 53% an increase of 10%. Future Goals: 2023-2024- 56%, 2024-2025- 60%.</p> <p>The goal for math is for the "all students" group's performance to improve to at least 55% by 2025. The goal for 2022-2023 was 42%, we achieved 38% an increase of 3%. Future Goals: 2023-2024- 44%, 2024-2025- 50%</p> <p><b>Staff Responsible:</b> Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** The district will implement new procedures to better facilitate the design and delivery of high-quality, engaging learning experiences.

**Intended Audience:** District Administrators, Campus Principals, and Assistant Principals

**Provider / Presenter / Person Responsible:** Assistant Superintendent, Chief Academic Officer

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

**Collaborating Departments:** Career & Technical Education/ Advanced Academics, Communications, Special Education

**Delivery Method:** Lesson plans will be posted outside the classroom door so the lesson design can be easily accessed upon entry. All campus and district administrators will have an increased presence throughout the district, visiting classrooms and observing the delivery of the learning experience as well as how students are responding to or engaging in the learning. This will provide more opportunities for the district to offer feedback and support as indicated.

**Staff Responsible:** Assistant Superintendent

**TEA Priorities:**

Build a foundation of reading and math

**Strategy 2:** The district will conduct a book study of the book Fundamental 5 Revisited. All instructional staff will read the book and participate in a series of activities designed to encourage teachers to not only think about best practices but also put them into practice in their classrooms consistently.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** Campus Principals

**Date(s) / Timeframe:** Books purchased and distributed July 2023-Aug 2023  
Book study complete by November 1, 2023

**Collaborating Departments:** Finance, Learning Design & Curation

**Delivery Method:** Google Classroom, Professional Learning Community meetings, in-person book study sessions

**Staff Responsible:** Campus Principals

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** Books for all Instructional Staff - 199- SCE

**Strategy 3:** The district will add the position of Early Literacy Coordinator.

**Intended Audience:** Elementary ELAR Teachers  
Dyslexia Therapists  
Elementary Principals

**Provider / Presenter / Person Responsible:** Chief Academic Officer

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

**Delivery Method:** The Early Literacy Coordinator will :

- oversee the implementation of the reading/ language arts curriculum,
- align instruction among all elementary ELAR teachers and Dyslexia Therapists,
- provide training for campus leadership and teachers,
- curate curriculum resources and materials that are aligned to the state standards and best practices, and
- oversee assessments and data disaggregation to facilitate PLC conversations

**Staff Responsible:** Chief Academic Officer

**TEA Priorities:**

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





**Goal 1: Student Learning & Progress**

**Key Question 2:** To what degree do we support and create opportunities for in-depth learning?

**HB3 Goal**

**Initial Status:** Minor Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will have system capacity to provide teachers the time, support, and opportunity to explore curriculum documents, review student data, and plan lessons on a weekly basis with their campus teams, and monthly with the grade level teams.</p> <p><b>Evidence of Success:</b> - Team planning/ PLC agenda and minutes                      - Design Day agenda and minutes                      - Lesson plans/ Curriculum</p> <p><b>Staff Responsible:</b> - Chief Academic Officer                      - Literacy Coordinator                      - Facilitators of Learning and Innovation                      - Campus leadership</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** The District will implement Instructional Rounds designed to engage all campus and district administrators in dialogue around the identified problem of practice and to provide feedback to the campus principals on how to make adjustments that will lead to increased engagement and deeper learning.

**Intended Audience:** Campus Principals

**Provider / Presenter / Person Responsible:** Chief Academic Officer

**Date(s) / Timeframe:** Monthly from August 2023 to May 2024

**Collaborating Departments:** Communications, CTE/ Adv Academics, Special Education

**Delivery Method:** Scheduled rotation of campus visits with a set protocol of classroom walk-throughs and documentation of what is observed, followed by a debrief with the campus administrators to provide feedback and support on the next steps.

**Staff Responsible:** Chief Academic Officer

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 2:** Intentional use of district Design Days to provide training opportunities, vertical and horizontal planning, time for collaboration between groups



that may not see each other routinely and support for new hires.

**Intended Audience:** All staff members

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

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

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

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

**Staff Responsible:** Chief Academic Officer

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 3:** The district will support campuses in the facilitation or implementation of Professional Learning Communities.

**Intended Audience:** Campus Principals

Facilitators of Learning & Innovation

Teachers

**Provider / Presenter / Person Responsible:** Facilitators of Learning & Innovation

**Date(s) / Timeframe:** 1-2 times a month from Aug 2023-May 2024

**Collaborating Departments:** Learning Design & Curation

Finance

**Delivery Method:** Facilitators have been training on Professional Learning Communities and will be integral to the process on each campus. Meetings will be scheduled twice a month on the elementary and middle school campuses and twice a semester on the high school campus. The district will provide personnel, funds, training, and resources as needed for each campus to be able to hold these sessions. The addition of FTEs and adjustments to master schedules made it possible to extend PLCs to the Middle Schools; however, substitutes will be necessary to hold meetings at the high school.

**Staff Responsible:** Facilitators of Learning & Innovation

**TEA Priorities:**

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

**Funding Sources:** Substitutes for meeting coverage - 211- Title 1 Part A

**Strategy 4:** RB Godley will focus its PLC to improve data interpretation as it relates to instruction.

**Intended Audience:** Campus Staff

Campus Administrators

Campus Facilitator

**Provider / Presenter / Person Responsible:** Campus Administrator

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

**Collaborating Departments:** All

**Delivery Method:** Administrators will set a PLC schedule with designated topics, agendas, and allocated discussion time.





**Staff Responsible:** Teaching Staff

**Goal 1: Student Learning & Progress**

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

**Initial Status:** Minor Change

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 1:** The district will implement new procedures to better facilitate the design and delivery of high-quality, engaging learning experiences.

**Intended Audience:** District Administrators, Campus Principals, and Assistant Principals

**Provider / Presenter / Person Responsible:** Chief Academic Officer

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

**Collaborating Departments:** CTE/ Adv Academics  
 Campus Principals

**Delivery Method:** Lesson plans will be posted outside the classroom door so the lesson design can be easily accessed upon entry. All campus and district administrators will have an increased presence throughout the district, visiting classrooms and observing the delivery of the learning experience as well as how students are responding to or engaging in the learning. This will provide more opportunities for the district to offer feedback and support as indicated.

**Staff Responsible:** Assistant Superintendent

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

**Strategy 2:** The District will implement Instructional Rounds designed to engage all campus and district administrators in dialogue around the identified problem of practice and to provide feedback to the campus principals on how to make adjustments that will lead to increased engagement and deeper learning.

**Intended Audience:** Campus Principals

**Provider / Presenter / Person Responsible:** Chief Academic Officer

**Date(s) / Timeframe:** Monthly from August 2023 to May 2024

**Collaborating Departments:** Communications, CTE/ Adv Academics, Special Education

**Delivery Method:** Scheduled rotation of campus visits with a set protocol of classroom walk-throughs and documentation of what is observed, followed by a debrief with the campus administrators to provide feedback and support on the next steps.

**Staff Responsible:** Chief Academic Officer

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 3:** RB Godley will continue to support the implementation of the current reading curriculum through a focus on small group instruction. We will also extend our focus on small group instruction across all content areas.

**Intended Audience:** Teaching Staff

**Provider / Presenter / Person Responsible:** Campus Administration  
Campus Facilitator

**Date(s) / Timeframe:** August 2023-May 2024

**Collaborating Departments:** All

**Delivery Method:** We will support and observe implementation through classroom walkthroughs and student growth as measured in mClass, MAP, and Progress Learning.





**Staff Responsible:** Campus Leadership

Facilitators  
Teaching Staff

**Goal 1: Student Learning & Progress**

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

**Initial Status:** Minor Change

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

**Strategy 1:** The district will support campuses in the implementation of programs, initiatives, incentives and instructional tools to encourage student ownership and accountability.

**Intended Audience:** Students

**Provider / Presenter / Person Responsible:** Campus Principals

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

**Collaborating Departments:** Finance  
 Character & Leadership Development/ Counseling  
 CTE  
 Federal Programs

**Delivery Method:** Each campus will design and implement a system for teaching, modeling, and encouraging students to be responsible and accountable for their work. The district will provide personnel, resources, funding, and support as needed to help the campuses with these initiatives.

**Staff Responsible:** Campus Principals

**TEA Priorities:**  
 Connect high school to career and college

**Strategy 2:** The district will review and implement a Character and Leadership Development Curriculum that was written and designed specifically for Godley

ISD.

**Intended Audience:** Students in grades PK-8

**Provider / Presenter / Person Responsible:** Character & Leadership Development (CLD) Coordinator

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

**Collaborating Departments:** Counseling

**Delivery Method:** The curriculum will be written and ready for review by CAO, district counselors, and DEIC by September 2023

Once feedback has been submitted and changes have been made, upon approval of the final product, counselors will begin teaching lessons and providing teachers with instructional support by October 2023 and will continue throughout the 2023-2024 academic year.

**Staff Responsible:** CLD Coordinator

**Goal 2:** Student Readiness

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

**Initial Status:** Maintain

**Goal 2:** Student Readiness

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

**Initial Status:** Maintain



**Goal 2:** Student Readiness

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

**Initial Status:** Maintain





**Goal 2:** Student Readiness

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

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

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

**Initial Status:** Minor Change

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

**Strategy 1:** The District will implement Instructional Rounds designed to engage all campus and district administrators in dialogue around the identified problem of practice and to provide feedback to the campus principals on how to make adjustments that will lead to increased engagement and deeper learning.

**Intended Audience:** Campus Principals

**Provider / Presenter / Person Responsible:** Chief Academic Officer

**Date(s) / Timeframe:** Monthly from August 2023 to May 2024

**Collaborating Departments:** Communications, CTE/ Adv Academics, Special Education

**Delivery Method:** Scheduled rotation of campus visits with a set protocol of classroom walk-throughs and documentation of what is observed, followed by a debrief with the campus administrators to provide feedback and support on the next steps.

**Staff Responsible:** Chief Academic Officer

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 2:** The district will add the position of Early Literacy Coordinator.

**Intended Audience:** Elementary ELAR Teachers

Dyslexia Therapists

Elementary Principals

**Provider / Presenter / Person Responsible:** Chief Academic Officer

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

**Delivery Method:** The Early Literacy Coordinator will :

- oversee the implementation of the reading/ language arts curriculum,
- align instruction among all elementary ELAR teachers and Dyslexia Therapists,
- provide training for campus leadership and teachers,
- curate curriculum resources and materials that are aligned to the state standards and best practices, and
- oversee assessments and data disaggregation to facilitate PLC conversations

**Staff Responsible:** Chief Academic Officer

**TEA Priorities:**

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

**Strategy 3:** The district will support campuses in the facilitation or implementation of Professional Learning Communities.

**Intended Audience:** Campus Principals

Facilitators of Learning & Innovation

Teachers

**Provider / Presenter / Person Responsible:** Facilitators of Learning & Innovation

**Date(s) / Timeframe:** 1-2 times a month from Aug 2023-May 2024

**Collaborating Departments:** Learning Design & Curation

Finance

**Delivery Method:** Facilitators have been training on Professional Learning Communities and will be integral to the process on each campus. Meetings will be scheduled twice a month on the elementary and middle school campuses and twice a semester on the high school campus. The district will provide personnel, funds, training, and resources as needed for each campus to be able to hold these sessions. The addition of FTEs and adjustments to master schedules made it possible to extend PLCs to the Middle Schools; however, substitutes will be necessary to hold meetings at the high school.

**Staff Responsible:** Facilitators of Learning & Innovation

**TEA Priorities:**





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

**Funding Sources:** Substitutes for meeting coverage - 211- Title 1 Part A

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

**Key Question 2:** To what degree do we facilitate, promote, and value the interests of our students?

**Initial Status:** Minor Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> 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><b>Evidence of Success:</b> - Certificates of completion                      - Evidence of the work being completed in Google Classroom                      - Lesson plans reflecting the elements of F5                      - Walkthrough observations that reflect F5 elements are being demonstrated in the classrooms</p> <p><b>Staff Responsible:</b> - Chief Academic Officer                      - Campus Leadership</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Strategy 1:** 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><b>System Response 1:</b> We need system capacity to train, model, observe, evaluate, and document that learning experiences are aligned to meet the unique needs of all students.</p> <p><b>Evidence of Success:</b> - Lesson plans                      - IEP/ 504 / LPAC plans with accommodations                      - Training records                      - Content Mastery records                      - RtI/ WIN records                      - SchoolLinks records                      - Graduation Plans                      - CCMR records</p> <p><b>Staff Responsible:</b> Chief Academic Officer                      Special Education Director                      EL Coordinator                      CTE Director</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Strategy 1:** The district will conduct a book study of the book Fundamental 5 Revisited. All instructional staff will read the book and participate in a series of activities designed to encourage teachers to not only think about best practices but also put them into practice in their classrooms consistently.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** Campus Principals

**Date(s) / Timeframe:** Books purchased and distributed July 2023-Aug 2023  
 Book study complete by November 1, 2023

**Collaborating Departments:** Finance, Learning Design & Curation

**Delivery Method:** Google Classroom, Professional Learning Community meetings, in-person book study sessions

**Staff Responsible:** Campus Principals

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** Books for all Instructional Staff - 199- SCE

**Strategy 2:** The district will pursue business partnerships, internships, mentors, volunteers, and other opportunities for relationships with local businesses and community members to provide students with avenues to explore career pathways and see how learning will connect to life outside of school.

**Intended Audience:** Community Members, especially those who are not already engaged with the school district.

**Provider / Presenter / Person Responsible:** CTE Director

**Date(s) / Timeframe:** On-going July 2023-Jun3 2024

**Collaborating Departments:** Communications

Learning Design & Curation

Federal Programs

**Delivery Method:** The district will continue to engage the community through multiple routes to communicate what we need and how community members can participate in the education of students in Godley ISD.

**Staff Responsible:** CTE Director

Chief Communications Officer

FACE Committee

**TEA Priorities:**





Connect high school to career and college



**Goal 4: Community Engagement & Partnership**

**Key Question 1:** To what degree does the school engage the community in understanding schools and partnering for the benefit of all?

**Initial Status:** Major Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We need the system capacity to engage parents and community members in meaningful two-way communication and opportunities to participate in the district.</p> <p><b>Evidence of Success:</b> - Increased volunteers and tracking volunteer hours</p> <p><b>Staff Responsible:</b> Chief Communication Officer Chief Technology Officer</p>	Formative			Summative
	Nov	Jan	May	June
<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

**Strategy 3:** R.B. Godley will engage the community through monthly community service projects.

**Intended Audience:** Students  
Staff  
Our Community

**Provider / Presenter / Person Responsible:** Counselor  
Campus Leadership

**Date(s) / Timeframe:** August 2023-May 2024

**Collaborating Departments:** All

**Delivery Method:** Students will participate in monthly community service projects that promote community engagement for all stakeholders.

**Staff Responsible:** All Staff





**Goal 4: Community Engagement & Partnership**

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

**HB3 Goal**

**Initial Status:** Major Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We need the system capacity to connect with all members of the community, especially those who do not have a connection to the district, to engage in meaningful two-way communication so we can help them understand how the district functions and what they can do to advocate and engage as a partner in the education of all children.</p> <p><b>Evidence of Success:</b> -Survey results on communication                      -Volunteer training records and hours                      -Community stakeholders-membership and participation on district committees                      -Positive comments and interactions on social media</p> <p><b>Staff Responsible:</b> Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** The district will pursue business partnerships, internships, mentors, volunteers, and other opportunities for relationships with local businesses and community members to provide students with avenues to explore career pathways and see how learning will connect to life outside of school.

**Intended Audience:** Community Members, especially those who are not already engaged with the school district.

**Provider / Presenter / Person Responsible:** CTE Director

**Date(s) / Timeframe:** On-going July 2023-June 2024

**Collaborating Departments:** Communications  
 Learning Design & Curation  
 Federal Programs

**Delivery Method:** The district will continue to engage the community through multiple routes to communicate what we need and how community members can participate in the education of students in Godley ISD.

**Staff Responsible:** CTE Director  
 Chief Communications Officer  
 FACE Committee

**TEA Priorities:**  
 Connect high school to career and college

**Strategy 2:** The district will publish a Community-Based Accountability report that will be placed on the district website and mailed to all student and staff members as well as community members and businesses within the boundaries of Godley ISD

**Intended Audience:** All community members

**Provider / Presenter / Person Responsible:** Assistant Superintendent

**Date(s) / Timeframe:** July 2023 - September 2023

**Collaborating Departments:** Communications

Federal Programs

Learning Design & Curation

CTE

Extra-Curricular programs

**Delivery Method:** Under the direction of the Asst. Superintendent and the design Chief Communications Officer the district will complete the CBAS report by mid-July 2023. A digital copy will be presented to the Board of Trustees and prepared for publication by the end of August.

The report will be posted on the district website by August 31, 2023. A full-color publication will be printed and mailed out to all members of the school district community by the end of September 2023.

**Staff Responsible:** Assistant Superintendent





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

**Goal 4: Community Engagement & Partnership**

**Key Question 3:** To what degree do we teach students to be productive citizens in their future communities?

**Initial Status:** Minor Change

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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** The district will re-launch the Education Foundation to support the school district by engaging community and business leaders in raising funds to support initiatives across the district.

**Intended Audience:** Community and Business Stakeholders

**Provider / Presenter / Person Responsible:** Chief Communications Officer

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

**Collaborating Departments:** Learning Design & Curation  
 Human Resources  
 Superintendent's Cabinet

**Delivery Method:** The Board of Directors will be named by September 2023. Once the Board is named and a Chairperson has been selected additional members will be recruited and selected.  
 Once the committee is set the group will begin meeting on a monthly basis to establish the mission, vision, and goals of the Foundation and begin to plan activities.

**Staff Responsible:** Chief Communications Officer  
 Education Foundation President

**Strategy 2:** The district will hold Wildcat Talks quarterly throughout the school year to engage the community in dialogue about various topics of relevance to

the district and community.

**Intended Audience:** Community Members  
District Stakeholders

**Provider / Presenter / Person Responsible:** Chief Communications Officer

**Date(s) / Timeframe:** Oct 2023 - May 2024

**Collaborating Departments:** Safety & Well-Being  
CTE  
Learning Design & Curation  
Finance

**Delivery Method:** Each quarter the district will plan and publicize a town hall style meeting that is open to the community. Each meeting will have a topic that is relevant to the community and related to the district. Topics will include the growth of the community and its impact on the district, the opening of the Career and Technical Education wing, the opportunity for business partnerships, the safety and well-being of the district and community, and the educational programs offered across the district.

**Staff Responsible:** Chief Communications Officer

**Strategy 3:** The district Family and Community Engagement team - The FACE of Godley- will roll out a new volunteer program.

**Intended Audience:** Family and Community Members

**Provider / Presenter / Person Responsible:** FACE Committee Chair and Volunteer Coordinators

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

**Collaborating Departments:** Communications

**Delivery Method:** The FACE of Godley volunteer program will include the recruitment of volunteers from throughout the district and community. Each campus will assign a volunteer coordinator who will conduct volunteer training, assign volunteers across the campus, and track hours for recognition at the end of the year.

**Staff Responsible:** Chief Academic Officer/Federal Programs

**Strategy 4:** R.B. Godley will implement a house system in order to model community engagement and provide students an outlet for community engagement and service.

**Intended Audience:** All Stakeholders

**Provider / Presenter / Person Responsible:** Counselor  
Campus Leadership

**Date(s) / Timeframe:** August 2023-May 2024

**Collaborating Departments:** All

**Delivery Method:** Students will meet monthly by house. Each house will lead a community service project that the whole school participates in. Many of these activities will have direct benefit to the community. They will also provide opportunity for parents and community members to participate.

**Staff Responsible:** All

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

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

**Initial Status:** Maintain



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

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

**Initial Status:** Maintain

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

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

**Initial Status:** Minor Change

**Goal 6:** Fiscal & Operational Systems

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

**Initial Status:** Maintain

**Goal 6: Fiscal & Operational Systems**

**Key Question 2:** To what degree do we support stakeholder understanding of system effectiveness?

**Initial Status:** Minor Change

**Goal 6: Fiscal & Operational Systems**

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

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

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

**Initial Status:** Maintain

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

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

**Initial Status:** Maintain

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

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

**Initial Status:** Maintain



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

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

**Initial Status:** Maintain