

GODLEY ISD  
Godley ISD District Improvement Plan  
2024/2025

*INSPIRE, EMPOWER, and CHALLENGE all students to LEAD, GROW, and SERVE!*



Airemy Caudle  
313 N. Pearson  
817.592.4122  
GISDinfo@godleyisd.net

# GODLEY ISD

## **Mission**

*The mission of Godley ISD is to graduate students with the problem-solving tools that enable them to reach their highest potential as responsible, productive citizens who are prepared to be self-motivated, life-long learners in an ever-changing world.*

## **Vision**

*Inspire, Empower, and Challenge all learners to Lead, Grow, and Serve!*

### Nondiscrimination Notice

GODLEY ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# GODLEY ISD

**Goal 1.** (Academic Growth) By May of 2025, 90% of students continuously enrolled in Godley ISD between October 1, 2024, and May 2, 2025, will achieve expected growth in literacy and numeracy as measured by state and local assessments (including but not limited to mClass, MAP, STAAR/ EOC, IRLA, and CBA) and teacher observation.

**Objective 1.** (Student Learning & Progress) - Prepare students with the 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 and does happen anywhere, anyway, and anytime.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All staff members will meet on district Design Days to plan for the next month. Teachers and instructional staff will follow a "Look Ahead Protocol" to unpack the state standards (Texas Essential Knowledge and Skills- TEKS), analyze data, review assessments, and select appropriate high-quality instructional materials. This protocol will help instructional personnel gain a better understanding of the content. Teachers will use backward design to begin planning lessons, instructional activities, and assessments to ensure Tier 1 instruction is aligned across the district.</p> <p>Non- Instructional staff will follow a similar protocol to plan and prepare for upcoming projects and ensure systems are in place to support campus instructional staff. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Dr. Airemy Caudle, Chief Academic Officer</p>	<p>Monthly Aug-May</p>	<p>(L)Look Ahead Protocol/ Design Days - 7</p>	<p>Criteria: The success of this strategy will be seen through classroom observations, improved Tier 1 instructional practices, and assessment data.</p> <p>10/16/24 - Some Progress</p>
<p>2. Student-Centered Coaching: Campus Facilitators of Learning and Innovation will implement a new coaching model focused on student growth and success. Each Facilitator will complete 1-3 coaching cycles per quarter. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Dr. Airemy Caudle, Chief Academic Officer</p>	<p>September - May</p>	<p>(L)Student-Centered Coaching Materials</p>	<p>Criteria: Records of completed coaching cycles, and feedback from Facilitators, teachers, and principals regarding the success of the coaching cycle.</p> <p>09/17/24 - Some Progress (S)</p>

# GODLEY ISD

**Goal 1.** (Academic Growth) By May of 2025, 90% of students continuously enrolled in Godley ISD between October 1, 2024, and May 2, 2025, will achieve expected growth in literacy and numeracy as measured by state and local assessments (including but not limited to mClass, MAP, STAAR/ EOC, IRLA, and CBA) and teacher observation.

**Objective 2.** (Student Readiness) - Prepare students for the next level, including life after graduation. - Promote and model life-long learning habits, - Teach students to focus on their future.- Encourage students to always do their best.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will supply and support formative assessment tools including but not limited to: mClass, MAP, IRLA, and local assessments to provide campuses with tools for gathering relevant and timely data for making instructional decisions. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Dr. Airemy Caudle, Chief Academic Officer, Mrs. Keri Grimsley, Director of Literacy</p>	<p>August</p>	<p>(L)American Reading Company, (L)ESC Region 11 Contracted Services, (L)mClass, (L)NWEA/ MAP, (L)TCMPC (TEKS Resource), (S)HQIM (High-Quality Instructional Materials), (S)STEMScopes</p>	<p>Criteria: How, and how often campuses are meeting to discuss evaluation data and the follow-up actions that lead to instructional changes based on the data.</p> <p>10/16/24 - On Track</p>
<p>2. Data Dashboards: The district will create a data dashboard to track multiple evaluation tools and measures in reading and math to determine growth from the beginning of the school year (October) to the end of the school year (May). The data will include a varied of formative and summative tools and quantitative and qualitative measures (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Dr. Airemy Caudle, Chief Academic Officer, Mrs. Keri Grimsley, Director of Literacy</p>	<p>October- May</p>		<p>Criteria: The data dashboards will be completed following each assessment, the data will be used to make instructional decisions and measure growth in reading and math.</p> <p>10/16/24 - Some Progress</p>

# GODLEY ISD

**Goal 1.** (Academic Growth) By May of 2025, 90% of students continuously enrolled in Godley ISD between October 1, 2024, and May 2, 2025, will achieve expected growth in literacy and numeracy as measured by state and local assessments (including but not limited to mClass, MAP, STAAR/ EOC, IRLA, and CBA) and teacher observation.

**Objective 3.** (Engaged, Well- Rounded Students) - Consistently engage students in quality learning experiences that challenge and inspire. - Facilitate, promote, and value the interests of our students. - Identify and promote student's strengths and areas of interest.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Godley ISD's Literacy Director will continue to oversee the implementation of the district ELAR curriculum. Additionally this year she will:</p> <ul style="list-style-type: none"> <li>- participate in campus professional learning communities,</li> <li>- provide coaching assistance to ELAR teachers and campus administrators,</li> <li>- facilitate Reading Academy in-house for all new ELAR teachers in grades K-5. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ESL,Dys,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2)</li> </ul>	<p>Dr. Airemy Caudle, Chief Academic Officer, Mrs. Keri Grimsley, Director of Literacy</p>	<p>August- May</p>	<p>(L)American Reading Company, (L)ESC Region 11 Contracted Services, (L)Look Ahead Protocol/ Design Days, (L)mClass, (L)NWEA/ MAP, (L)Student-Centered Coaching Materials, (L)TCMPC (TEKS Resource), (S)HQIM (High-Quality Instructional Materials)</p>	<p>Criteria: Student growth in reading.</p> <p>10/16/24 - Some Progress</p>
<p>2. The district has implemented several new resources to support teachers including:</p> <ul style="list-style-type: none"> <li>- new science textbooks and necessary resources and materials</li> <li>- streamlined math K-8th grade and reduced the number of platforms to focus on instruction</li> <li>- TEKS Resource, new platform- easier for teachers to use with more tools</li> <li>- TEKS Guide- curated instructional tools, lessons, and resources</li> <li>- Implementing TEKS Resource-curated instructional tools, lessons, and resources (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)</li> </ul>	<p>Dr. Airemy Caudle, Chief Academic Officer, Mrs. Keri Grimsley, Director of Literacy</p>	<p>July- June</p>	<p>(L)ESC Region 11 Contracted Services, (L)TCMPC (TEKS Resource), (S)HQIM (High-Quality Instructional Materials), (S)STEMScopes</p>	<p>Criteria: Teacher usage and student success.</p> <p>10/16/24 - Some Progress</p>

# GODLEY ISD

**Goal 2.** (CBAS Communication) By May 2025, a minimum of 70% of district communication (including but not limited to social media posts, ParentSquare messages, emails, and meeting agendas) will include the language of the Community-Based Accountability System pillars to help the staff, parents, and the community gain a clear understanding of the district’s mission vision and goals.

**Objective 1.** (Community Engagement and Partnerships) - Ensure that local citizens are a meaningful, integral part of the Community-Based Accountability System, who can and will support their local schools. - Engage the community in understanding - Involve students in and teach them the history and traditions of Godley

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district's Chief Communications Officer (CCO) will gather information from all campuses and departments and publish an annual report highlighting the Community-Based Accountability System (CBAS) pillars showcasing areas where the district is excelling and highlighting areas needing additional support and attention. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Mr. Jeff Meador, Chief Communications Officer</p>	<p>September 2024</p>	<p>(F)Community Report/Publication - \$10,000</p>	<p>Criteria: Survey results will reflect a better understanding of CBAS and pillars</p> <p>10/16/24 - Completed (S)</p>
<p>2. District administrators will make a conscious effort to increase the use of Community-Based Accountability System (CBAS) language in internal and external communication to raise awareness of the district's mission, vision, and goals. The focus will be on specifically using the benefit statements from the pillars. Posters with the CBAS Pillars and benefit statements will be placed in admin offices to keep the relevant information visible. (Title I SW Elements: 2.3,3.1) (Target Group: All)</p>	<p>Brian Hunt, Director of Safety &amp; Well- Being, Dr. Airemy Caudle, Chief Academic Officer, Dr. Nikki Nix, Director of CTE/ Advanced Academics, Dr. Rich Dear, Superintendent, Mr. Jason Karnes, Asst. Superintendent, Mr. Jeff Meador, Chief Communications Officer, Mr. Marty Oliver, Chief Technology Officer, Mr. Spencer Davis, Chief Financial Officer, Mrs. Bailey Lee, Coordinator of Emergent Bilingual, Mrs. Cheryl Villanueva, Chief Human Resources Off, Mrs. Katie Jokel, Health Services Coordinator, Mrs. Keri Grimsley, Director of Literacy, Mrs. Kim Heath, Federal &amp; Special Programs Asst, Mrs. Rhonda Evans, Coordinator of CLD &amp; Counselors, Ms. Angela Gonzalez, Special Ed Director</p>	<p>on-going</p>	<p>(L)Parent Square, (L)Tx Performance Assessment Consortium (TPAC)</p>	<p>Criteria: Survey data from parents and teachers indicating a better understanding of the CBAS pillars will be used to measure the success of this strategy.</p> <p>10/16/24 - Some Progress</p>

# GODLEY ISD

**Goal 2.** (CBAS Communication) By May 2025, a minimum of 70% of district communication (including but not limited to social media posts, ParentSquare messages, emails, and meeting agendas) will include the language of the Community-Based Accountability System pillars to help the staff, parents, and the community gain a clear understanding of the district’s mission vision and goals.

**Objective 2.** (Professional Learning/ Effective Staff) - Ensure every staff member knows and is committed to GISD values, principles, and culture. - Provide opportunities for every staff member to contribute to the benefit of students.- Provide training, coaching, and professional learning opportunities aligned to the mission and vision of the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Chief Communications Officer will write, schedule, and publish social media posts that routinely communicate the district's mission, vision, and goals paying close attention to the use of the language of the CBAS pillars. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All)	Mr. Jeff Meador, Chief Communications Officer	on-going	(F)Community Report/ Publication, (L)Parent Square, (L)Tx Performance Assessment Consortium (TPAC)	Criteria: An increase in positive engagement on social media posts.
2. The district will create professional learning opportunities aligned with the Community-Based Accountability System (CBAS) pillars. In-person sessions will be offered during the summer, and virtual sessions will be available throughout the year. (Title I SW Elements: 1.1,2.5) (Target Group: All,ESL,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 1)	Dr. Airemy Caudle, Chief Academic Officer, Mrs. Keri Grimsley, Director of Literacy, Ms. Angela Gonzalez, Special Ed Director	on-going		Criteria: Attendance/ participation in professional learning sessions.

# GODLEY ISD

**Goal 2.** (CBAS Communication) By May 2025, a minimum of 70% of district communication (including but not limited to social media posts, ParentSquare messages, emails, and meeting agendas) will include the language of the Community-Based Accountability System pillars to help the staff, parents, and the community gain a clear understanding of the district’s mission vision and goals.

**Objective 3.** (Fiscal & Operational Systems) - Ensure district resources are used to further the mission of educating all students.- Improve stakeholder understanding of the fiscal and operational systems and effectiveness throughout the district - Allocation of resources reflects district goals and objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All GISD administrators will use the CBAS pillars on meeting agendas, to ensure the daily business and decision-making of the district is being tied back to the mission, vision, and goals. (Title I SW Elements: 2.2,2.3) (Target Group: All)	Dr. Airemy Caudle, Chief Academic Officer, Dr. Rich Dear, Superintendent, Mr. Jason Karnes, Asst. Superintendent	on-going	(F)Payroll, (L)ESC Region 11 Contracted Services, (S)HQIM (High-Quality Instructional Materials)	Criteria: An audit of meeting agendas, and survey data indicating teachers are receiving the necessary resources and materials.



# GODLEY ISD

**Goal 3.** (Safety/ Well-Being Procedures) By May 2025, the district will have written and implemented procedures to communicate and educate district stakeholders on the Safety and Well-Being resources (including but not limited to immunizations, conflict resolution, mental health, and wellness services) available to students, parents, and staff members.

**Objective 1.** (Safety and Well-Being) - Learning spaces are designed around the needs of our students. - Students and staff feel safe with Godley ISD. - Caring for a person's whole health is part of our culture. - We promote and support a culture of respect.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The Health Service Coordinator will create and share information to raise awareness about health and wellness resources available in our district and community. Communicate information through Parent Square, Monthly Nurse Newsletters, and at school and community events.</p> <p>-Vaccine Clinics: Partner with CVS to offer no or low-cost immunizations for students, staff, and families.</p> <p>-Stop The Bleed: Partner with the Godley Fire Department to offer sessions to all GHS seniors.</p> <p>-Cook Children's Telemedicine Partnership: Inform stakeholders about the availability and benefits of this partnership.</p> <p>-Advance CPR Certification Courses: Offer multiple opportunities for CPR certification. (Title I SW Elements: 2.2) (Target Group: All)</p>	<p>Mrs. Katie Jokel, Health Services Coordinator</p>	<p>on-going</p>	<p>(F)Payroll, (L)Cook Children's Hospital Telehealth, (L)CVS Vaccine Clinic, (L)ESC Region 11 Contracted Services, (L)Godley Fire Department/ CPR and STB courses, (L)Parent Square</p>	<p>Criteria: Increased usage of the available resources.</p> <p>10/16/24 - Some Progress</p>
<p>2. The Coordinator of Character and Leadership Development will create new opportunities to raise awareness about mental health and wellness and to share information and resources available in our district and community.</p> <p>- Community Resources List: a comprehensive list of available services and supports will be compiled, maintained, and made available on the district website.</p> <p>- ParentConnection: Sessions on relevant topics such as conflict resolution, mental health/ wellness in children and teens, and drug awareness will be created and shared on the GISD YouTube channel.</p> <p>- Mental Health Meetings: In-person sessions will be held with district staff to share available</p>	<p>Mrs. Rhonda Evans, Coordinator of CLD &amp; Counselors</p>	<p>on-going</p>	<p>(L)ESC Region 11 Contracted Services, (L)Parent Square</p>	<p>Criteria: Survey data indicating parents received and engaged with the resources and increased participation in community programs.</p> <p>10/16/24 - Some Progress</p>

# GODLEY ISD

**Goal 3.** (Safety/ Well-Being Procedures) By May 2025, the district will have written and implemented procedures to communicate and educate district stakeholders on the Safety and Well-Being resources (including but not limited to immunizations, conflict resolution, mental health, and wellness services) available to students, parents, and staff members.

**Objective 1.** (Safety and Well-Being) - Learning spaces are designed around the needs of our students. - Students and staff feel safe with Godley ISD. - Caring for a person's whole health is part of our culture. - We promote and support a culture of respect.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>resources and opportunities. Information will be translated and made accessible to all employees.</p> <ul style="list-style-type: none"> <li>- Newsletters: Monthly newsletters from the campuses will include information on available mental health resources. (Title I SW Elements: 2.3,3.1) (Target Group: All)</li> </ul>				
<p>3. The Director of Safety and Well-Being and the Coordinator of Character &amp; Leadership Development will create and implement procedures to communicate information about safety protocols and mental health/ wellness services available to all staff members and students to increase access to and use of the many resources available.</p> <ul style="list-style-type: none"> <li>- Door Security: Routine door checks will be conducted and all staff will be trained in the proper protocols for checking doors and reporting any issues.</li> <li>- Guardian Program: district stakeholders will be informed about the Guardians (armed campus/ district personnel), and the benefits of having them on campus. Guardians will receive ongoing training and evaluation.</li> <li>- Parent Education: Multiple outlets will be used to provide parent education on a variety of topics to help support safety and well-being at home.</li> <li>- Wildcat Talks: The district will conduct a public meeting to help educate parents/ community of the safety and security measures in place. (Title I SW Elements: 3.1) (Target Group: All)</li> </ul>	<p>Brian Hunt, Director of Safety &amp; Well- Being, Mrs. Rhonda Evans, Coordinator of CLD &amp; Counselors</p>	<p>on-going</p>	<p>(L)ESC Region 11 Contracted Services, (L)Parent Square</p>	<p>Criteria: Increased awareness of and participation in community programs.</p> <p>10/16/24 - Some Progress</p>

# GODLEY ISD Site Base

Name	Position
Rother, Amy	Teacher
Caudle, Airemy	Chief Academic Officer
Lee, Bailey	Emergent Bilingual Coordinator
Linguist, Christopher	Teacher- Special Education
Lawson, Roger	Teacher
Jones, Amy	Teacher
Ivy, Janissa	Teacher- Special Education
Camp, Jennifer	Teacher/ GT Coordinator
Hughes, Jeffrey	Teacher
Walker, Joseph	Fine Arts Director
Finnegan, Denise	Teacher
Schofield, Delaney	Teacher
Devillier, Erin	Teacher
Gage, Eddie	Teacher
Emmons, Holii	Teacher
Chastang, Hannah	Teacher- Special Education
Hancock, Noah	Teacher
Molder, Heather	Teacher
Nix, Nikki	Director of CTE/ Advanced Academic
Villanueva, Cheryl	Chief HR Officer
Block, Melissa	Campus Administrator
Wynne, Stephanie	Campus Administrator
Frazier, Thomas	Campus Administrator
Taylor, Kelly	Director of Instructional Technology
Dickson, Jodie	Campus Administrator
Duckett, Jayme	Campus Manager
Flood, Kurtis	Campus Administrator
Penney, Carey	Teacher

# GODLEY ISD Site Base

Name	Position
Karnes, Jason	Asst. Superintendent
Copeland, Bailey	Counselor
Meador, Jeff	Chief Communications Officer
Baxter, Katy	Teacher
Black, S	Business
Laine, Taylor	Parent
Hill, Ammie	Parent
White, Katherine	Teachers
Gow, Stephanie	Parent/ Business
Swanson, Tammy	Teacher

# Resources

Resource	Source
Community Report/ Publication	Federal
Payroll	Federal
American Reading Company	Local
ESC Region 11 Contracted Services	Local
Look Ahead Protocol/ Design Days	Local
mClass	Local
NWEA/ MAP	Local
Parent Square	Local
Student-Centered Coaching Materials	Local
TCMPC (TEKS Resource)	Local
Tx Performance Assessment Consortium (TPAC)	Local
HQIM (High-Quality Instructional Materials)	State
STEMScopes	State

Godley ISD Signaling Chart

Key Question TWD (To What Degree)	Benefit	As of: 23-24 Q2						General Office Practices	As of: 23-24 Q3						General Office Practices	As of: 23-24 Q4						General Office Practices	As of: 24-25 Q1						General Office Practices	As of: 25 Q2						General Office Practices
		RB Godley	ES Stodley	ES Stodley	MS View IS	MS Godley	MS Godley		ES Stodley	ES Stodley	MS View IS	MS Godley	MS Godley	ES Stodley		ES Stodley	MS View IS	MS Godley	MS Godley	ES Stodley	ES Stodley		MS View IS	MS Godley	MS Godley	ES Stodley	ES Stodley	MS View IS		MS Godley	MS Godley					
(1.1) TWD do we present our students with the academic and social skills to succeed at the next level?	Learn basic academic and social skills						OT [1]						OT [2]																							
(1.2) TWD do we support and create opportunities for in-depth learning?	Explore content at a deep level						OT [4]						OT [5]																							
(1.3) TWD do we align learning to students' needs?	Learning is aligned to student need						OT [7]						OT [8]																							
(1.4) TWD do we support the belief that learning can happen anywhere, anyhow, anytime?	Learning can happen anywhere, anyhow, anytime																																			
(2.1) TWD do we prepare students for the next level, including life after graduation?	Readiness for the future						[11]																													
(2.2) TWD do we promote and model lifelong learning?	Lifelong learning habits																																			
(2.3) TWD do we teach students to think ahead?	Thinking ahead																																			
(2.4) TWD do we support students to always do their best?	Take ownership and be accountable																																			
(3.1) TWD do we consistently engage students in quality learning experiences that challenge and inspire?	Students and teachers are consistently engaged in quality learning						OT					AN																								
(3.2) TWD do we facilitate, promote, and value the interests of our students?	Students are provided opportunities to explore and engage in their interests						OT					AN																								
(3.3) TWD do we identify and promote student strengths and areas of success?	Identify and promote students' strengths and areas of success						OT					OT [23]																								
(4.1) TWD does the school engage the community in understanding schools and partnering for the benefit of all?	Community as partners						OT					OT [24]																								
(4.2) TWD do the schools create meaningful parent partnerships?	Parents as partners						AN					OT [27]																								
(4.3) TWD do we teach students to be productive citizens in their future communities?	Students are engaged citizens						OT																													
(5.1) TWD is every staff member committed to ISD values, principles, and culture?	Every staff member is committed to ISD values, principles, and culture						OT					OT																								
(5.2) TWD does every staff member contribute to the benefit of students?	Contribute to the benefit of students																																			
(5.3) TWD is training aligned with the mission and vision of the district?	Professional development is aligned to district standards and implemented to positively impact student success						OT					OT																								
(6.1) TWD does our system attract effective applicants?	Hire effective personnel																																			
(6.2) TWD do we support stakeholder understanding of system effectiveness?	Stakeholder understanding						OT																													
(6.3) TWD do our resource allocations reflect goals and objectives of the district?	Aligned resources						OT																													
(7.1) TWD are our learning spaces designed around the needs of students?	Learning spaces are conducive to student well-being						OT																													
(7.2) TWD do students feel safe with Godley ISD?	Students feel safe						OT																													
(7.3) TWD is a student's whole health a part of our culture?	Students' whole health																																			
(7.4) TWD do we promote and support a culture of respect?	Mutual respect						OT					OT [38]																								

Maintain	Currently effective
Consider Change	Continue; consider a change
Minor Change	Small changes being made
Major Change	Large changes being made
OT	On Track
AN	Adjustment Needed
EA	Effect Achieved

RB Godley Elementary Signaling Chart

	Key Question TWD (To What Degree)	Benefit																				
			22-23 Q2	22-23 Q3	22-23 Q4	Summer 23	23-24 Q1	23-24 Q2	23-24 Q3	23-24 Q4	Summer 24	24-25 Q1	24-25 Q2	24-25 Q3	24-25 Q4	Summer 25	25-26 Q1	25-26 Q2	25-26 Q3	25-26 Q4	Summer 26	
Student Learning & Progress	(1.1) TWD do we prepare our students with the academic and social skills to succeed at the next level?	Learn basic academic and social skills	x																			
	(1.2) TWD do we support and create opportunities for in-depth learning?	Explore content at a deep level	x			OT	DT [40]	DT [41]														
	(1.3) TWD do we align learning to students' needs?	Learning is aligned to student need	x			OT	DT [42]	DT [43]														
	(1.4) TWD do we support the belief that learning can happen anywhere?	Learning can happen anywhere, anyhow, anytime	x																			
Student Readiness	(2.1) TWD do we prepare students for the next level, including life after graduation?	Readiness for the future	x					[44]														
	(2.2) TWD do we promote and model lifelong learning?	Lifelong learning habits	x																			
	(2.3) TWD do we teach students to focus on their future?	Thinking ahead	x																			
	(2.4) TWD do we support students to always do their best?	Take ownership and be accountable	x																			
Engaged, Well-Rounded Students	(3.1) TWD do we consistently engage students in quality learning experiences that challenge and inspire?	Students and teachers are consistently engaged in quality learning	x			OT	DT [45]	OT														
	(3.2) TWD do we facilitate, promote, and value the interests of our students?	Students are provided opportunities to explore and engage in their interests	x			OT	DT [46]	OT														
	(3.3) TWD do we identify and promote students' strengths and areas of success?	Identify and promote students' strengths and areas of success	x			OT	DT [47]	OT														
Community Engagement & Partnerships	(4.1) TWD does the school engage the community in understanding schools and partnering for the benefit of all?	Community as partners	x																			
	(4.2) TWD do the schools create meaningful parent partnerships?	Parents as partners	x																			
	4.3 - TWD do we teach students to be productive citizens in their future communities?	Students are engaged citizens	x				[48]	OT														
Professional Learning & Effective Staff	(5.1) TWD is every staff member committed to GISD values, principles, and culture?	Every staff member is committed to GISD values, principles, and culture	x			OT	OT	OT														
	(5.2) TWD does every staff member contribute to the benefit of students?	Contribute to the benefit of students	x																			
	(5.3) TWD is training aligned with the mission and vision of the district?	Professional development is aligned to district standards and implemented to positively impact student success	x			OT	OT	OT														
Fiscal & Operational Systems	(6.1) TWD does our system attract effective applicants?	Hire effective personnel	x																			
	(6.2) TWD do we support stakeholder understanding of system effectiveness?	Stakeholder understanding	x																			
	(6.3) TWD do our resource allocations reflect goals and objectives of the district?	Aligned resources	x																			
Safety & Well-Being	(7.1) TWD are our learning spaces designed around the needs of students?	Learning spaces are conducive to student well-being	x																			
	(7.2) TWD do students feel safe with Godley ISD?	Students feel safe	x			OT	OT	OT														
	(7.3) TWD is a student's whole health a part of our culture?	Students' whole health	x																			
	(7.4) TWD do we promote and support a culture of respect?	Mutual respect	x			OT	OT	OT														

Currently effective
Continue; consider a change
Small changes being made
Large changes being made
On Track
Adjustment Needed
Effect Achieved

Legacy Elementary Signaling Chart

Key Question TWD (To What Degree)	Benefit	22-23 Q2	22-23 Q3	22-23 Q4	Summer 23	23-24 Q1	23-24 Q2	23-24 Q3	23-24 Q4	Summer 24	24-25 Q1	24-25 Q2	24-25 Q4	Summer 25	25-26 Q1	25-26 Q2	25-26 Q3	25-26 Q4	Summer 26
		Student Learning & Progress	(1.1) TWD do we prepare our students with the academic and social skills to succeed at the next level?																
(1.2) TWD do we support and create opportunities for in-depth learning?			OT	OT	OT	OT	OT												
(1.3) TWD do we align learning to students' needs?			OT	OT	OT	OT	OT												
(1.4) TWD do we support the belief that learning can happen anywhere, anyhow, anytime?																			
Student Readiness	(2.1) TWD do we prepare students for the next level, including life after graduation?																		
	(2.2) TWD do we promote and model lifelong learning?																		
	(2.3) TWD do we teach students to focus on their future?																		
	(2.4) TWD do we support students to always do their best?																		
Engaged, Well-Rounded Students	(3.1) TWD do we consistently engage students in quality learning experiences that challenge and inspire?		OT	OT	OT	OT	OT												
	(3.2) TWD do we facilitate, promote, and value the interests of our students?		OT	OT	AN [49T	AN [50N	AN [51]												
	(3.3) TWD do we identify and promote students' strengths and areas of success?		OT	OT	AN [52T	AN [53]	OT												
Community Engagement & Partnerships	(4.1) TWD does the school engage the community in understanding schools and partnering for the benefit of all?					OT [54]	OT												
	(4.2) TWD do the schools create meaningful parent partnerships?					OT [55N	AN [56]												
	4.3 - TWD do we teach students to be productive citizens in their future communities?																		
Professional Learning & Effective Staff	(5.1) TWD is every staff member committed to GISD values, principles, and culture?		OT	OT	OT	OT	OT												
	(5.2) TWD does every staff member contribute to the benefit of students?																		
	(5.3) TWD is training aligned with the mission and vision of the district?		OT	OT	OT	OT	OT												
Fiscal & Operational Systems	(6.1) TWD does our system attract effective applicants?																		
	(6.2) TWD do we support stakeholder understanding of system effectiveness?						OT												
	(6.3) TWD do our resource allocations reflect goals and objectives of the district?						OT												
Safety & Well-Being	(7.1) TWD are our learning spaces designed around the needs of students?					OT [57]													
	(7.2) TWD do students feel safe with Godley ISD?		OT	OT	OT	OT	[58]												
	(7.3) TWD is a student's whole health a part of our culture?																		
	(7.4) TWD do we promote and support a culture of respect?		OT	OT	OT	OT													

<b>Maintain</b>	Currently effective
<b>Consider Change</b>	Continue; consider a change
<b>Minor Change</b>	Small changes being made
<b>Major Change</b>	Large changes being made
<b>OT</b>	On Track
<b>AN</b>	Adjustment Needed
<b>EA</b>	Effect Achieved



Pleasant View Elementary Signaling Chart

	Key Question TWD (To What Degree)	Benefit	22-23 Q1	22-23 Q2	22-23 Q3	22-23 Q4	Summer 23	23-24 Q1	23-24 Q2	23-24 Q3	23-24 Q4	Summer 24	24-25 Q1	24-25 Q2	24-25 Q1	24-25 Q2	24-25 Q4	Summer 25	25-26 Q1	25-26 Q2	25-26 Q3	25-26 Q4	Summer 26
Student Learning & Progress	(1.1) TWD do we prepare our students with the academic and social skills to succeed at the next level?	Learn basic academic and social skills	x																				
	(1.2) TWD do we support and create opportunities for in-depth learning?	Explore content at a deep level	x				OT	OT	OT	[59]	OT	OT											
	(1.3) TWD do we align learning to students' needs?	Learning is aligned to student need	x				OT	OT	OT	[60]													
	(1.4) TWD do we support the belief that learning can happen anywhere?	Learning can happen anywhere, anyhow, anytime	x																				
Student Readiness	(2.1) TWD do we prepare students for the next level, including life after graduation?	Readiness for the future	x	x																			
	(2.2) TWD do we promote and model lifelong learning?	Lifelong learning habits	x	x																			
	(2.3) TWD do we teach students to focus on their future?	Thinking ahead	x	x				OT	[61]	AN	AN	AN	AN	OT	OT	OT	OT						
	(2.4) TWD do we support students to always do their best?	Take ownership and be accountable	x	x																			
Engaged, Well-Rounded Students	(3.1) TWD do we consistently engage students in quality learning experiences that challenge and inspire?	Students and teachers are consistently engaged in quality learning	x					OT	AN	AN	AN												
	(3.2) TWD do we facilitate, promote, and value the interests of our students?	Students are provided opportunities to explore and engage in their interests	x					OT	AN	AN	AN	OT	OT	OT	OT	OT							
	(3.3) TWD do we identify and promote students' strengths and areas of success?	Identify and promote students' strengths and areas of success	x					OT															
Community Engagement & Partnerships	(4.1) TWD does the school engage the community in understanding schools and partnering for the benefit of all?	Community as partners	x	x																			
	(4.2) TWD do the schools create meaningful parent partnerships?	Parents as partners	x	x				OT															
	4.3 - TWD do we teach students to be productive citizens in their future communities?	Students are engaged citizens	x	x																			
Professional Learning & Effective Staff	(5.1) TWD is every staff member committed to GISD values, principles, and culture?	Every staff member is committed to GISD values, principles, and culture	x				OT																
	(5.2) TWD does every staff member contribute to the benefit of students?	Contribute to the benefit of students	x																				
	(5.3) TWD is training aligned with the mission and vision of the district?	Professional development is aligned to district standards and implemented to positively impact student success	x				OT	OT															
Fiscal & Operational Systems	(6.1) TWD does our system attract effective applicants?	Hire effective personnel	x	x																			
	(6.2) TWD do we support stakeholder understanding of system effectiveness?	Stakeholder understanding	x	x																			
	(6.3) TWD do our resource allocations reflect goals and objectives of the district?	Aligned resources	x	x																			
Safety & Well-Being	(7.1) TWD are our learning spaces designed around the needs of students?	Learning spaces are conducive to student well-being	x																				
	(7.2) TWD do students feel safe with Godley ISD?	Students feel safe	x				OT																
	(7.3) TWD is a student's whole health a part of our culture?	Students' whole health	x																				
	(7.4) TWD do we promote and support a culture of respect?	Mutual respect	x				OT																

<b>Maintain</b>	Currently effective
<b>Consider Change</b>	Continue; consider a change
<b>Minor Change</b>	Small changes being made
<b>Major Change</b>	Large changes being made
<b>OT</b>	On Track
<b>AN</b>	Adjustment Needed
<b>EA</b>	Effect Achieved

Godley MS Signaling Chart

Key Question TWD (To What Degree)	Benefit																					
		22-23 Q1	22-23 Q2	22-23 Q3	22-23 Q4	Summer 23	23-24 Q1	23-24 Q2	23-24 Q3	23-24 Q4	Summer 24	24-25 Q1	24-25 Q2	24-25 Q3	24-25 Q4	Summer 25	25-26 Q1	25-26 Q2	25-26 Q3	25-26 Q4	Summer 26	
Student Learning & Progress	(1.1) TWD do we prepare our students with the academic and social skills to succeed at the next level?																					
	(1.2) TWD do we support and create opportunities for in-depth learning?																					
	(1.3) TWD do we align learning to students' needs?	OT	OT	OT	OT	DT [62]	DT [63]	OT	DT [64]													
	(1.4) TWD do we support the belief that learning can happen anywhere, anyhow, anytime?																					
Student Readiness	(2.1) TWD do we prepare students for the next level, including life after graduation?																					
	(2.2) TWD do we promote and model lifelong learning?																					
	(2.3) TWD do we teach students to focus on their future?	OT	OT	OT	OT	LN [65]	DT [66]	OT	DT [67]													
	(2.4) TWD do we support students to always do their best?																					
Engaged, Well-Rounded Students	(3.1) TWD do we consistently engage students in quality learning experiences that challenge and inspire?	OT	OT	OT	OT	DT [68]	DT [69]	OT	DT [70]													
	(3.2) TWD do we facilitate, promote, and value the interests of our students?																					
	(3.3) TWD do we identify and promote students' strengths and areas of success?					OT [71]	DT [72]	OT	DT [73]													
Community Engagement & Partnerships	(4.1) TWD does the school engage the community in understanding schools and partnering for the benefit of all?																					
	(4.2) TWD do the schools create meaningful parent partnerships?																					
	4.3 - TWD do we teach students to be productive citizens in their future communities?																					
Professional Learning & Effective Staff	(5.1) TWD is every staff member committed to GISD values, principles, and culture?																					
	(5.2) TWD does every staff member contribute to the benefit of students?	OT	OT	OT	OT	DT [74]	DT [75]	OT	DT [76]													
	(5.3) TWD is training aligned with the mission and vision of the district?					OT [77]	DT [78]	OT	DT [79]													
Fiscal & Operational Systems	(6.1) TWD does our system attract effective applicants?		AN	OT	OT	DT [80]	EA															
	(6.2) TWD do we support stakeholder understanding of system effectiveness?	OT	OT	OT	OT	DT [81]	EA															
	(6.3) TWD do our resource allocations reflect goals and objectives of the district?	OT	OT	OT	OT	EA [82]																
Safety & Well-Being	(7.1) TWD are our learning spaces designed around the needs of students?																					
	(7.2) TWD do students feel safe with Godley ISD?	OT	OT	OT	OT	EA [83]																
	(7.3) TWD is a student's whole health a part of our culture?																					
	(7.4) TWD do we promote and support a culture of respect?	OT	OT	OT	OT	LN [84]	DT [85]	OT	EA													

Blue	Currently effective
Green	Continue; consider a change
Yellow	Small changes being made
Red	Large changes being made
White	On Track
Light Blue	Adjustment Needed
Light Green	Effect Achieved

Godley HS Signaling Chart

	Key Question TWD (To What Degree)	Benefit	Summer 23	23-24 Q1	23-24 Q2	23-24 Q3	23-24 Q4	Summer 24	24-25 Q1	24-25 Q2	24-25 Q3	24-25 Q4	Summer 25	25-26 Q1	25-26 Q2	25-26 Q3	25-26 Q4	Summer 26
Student Learning & Progress	(1.1) TWD do we prepare our students with the academic and social skills to succeed at the next level?	Learn basic academic and social skills	DT [86]	DT [87]	DT [88]	DT [89]	OT	AN	DT [90]									
	(1.2) TWD do we support and create opportunities for in-depth learning?	Explore content at a deep level						AN	DT [91]									
	(1.3) TWD do we align learning to students' needs?	Learning is aligned to student need																
	(1.4) TWD do we support the belief that learning can happen anywhere?	Learning can happen anywhere, anyhow, anytime	DT [92]						OT [93]									
Student Readiness	(2.1) TWD do we prepare students for the next level, including life after graduation?	Readiness for the future	AN [94]	OT	OT	DT [95]	OT	AN	DT [96]									
	(2.2) TWD do we promote and model lifelong learning?	Lifelong learning habits																
	(2.3) TWD do we teach students to focus on their future?	Thinking ahead	AN [97]	OT	OT	DT [98]	OT	AN	DT [99]									
	(2.4) TWD do we support students to always do their best?	Take ownership and be accountable																
Engaged, Well-Rounded Students	(3.1) TWD do we consistently engage students in quality learning experiences that challenge and inspire?	Students and teachers are consistently engaged in quality learning	DT [100]	OT	OT	DT [101]	OT											
	(3.2) TWD do we facilitate, promote, and value the interests of our students?	Students are provided opportunities to explore and engage in their interests	DT [102]															
	(3.3) TWD do we identify and promote students' strengths and areas of success?	Identify and promote students' strengths and areas of success																
Community Engagement & Partnerships	(4.1) TWD does the school engage the community in understanding schools and partnering for the benefit of all?	Community as partners																
	(4.2) TWD do the schools create meaningful parent partnerships?	Parents as partners		OT [103]	OT	DT [104]	EA	EA										
	4.3 - TWD do we teach students to be productive citizens in their future communities?	Students are engaged citizens																
Professional Learning & Effective Staff	(5.1) TWD is every staff member committed to GISD values, principles, and culture?	Every staff member is committed to GISD values, principles, and culture																
	(5.2) TWD does every staff member contribute to the benefit of students?	Contribute to the benefit of students																
	(5.3) TWD is training aligned with the mission and vision of the district?	Professional development is aligned to district standards and implemented to positively impact student success	OT	OT	OT													
Fiscal & Operational Systems	(6.1) TWD does our system attract effective applicants?	Hire effective personnel																
	(6.2) TWD do we support stakeholder understanding of system effectiveness?	Stakeholder understanding	DT [105]			OT [106]	OT [107]											
	(6.3) TWD do our resource allocations reflect goals and objectives of the district?	Aligned resources				[108]	OT [109]											
Safety & Well-Being	(7.1) TWD are our learning spaces designed around the needs of students?	Learning spaces are conducive to student well-being																
	(7.2) TWD do students feel safe with Godley ISD?	Students feel safe	N [110]	OT	OT	N [111]	OT	OT	DT [112]									
	(7.3) TWD is a student's whole health a part of our culture?	Students' whole health																
	(7.4) TWD do we promote and support a culture of respect?	Mutual respect	N [113]	OT	OT	N [114]												

Currently effective
Continue; consider a
Small changes being made
Large changes being made
On Track
Adjustment Needed
Effect Achieved

[1] Create an image comparing and contrasting ATC and CER so students see similarities across contents.

[2] ATC is being used in ELA. CER is being used in science. Initial scores came back from EOC Spring 23, and RDA numbers improved.

Additionally, teachers are using new question types related to STAAR EOC already.

[3] Common Based Assessment

[4] Eureka & ARC Implementation  
Small group learning

[5] Eureka Math and ARC  
small Group instruction

[6] Common Based Assessments  
Look Forward Protocol  
Campus goal of 3% increase on EOC master scores  
80% growth on MAP in ELA and Math

[7] Data focused PLC  
\*Refining our data systems (Leah and I are working on a data dashboard for teachers/grade levels

[8] GMS teachers have common planning time; PLCs have been started; teachers granted whole day for planning with departments; Progress Learning/incentives for students

[9] GMS teachers have common planning time; PLCs have been started; teachers granted whole day for planning with departments; Progress Learning/incentives for students

[10] 1 lesson per nine weeks outside of the classroom

[11] Career poster contest  
Guest speakers: meteorologist  
Houses-2.4  
Enrichment Clubs 2.2

[12] Started using SchoolLinks for course selection. Waiting to see if it uploads to Skyward correctly.

Looking to revamp Wildcat Business in 24-25 to build in a Mentor Monday program to create more buy in from teachers regarding SchoolLinks.

Counselors, CTE Director, and Principal met with Mentors Care program director Brian Blackwell about starting in GHS in 24-25. This would target at risk students and effect several pillars.

Need to create a survey to ask students and teachers about effectiveness

[13] Changed WB time and added Mentor Monday

[14] The goal was to add clubs the second semester. Once we got rolling we realized the Spring is not a great time to start clubs. We will spend the Spring semester gathering feedback from students and develop a plan to roll them out in the Fall.

[15] Administration observations of most students utilizing planners appropriately; semester classes direct instruction and maintaining organization

[16] Administration observations of most students utilizing planners appropriately; semester classes direct instruction and maintaining organization

[17] Started using SchoolLinks for course selection. Waiting to see if it uploads to Skyward correctly.

Looking to revamp Wildcat Business in 24-25 to build in a Mentor Monday program to create more buy in from teachers regarding SchoolLinks.

Counselors, CTE Director, and Principal met with Mentors Care program director Brian Blackwell about starting in GHS in 24-25. This would target at risk students and effect several pillars. Started using SchoolLinks for course selection. Waiting to see if it uploads to Skyward correctly.

Looking to revamp Wildcat Business in 24-25 to build in a Mentor Monday program to create more buy in from teachers regarding SchoolLinks.

Need to create a survey to ask students and teachers about effectiveness.

[18] Changed WB time and added Mentor Monday

[19] ELAR staff is progressing through ARC training and onboarding process. 2 staff members are out long-term, which does pose a challenge.

[20] ELAR staff is progressing through ARC training and onboarding process. 2 staff members are out long-term, which does pose a challenge.

[21] Focused on teacher engagement for 23-24 school year. Some areas have been good, others are a work in progress. Facilitators are having good conversations with teachers

[22] Teachers have chosen clubs and students will choose clubs in the next couple of weeks

[23] Every morning we recognize birthdays, Legacy All Stars and Reading Goals achieved. Students that go above and beyond receive tickets, periodically tickets are drawn for prizes and announced at morning assembly.

[24] Weekly and daily announcements - include positives and student birthdays; character lesson push in from counselor; wildcats caught learning

[25] Weekly and daily announcements - include positives and student birthdays; character lesson push in from counselor; wildcats caught learning

[26] Teachers are reaching out more to community partners, Senior project partners, etc for experiences and class visits

[27] increasing Parent volunteer opportunities,

[28] Parent Square implementation

[29] ParentSquare Implementation

Everyone is using PS and program is working well.

[30] Tier 1 instruction with lesson plans and fundamental 5 elements are successful; ESL pullout; Math/Reading Rtl working together

[31] Tier 1 instruction with lesson plans and fundamental 5 elements are successful; ESL pullout; Math/Reading Rtl working together

[32] PLCs implemented; common planning times; admin and facilitators actively seeking PD for teachers to attend

[33] PLCs implemented; common planning times; admin and facilitators actively seeking PD for teachers to attend

[34] CBAS publication 2nd year...how is it going?

[35] Budget Cuts and new CFO new procedures

[36] Alcohol incident at GHS. Held a staff meeting to discuss expectations moving forward.

[37] Adding the WILD and Ph 3, updating all Emergency operation procedures

[38] Hope squad; staff focus on positive character traits; Admin pushing positive office referrals; creation of discipline matrix

[39] Alcohol incident at GHS. Held a staff meeting to discuss expectations moving forward.

[40] focusing on small group instruction, data-focused PLC

[41] Eureka & ARC Implementation  
Small group learning

[42] focusing on small group instruction, data-focused PLC

[43] Data focused PLC

\*Refining our data systems (Leah and I are working on a data dashboard for teachers/grade levels

[44] Career poster contest  
Guest speakers: meteorologist  
Houses-2.4  
Enrichment Clubs 2.2

[45] small group instruction

[46] anticipate signaling affect achieved next quarter

[47] anticipate signaling effect achieved next quarter

[48] New signal-this is for our houses and the community engagement we are seeking to foster through that.

[49] Introducing Friday Clubs

[50] Teachers have chosen clubs and students will choose clubs in the next couple of weeks

[51] Students are growing restless in their current clubs. We will switch after Spring Break.

[52] Recognition of growth and success at morning assemblies

[53] Every morning we recognize birthdays, Legacy All Stars and Reading Goals achieved. Students that go above and beyond receive tickets, periodically tickets are drawn for prizes and announced at morning assembly.

[54] Teachers are reaching out more to community partners, Senior project partners, etc for experiences and class visits

[55] increasing Parent volunteer opportunities,

[56] We have collected some parents that want to volunteer. We are now in the steps to actually assign them "jobs" to teacher classes.

[57] Continuous conversations about "learning can happen anywhere"

[58] Staff is doing a great job of "stop the prop" and "Be Nice Check it Twice". We passed TEA Door Audit with 0 findings.

[59] Eureka Math and ARC  
small Group instruction

[60] Planning sessions with Instructional Coach  
PD time with other schools to streamline

[61] The goal was to add clubs the second semester. Once we got rolling we realized the Spring is not a great time to start clubs. We will spend the Spring semester gathering feedback from students and develop a plan to roll them out in the Fall.

[62] year 1 implementation of Summit K-12 was successful, we will continue to make adjustments  
continue training and adjusting to the new STAAR formats

[63] GMS teachers have common planning time; PLCs have been started; teachers granted whole day for planning with departments; Progress Learning/incentives for students

[64] GMS teachers have common planning time; PLCs have been started; teachers granted whole day for planning with departments; Progress Learning/incentives for students

[65] Student Planners - direct teach executive functions; utilize tech, leadership, careers, health to set up and maintain planners

[66] Administration observations of most students utilizing planners appropriately; semester classes direct instruction and maintaining organization

[67] Administration observations of most students utilizing planners appropriately; semester classes direct instruction and maintaining organization

[68] year 1 ARC implementation is in the books, we will continue learning and growing in year 2 as well as onboarding 2 new staff members

[69] ELAR staff is progressing through ARC training and onboarding process. 2 staff members are out long-term, which does pose a challenge.

[70] ELAR staff is progressing through ARC training and onboarding process. 2 staff members are out long-term, which does pose a challenge.

[71] Celebrating positives throughout year - lunch slideshow  
Character trait of the month

[72] Weekly and daily announcements - include positives and student birthdays; character lesson push in from counselor; wildcats caught learning

[73] Weekly and daily announcements - include positives and student birthdays; character lesson push in from counselor; wildcats caught learning

[74] Special population instruction; Student support team for referrals; ESL focus for tier 1 instruction

[75] Tier 1 instruction with lesson plans and fundamental 5 elements are successful; ESL pullout; Math/Reading Rtl working together

[76] Tier 1 instruction with lesson plans and fundamental 5 elements are successful; ESL pullout; Math/Reading Rtl working together

[77] Focus on PLC time; Piloting new evaluation system; Trainings from district coordinators

[78] PLCs implemented; common planning times; admin and facilitators actively seeking PD for teachers to attend

[79] PLCs implemented; common planning times; admin and facilitators actively seeking PD for teachers to attend

[80] Hiring presence

[81] Implementation of CBAS

[82] Teacher professional development and processes.  
Processes for budgeting procedures

[83] Stop the prop and be nice check it twice

[84] PBIS implementation;  
counselor push in lessons;  
Hope Squad implementation

[85] Hope squad; staff focus on positive character traits; Admin pushing positive office referrals; creation of discipline matrix

[86] Focus was ELA EOC testing. We are going through scores and seeing initial results from EOC testing. The focus was how to answer open ended response questions.

[87] Create an image comparing and contrasting ATC and CER so students see similarities across contents.

[88] Create an image comparing and contrasting ATC and CER so students see similarities across contents.

[89] ATC is being used in ELA. CER is being used in science. Initial scores came back from EOC Spring 23, and RDA numbers improved.

Additionally, teachers are using new question types related to STAAR EOC already.

[90] Common Based Assessment



[91] Common Based Assessments  
Look Forward Protocol  
Campus goal of 3% increase on EOC master scores  
80% growth on MAP in ELA and Math

[92] Created norms for collaboration spaces. We will make sure they are implemented at the beginning of the year and track collaboration space use.

[93] 1 lesson per nine weeks outside of the classroom

[94] Implemented School links in January. Many parents were not able to claim students, so we will revamp that to start the 23-24 year.

[95] Started using SchoolLinks for course selection. Waiting to see if it uploads to Skyward correctly.

Looking to revamp Wildcat Business in 24-25 to build in a Mentor Monday program to create more buy in from teachers regarding SchoolLinks.

Counselors, CTE Director, and Principal met with Mentors Care program director Brian Blackwell about starting in GHS in 24-25. This would target at risk students and effect several pillars.

Need to create a survey to ask students and teachers about effectiveness

[96] Changed WB time and added Mentor Monday

[97] Implemented School links in January. Many parents were not able to claim students, so we will revamp that to start the 23-24 year.

[98] Started using SchoolLinks for course selection. Waiting to see if it uploads to Skyward correctly.

Looking to revamp Wildcat Business in 24-25 to build in a Mentor Monday program to create more buy in from teachers regarding SchoolLinks.

Counselors, CTE Director, and Principal met with Mentors Care program director Brian Blackwell about starting in GHS in 24-25. This would target at risk students and effect several pillars. Started using SchoolLinks for course selection. Waiting to see if it uploads to Skyward correctly.

Looking to revamp Wildcat Business in 24-25 to build in a Mentor Monday program to create more buy in from teachers regarding SchoolLinks.

Need to create a survey to ask students and teachers about effectiveness.

[99] Changed WB time and added Mentor Monday

[100] Culture of Learning PD conducted in August 2022. We have collected lots of samples of student work. Refocus teachers to start 23-24 year about engagement strategies.

[101] Focused on teacher engagement for 23-24 school year. Some areas have been good, others are a work in progress. Facilitators are having good conversations with teachers

[102] School Links implementation. We are also adding new CTSO's as they become available.

[103] Parent Square Implementation

[104] ParentSquare Implementation

Everyone is using PS and program is working well.

[105] CBAS explanations for community

[106] CBAS publication 2nd year...how is it going?

[107] District goal of incorporating CBAS language  
Adding pillars to PD sessions

[108] Budget Cuts and new CFO new procedures

[109] Campus goal of 94.5% attendance for the year

94.45 for QT 1

[110] Locker room procedures.  
Vaping changes

[111] Alcohol incident at GHS. Held a staff meeting to discuss expectations moving forward.

[112] Adding the WILD and Ph 3, updating all Emergency operation procedures

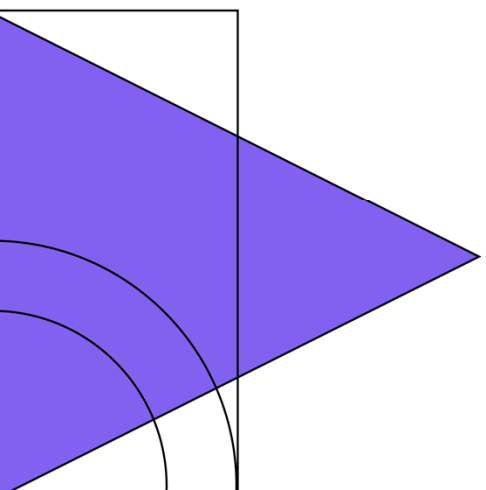
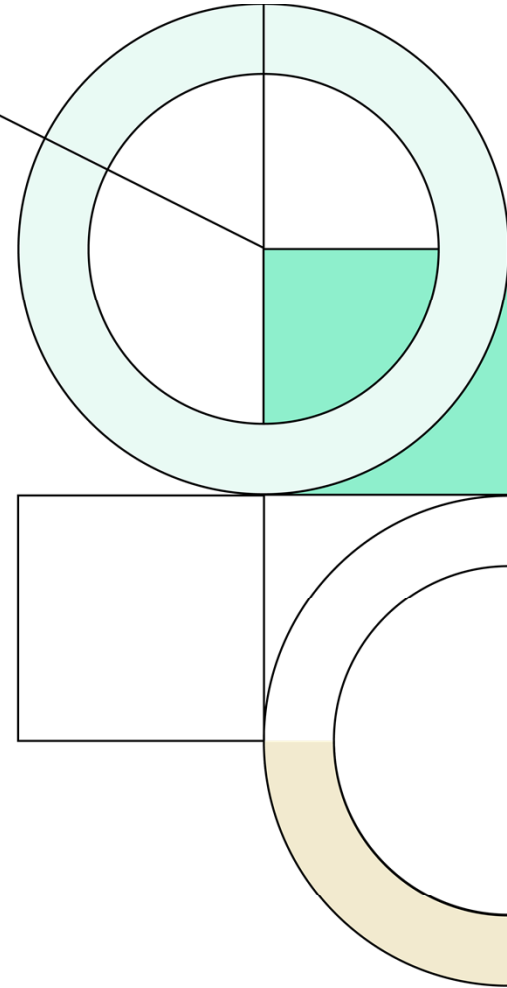
[113] Locker room procedures.

[114] Alcohol incident at GHS. Held a staff meeting to discuss expectations moving forward.



# Godley Independent School District

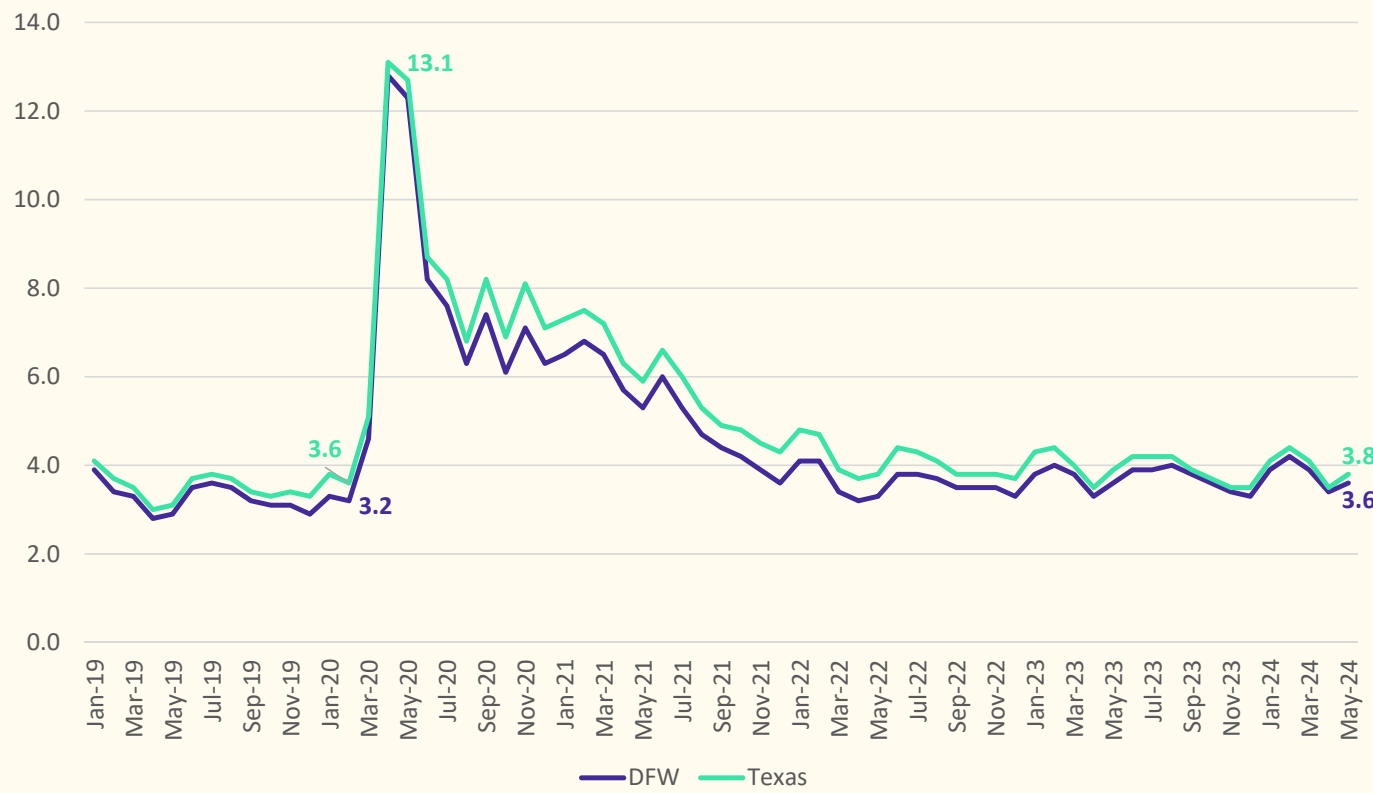
September 23, 2024  
Demographic Report



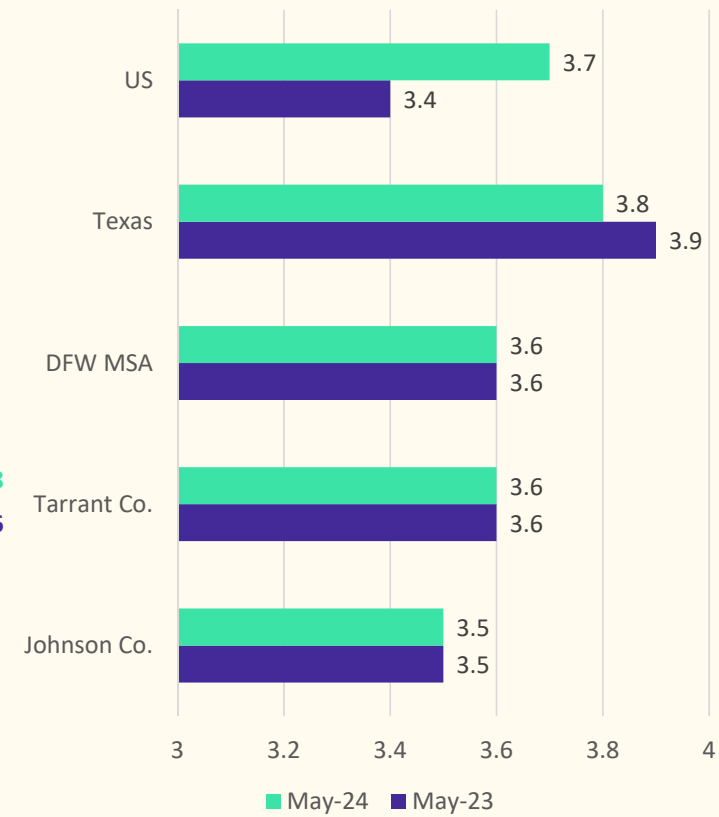


# Local Economic Conditions

### Unemployment Rate, Jan 2019 – May 2024



### Unemployment Rate, Year-Over-Year



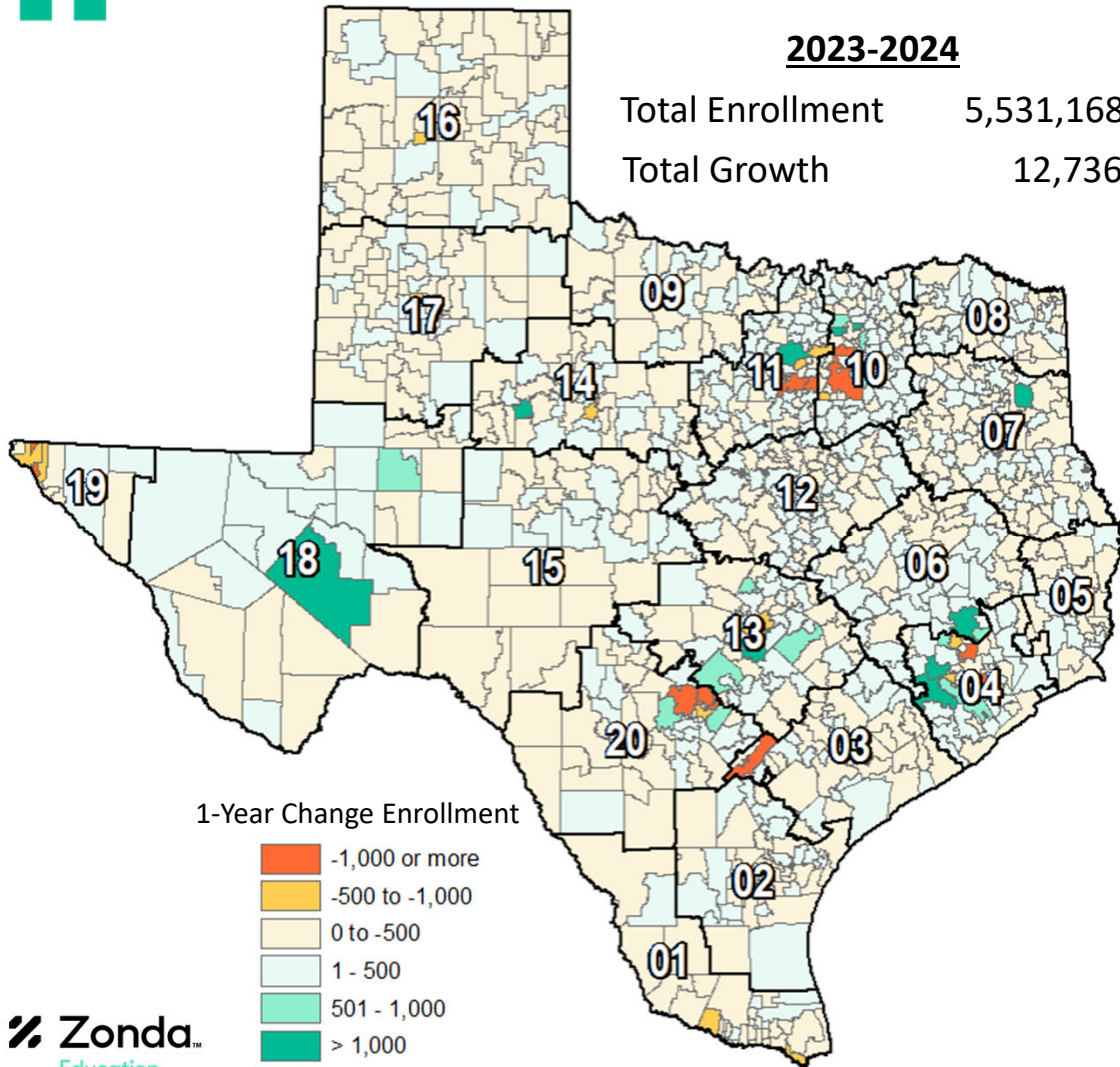


# State Enrollment Trends

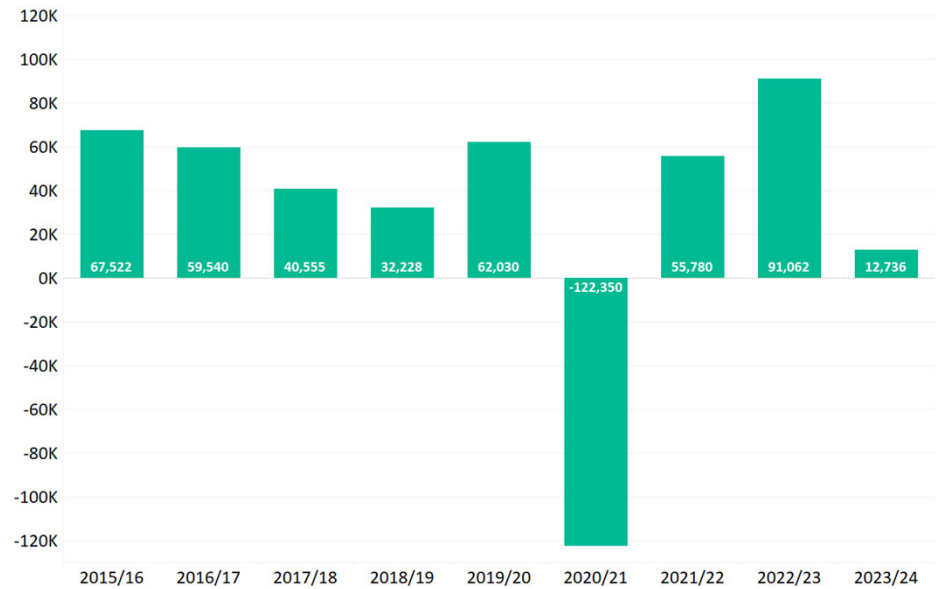
**2023-2024**

Total Enrollment 5,531,168

Total Growth 12,736



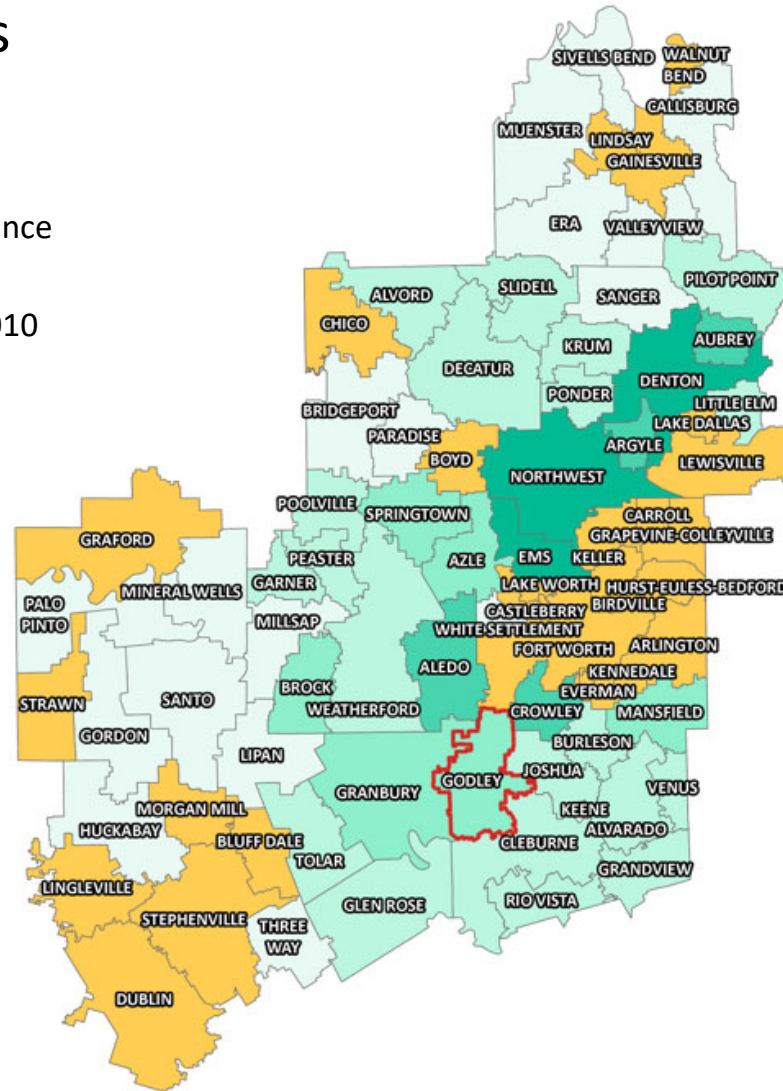
### Texas ISD Enrollment Change



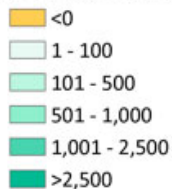


# Region 11 Enrollment Trends

- Godley ISD enrollment increased by 821 students between 2018/19 and 2023/24 (37.6%).
- GISD enrollment increased by 191 students, or 6.8%, since 2022/23
- Region 11 has seen a 5-year enrollment increase of 1,010 students (0.2% growth).
- Student enrollment declined by 1,377 students from 2022/23, in Region 11 (-0.2% growth).



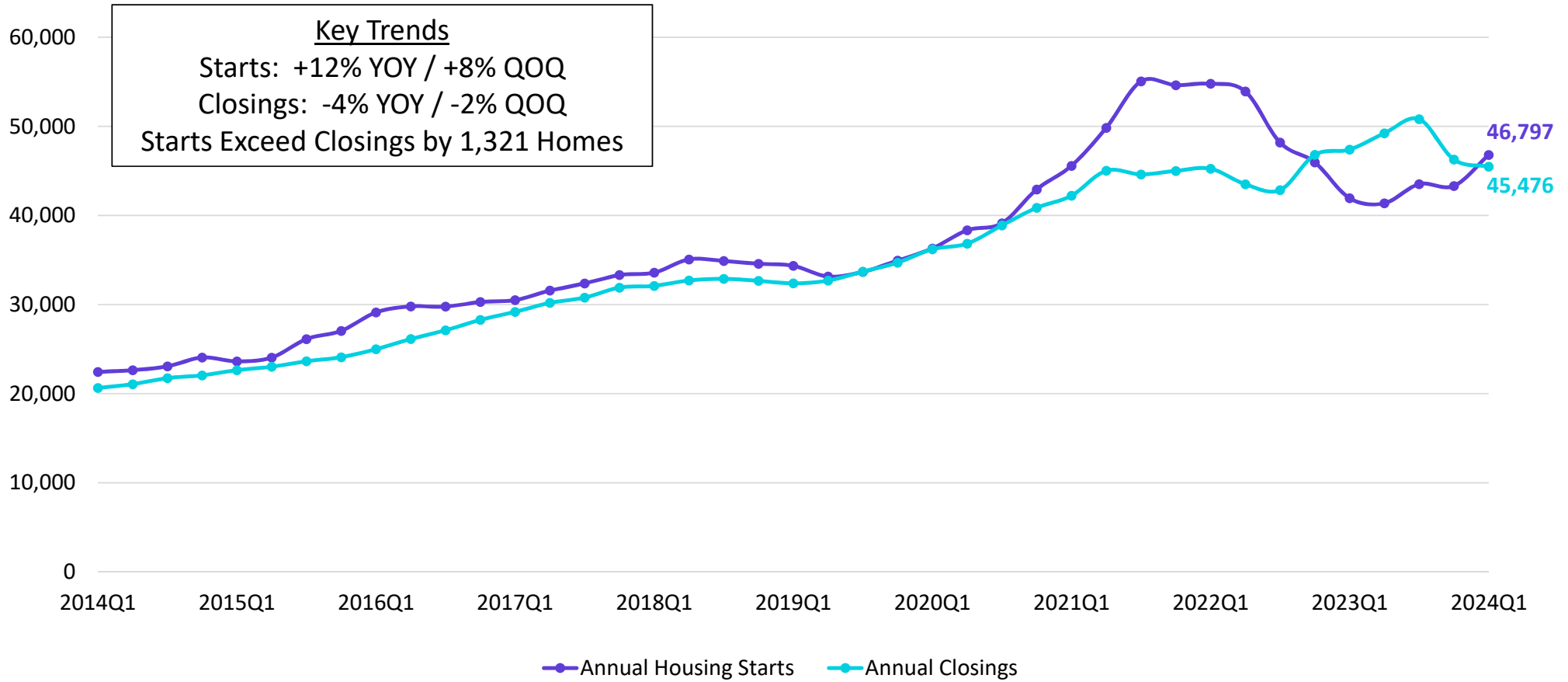
5-Year Change Enrollment

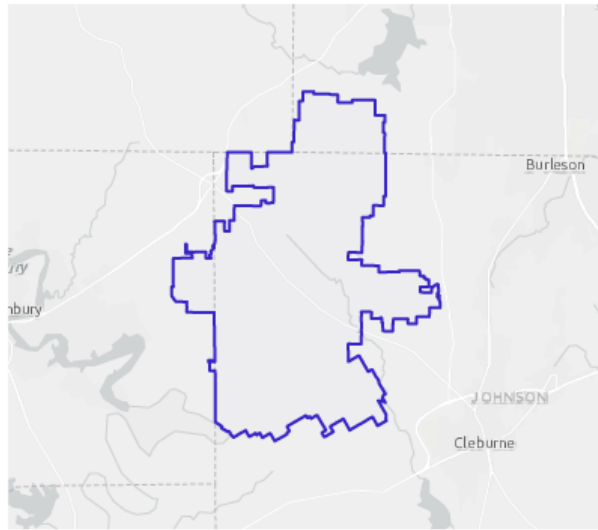




# DFW New Home Starts & Closings

Annual Housing Starts vs. Annual Closings



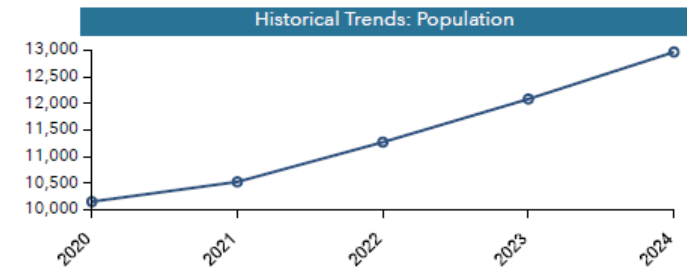


# Population Trends and Key Indicators

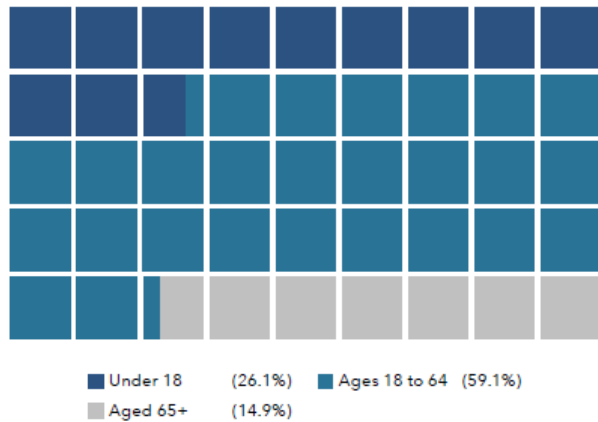
**GODLEY ISD**  
Area: 124.49 square miles

<b>12,966</b>	<b>4,185</b>	<b>3.10</b>	<b>37.7</b>	<b>\$80,309</b>	<b>\$367,735</b>	<b>78</b>	<b>80</b>	<b>62</b>
Population	Households	Avg Size Household	Median Age	Median Household Income	Median Home Value	Wealth Index	Housing Affordability	Diversity Index

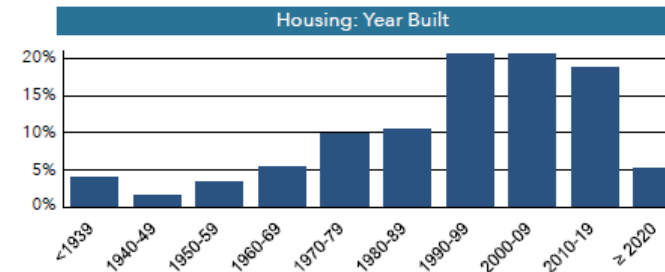
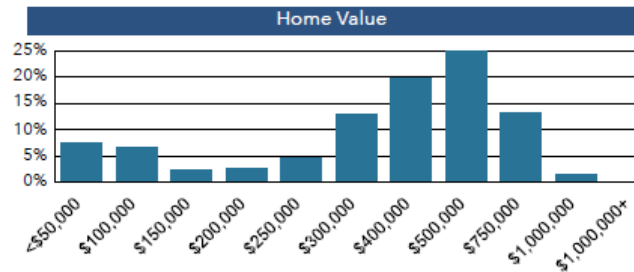
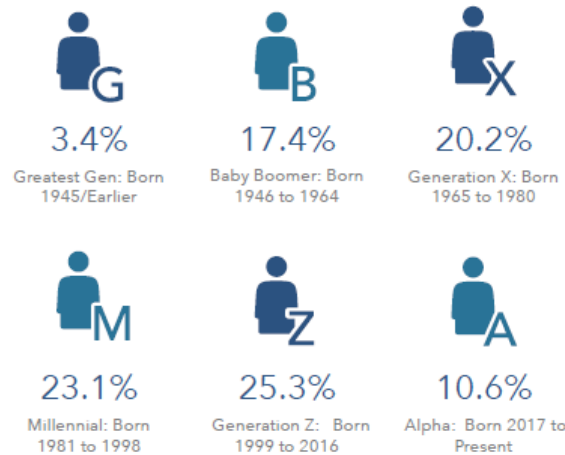
## MORTGAGE INDICATORS



## POPULATION BY AGE



## POPULATION BY GENERATION

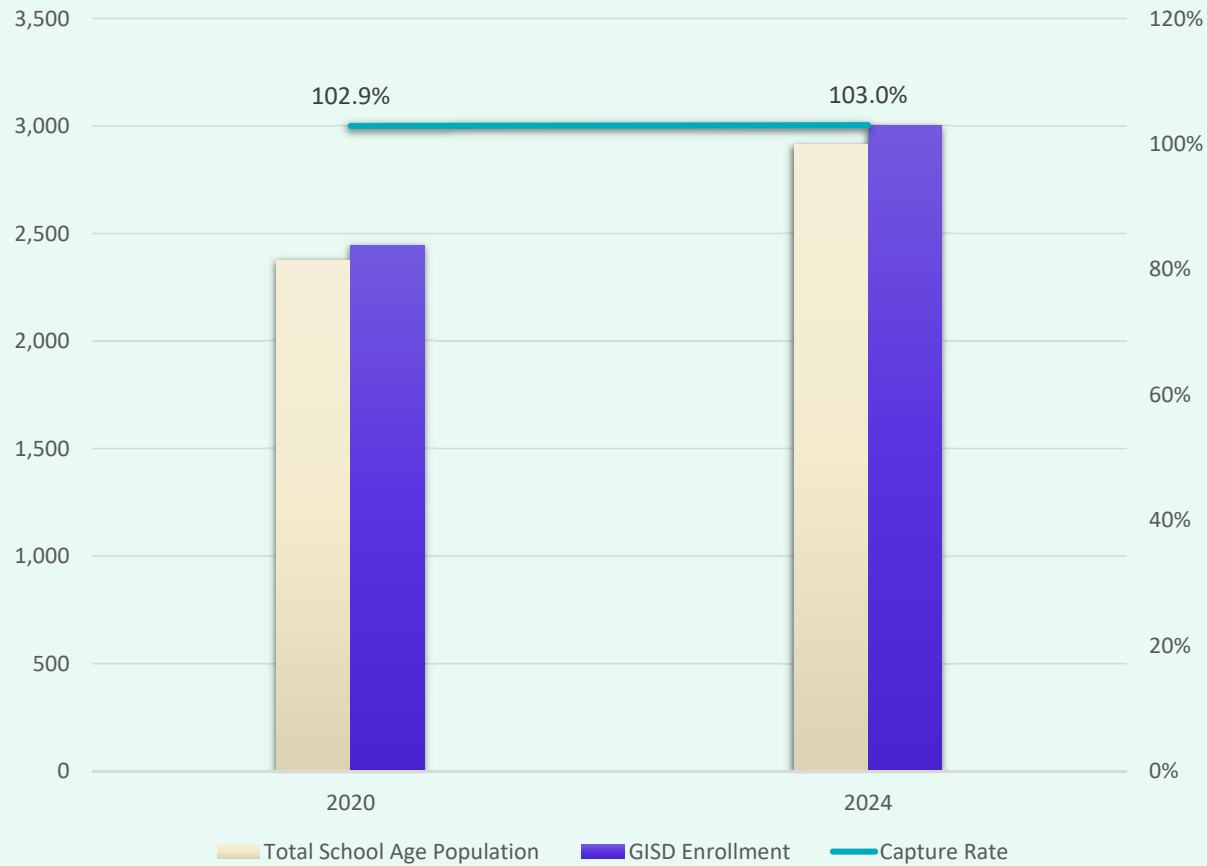


**Source:** This infographic contains data provided by Esri (2024, 2029), Esri-U.S. BLS (2024), ACS (2018-2022). © 2024 Esri





# Godley ISD Student Capture Rate

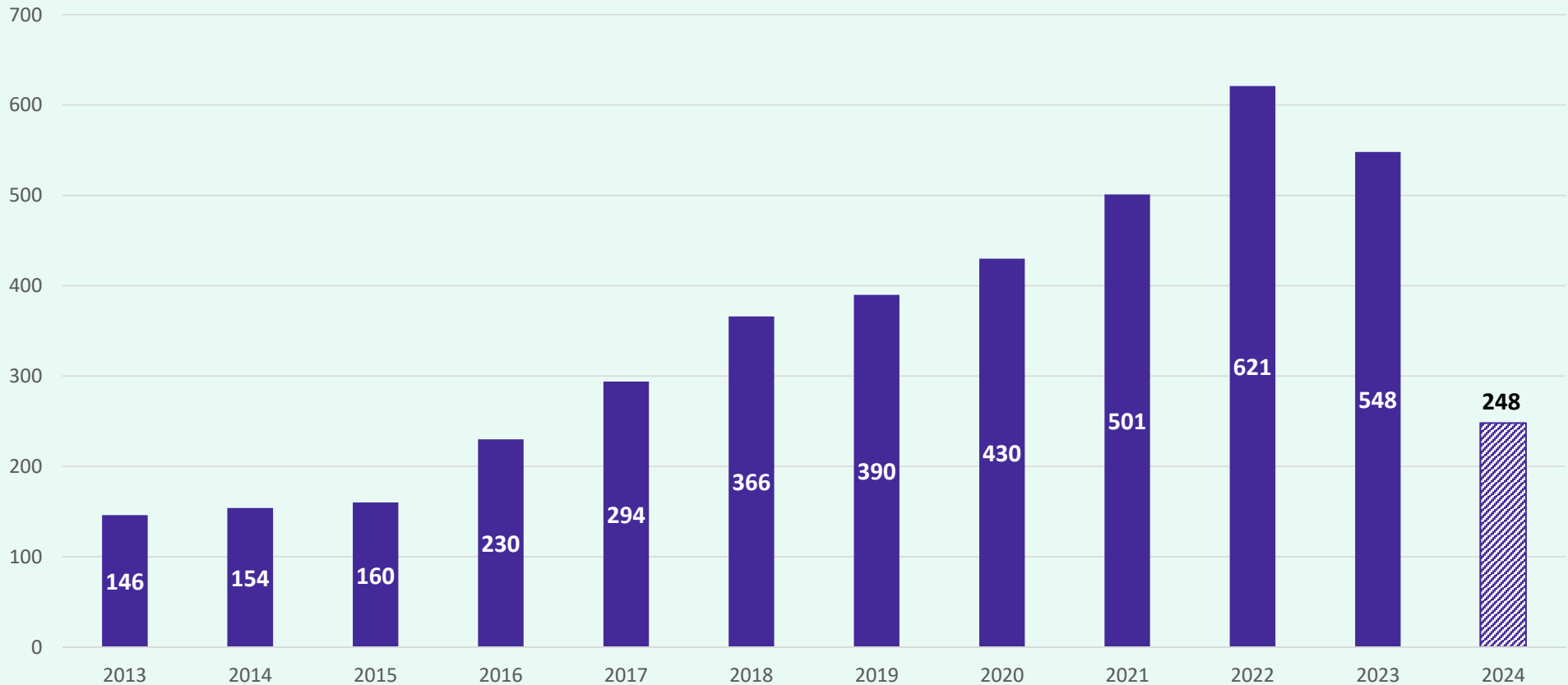


	Ages 5-9	Ages 10-14	Ages 15-19	Total School Age Population	GISD Enrollment	Capture Rate
2020	803	826	746	2,375	2,443	102.9%
2024	933	1,028	954	2,915	3,002	103.0%



# Godley ISD Housing Market Analysis

## District Annual Home Sales by Type, 2013 – May 2024

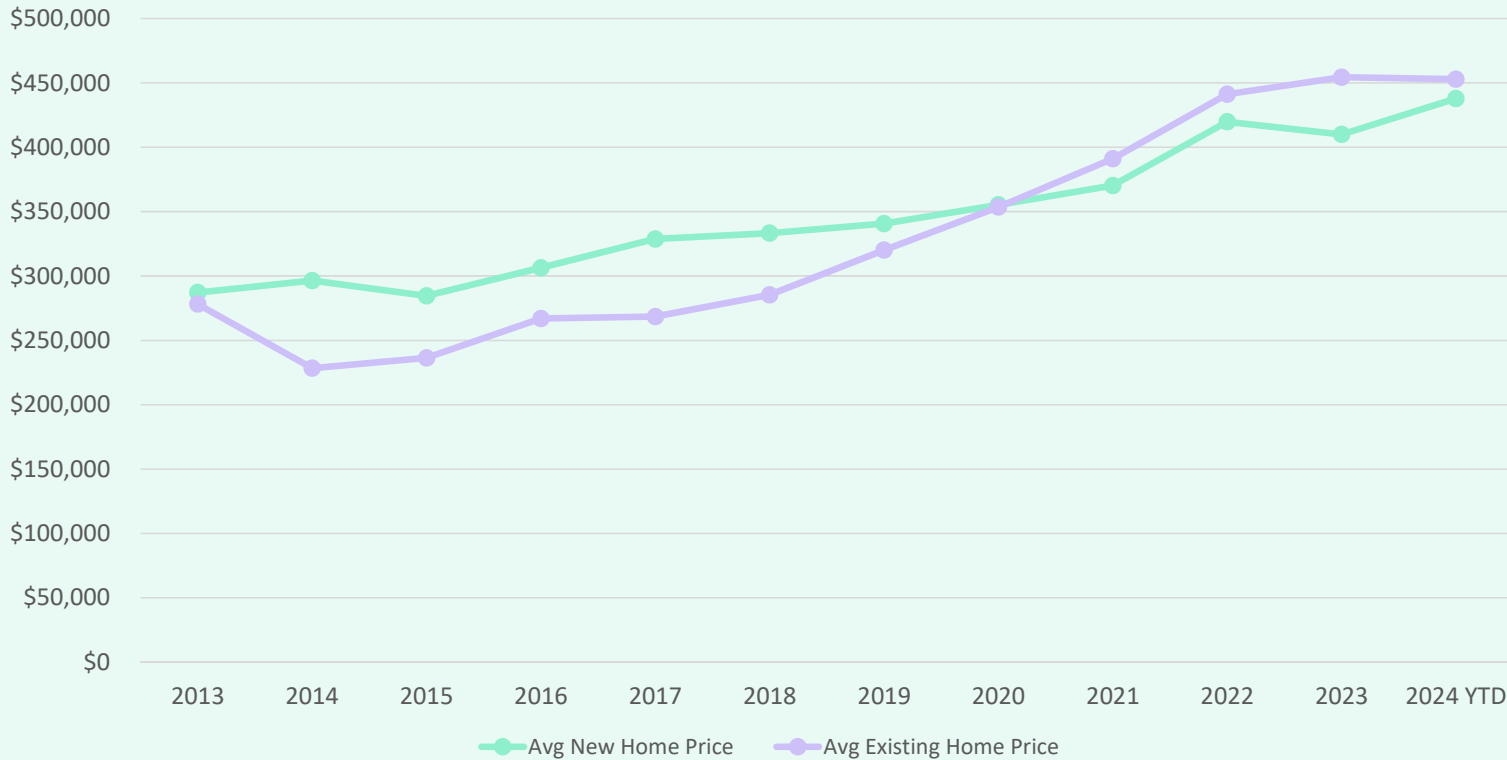


- Total home sales within Godley ISD have slightly decreased over the last 2 years due to rising inflation costs and interest rate increases
- New home sales in GISD accounted for 64% of the total district home sales in 2023, an increase of 14% from 2022

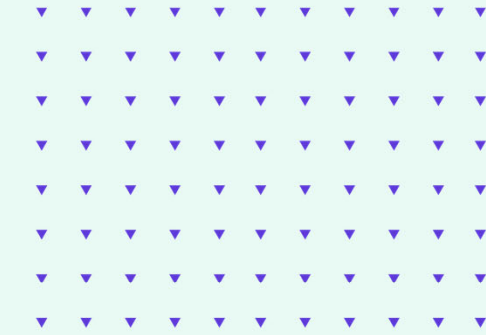


# Godley ISD Housing Market Analysis

## Average New vs. Existing Home Sale Price, 2013 – May 2024



- The average new home sale price in Godley ISD has risen 48% between 2014 and 2024, an increase of more than \$141,400
- The average existing home sale price in GISD has risen 98% in the last 10 years, an increase of more than \$224,500

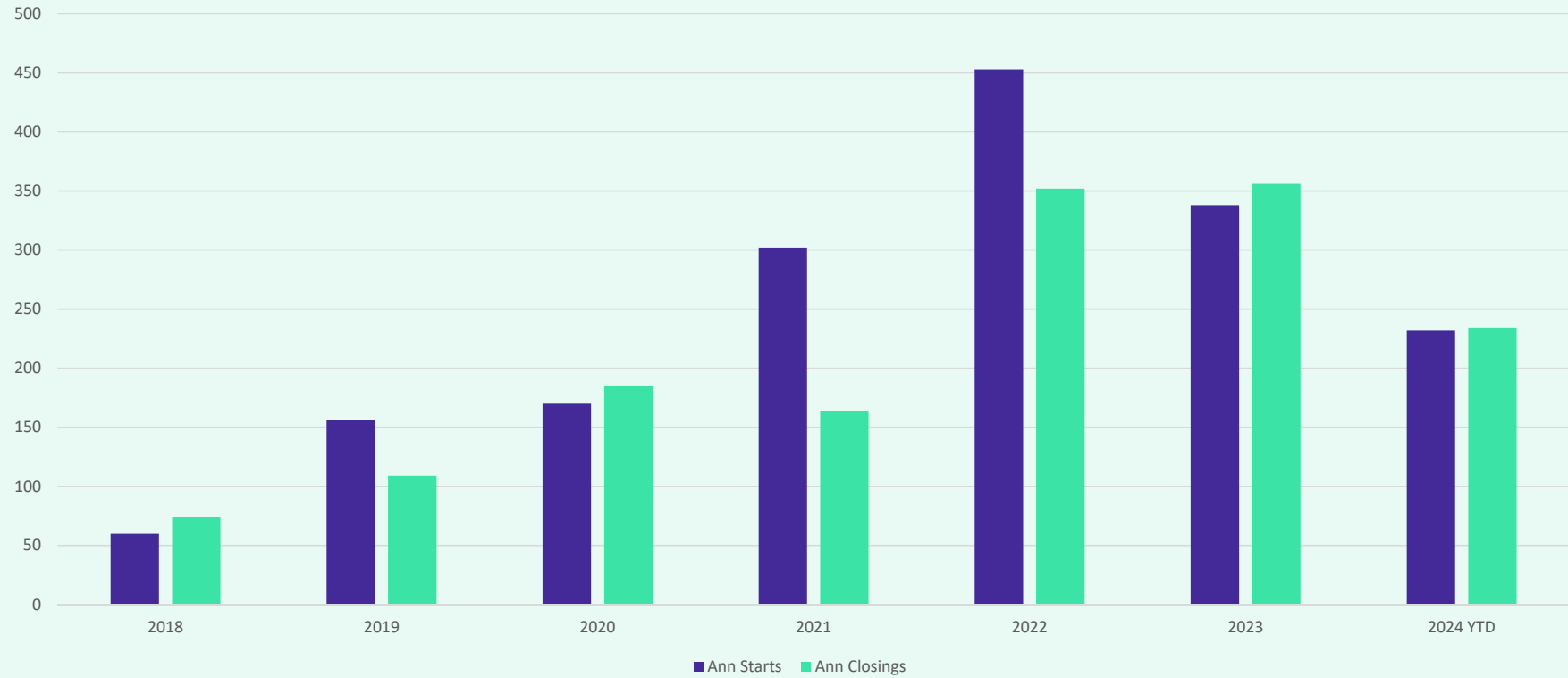


	Avg New Home	Avg Existing Home
2013	\$287,194	\$278,224
2014	\$296,408	\$228,370
2015	\$284,559	\$236,432
2016	\$306,403	\$267,014
2017	\$328,760	\$268,427
2018	\$333,262	\$285,389
2019	\$340,671	\$320,134
2020	\$355,303	\$353,517
2021	\$370,252	\$391,091
2022	\$419,798	\$441,218
2023	\$409,966	\$454,402
2024 YTD	\$437,827	\$452,907





# District New Home Starts and Closings

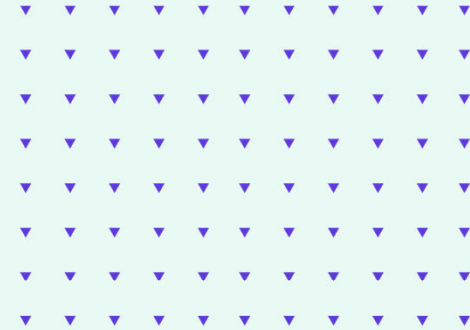


Starts	2018	2019	2020	2021	2022	2023	2024
1Q	12	26	36	41	122	51	120
2Q	18	57	34	70	125	110	112
3Q	15	31	57	77	143	133	
4Q	15	42	43	114	63	44	
<b>Total</b>	<b>60</b>	<b>156</b>	<b>170</b>	<b>302</b>	<b>453</b>	<b>338</b>	<b>232</b>



Closings	2018	2019	2020	2021	2022	2023	2024
1Q	8	11	26	33	55	46	126
2Q	24	18	56	46	79	144	108
3Q	20	30	50	35	101	128	
4Q	22	50	53	50	117	38	
<b>Total</b>	<b>74</b>	<b>109</b>	<b>185</b>	<b>164</b>	<b>352</b>	<b>356</b>	<b>234</b>

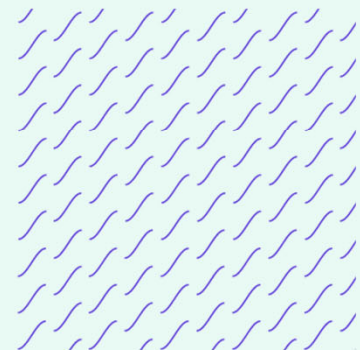


# District Housing Overview by Elementary Zone



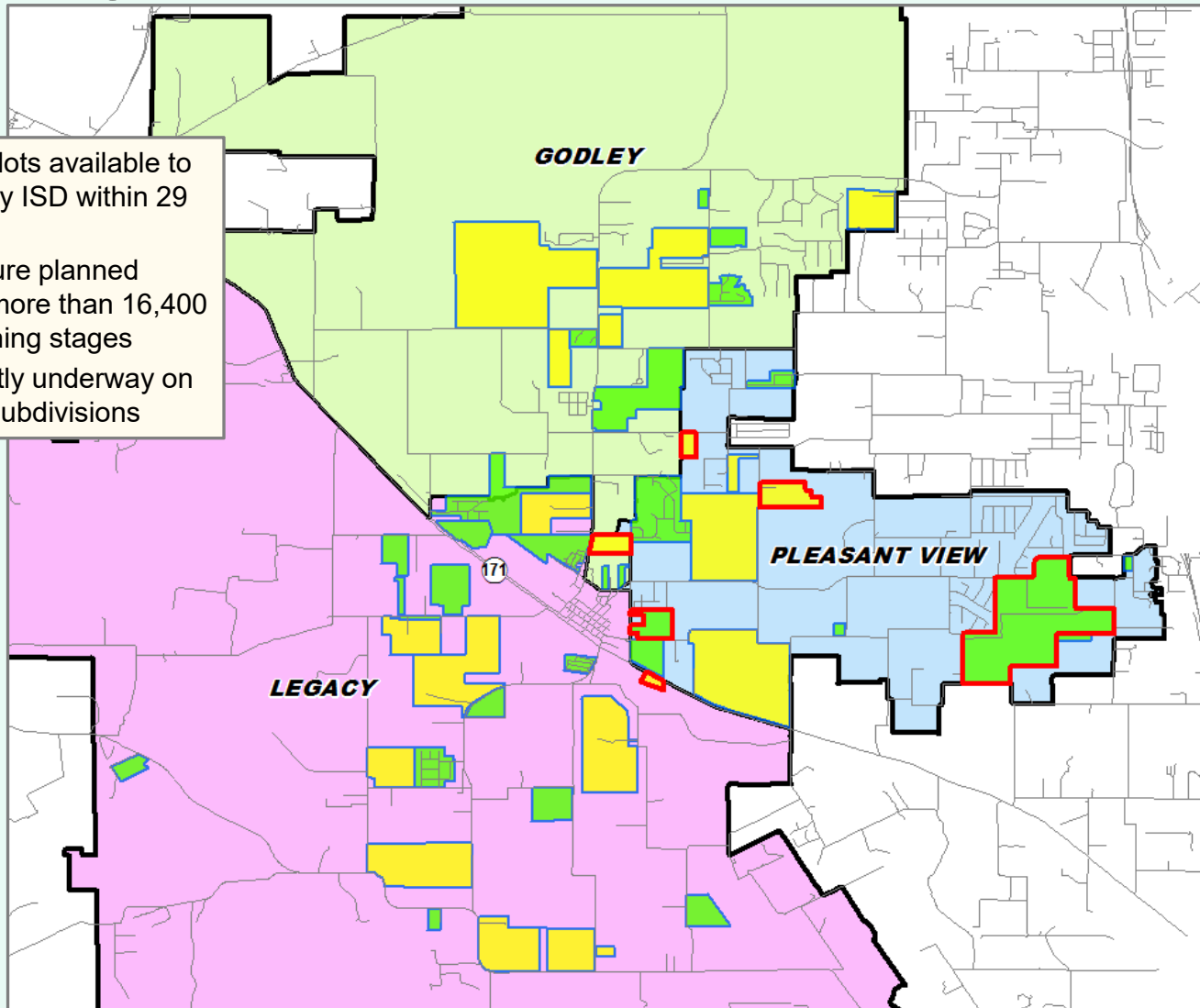
Elementary	Annual Starts	Quarter Starts	Annual Closings	Quarter Closings	Under Const.	Inventory	Vacant Dev. Lots	Future
GODLEY	96	19	114	38	31	66	280	2,782
LEGACY	206	67	175	30	89	147	739	6,973
PLEASANT VIEW	111	26	111	40	44	82	587	6,361
<b>Grand Total</b>	<b>413</b>	<b>112</b>	<b>400</b>	<b>108</b>	<b>164</b>	<b>295</b>	<b>1,606</b>	<b>16,116</b>

 Highest activity in the category  
 Second highest activity in the category





## District Housing Overview



- There are over 1,600 lots available to build on across Godley ISD within 29 active subdivisions
- GISD currently 19 future planned subdivisions totaling more than 16,400 future lots in the planning stages
- Groundwork is currently underway on roughly 690 lots in 6 subdivisions

**Subdivisions**

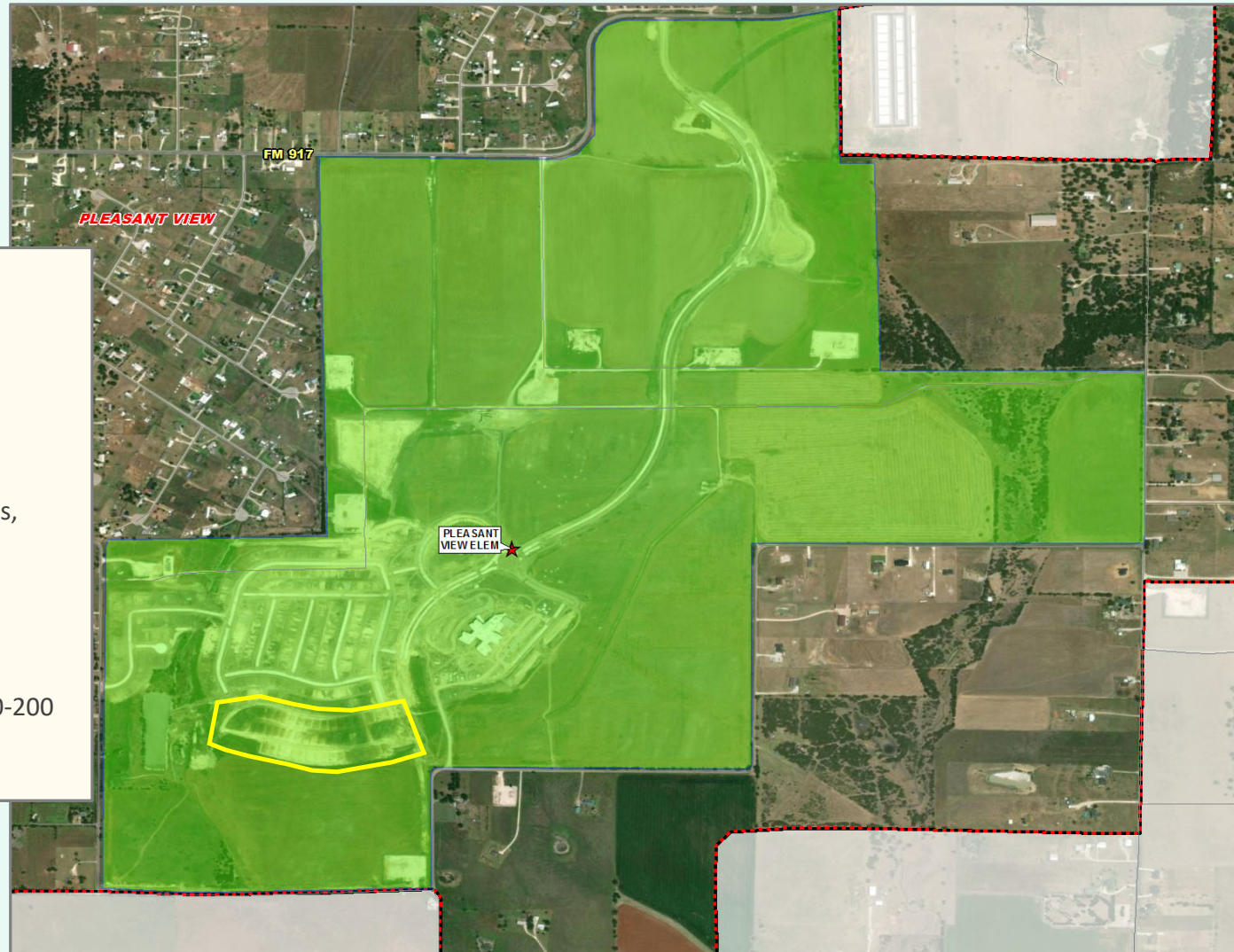
- ACTIVE
- FUTURE
- Groundwork Underway



## Residential Activity

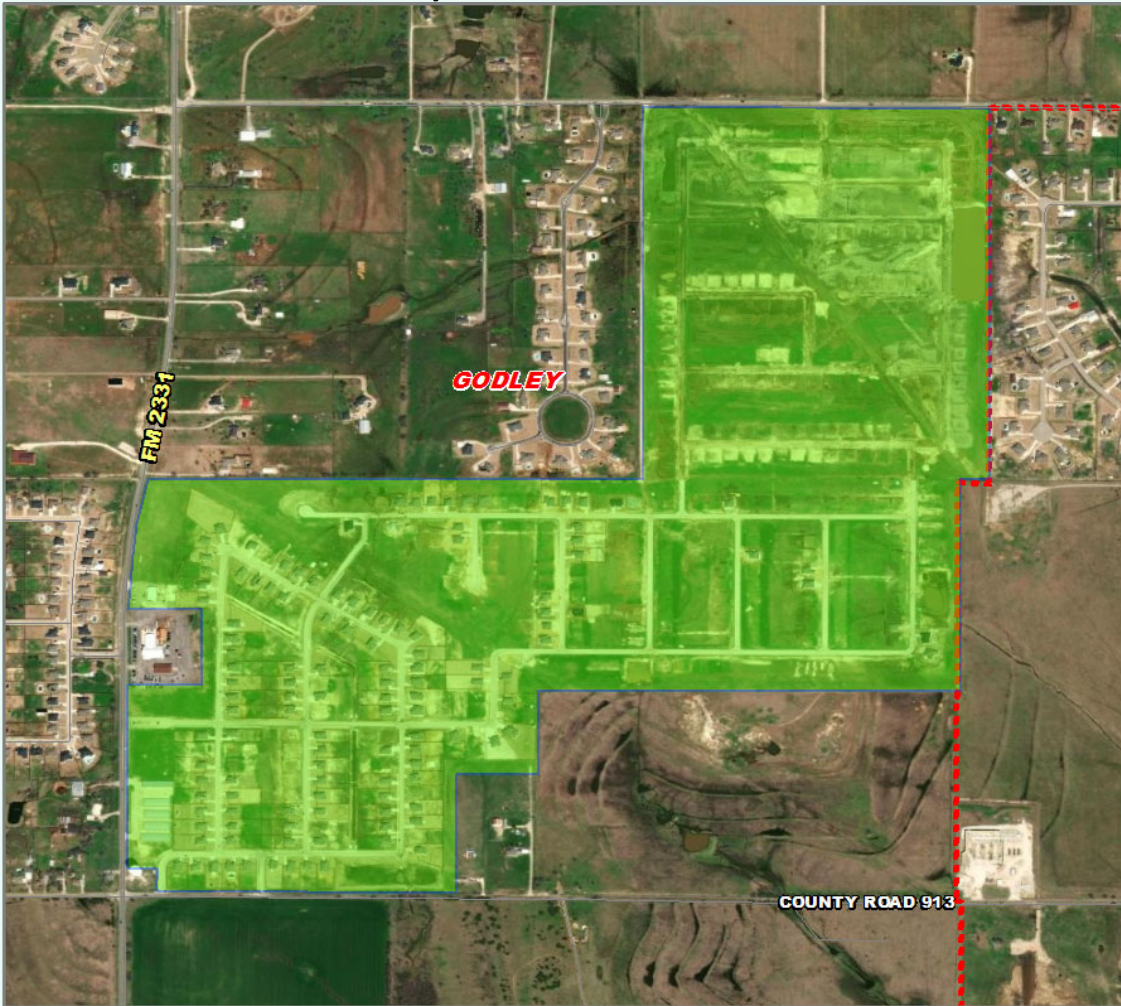
### Silo Mills

- 2,845 total lots
- 2,500 future lots
- 221 vacant developed lots
- 32 homes under construction
- 23 finished vacant homes
- 63 occupied homes
- Started 89 homes in last 12 months, started 22 homes 2Q24
- Phase 1C (63 lots) delivered for homebuilding 3Q23
- Groundwork underway on 85 lots located south of Phase 1B
- Developer anticipates building 100-200 homes per year
- \$313K+





## Residential Activity



### Coyote Crossing

- 449 total lots
- 241 vacant developed lots
- 21 homes under construction
- 163 occupied homes
- Closed 85 homes in last 12 months, closed 24 homes in 2Q24
- 165 lots in Phase 2 delivered for homebuilding March 2024
- \$389K+

March 2024







## Future Residential Activity



### Eagle Creek Addition

- 18 total future lots
- Groundwork underway on all lots
- Anticipate homebuilding Fall 2024

COUNTY ROAD 913

PLEASANT VIEW

March 2024

### Vista Del Lago

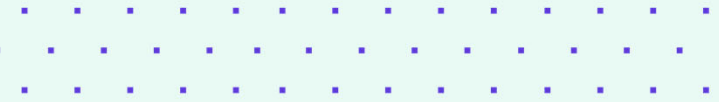
- 78 total future lots
- Groundwork & roadwork underway on all lots
- Anticipate homebuilding Fall 2024



# Residential Activity

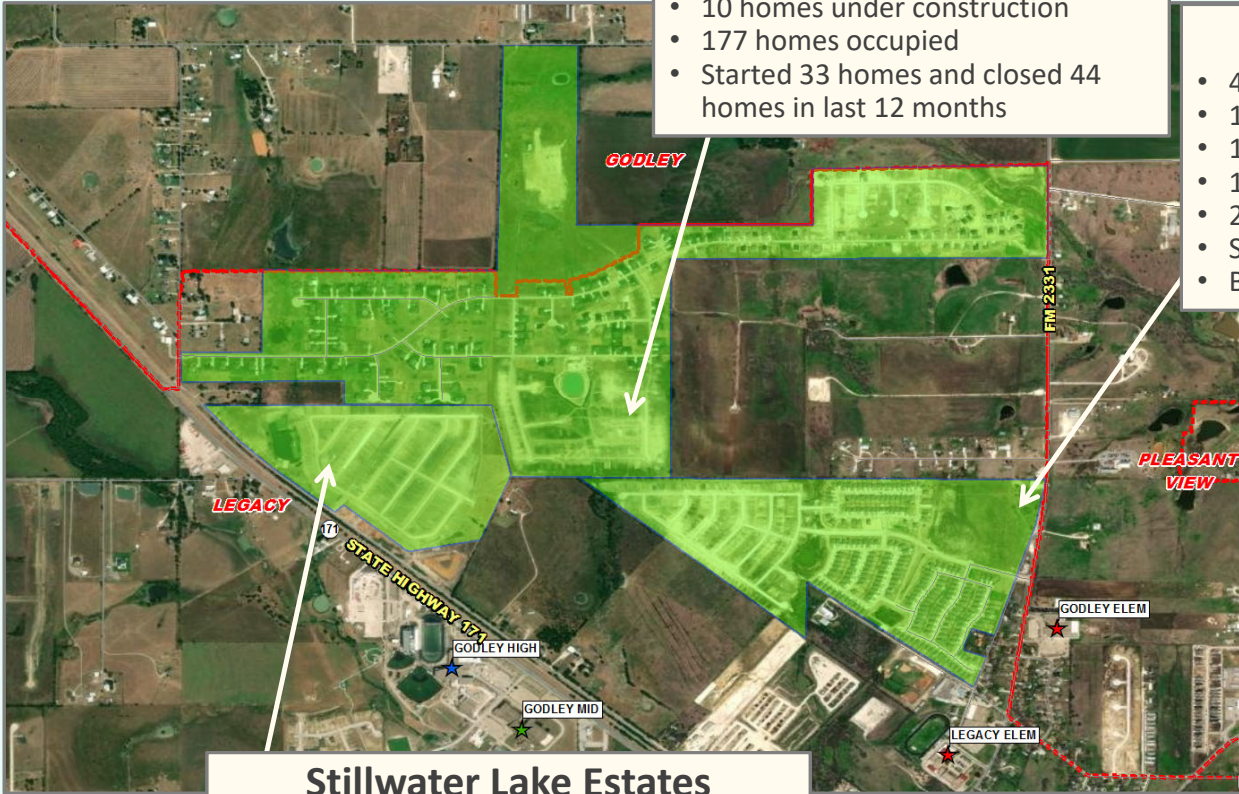
## Wildcat Ridge

- 435 total lots
- 126 future lots
- 111 vacant developed lots
- 10 homes under construction
- 177 homes occupied
- Started 33 homes and closed 44 homes in last 12 months



## Star Ranch

- 484 total lots
- 194 vacant developed lots
- 17 homes under construction
- 13 finished vacant homes
- 258 homes occupied
- Started 48 homes in last 12 months
- Building 30 – 50 homes per year



## Stillwater Lake Estates

- 273 total single family lots
- 248 vacant developed lots
- 17 homes under construction
- All lots delivered for homebuilding 4Q23
- Anticipate building 40 – 60 homes per year
- 88 multifamily units under construction

March 2024





# Residential Activity

## Rosemary Fields

- 296 total future lots
- Groundwork & roadwork underway
- Anticipate homebuilding to begin late 2024
- Developer anticipates building 80-100 homes per year

March 2024



## Higher Links Addition

- 49 total lots
- 29 vacant developed lots
- 5 homes under construction
- 6 finished vacant homes
- 8 occupied homes
- Started 20 homes in last 12 months





# Residential Activity



## Hadley Farms

- 372 total lots
- 260 future lots
- 18 vacant developed lots
- 8 homes under construction
- 7 finished vacant homes
- 79 occupied homes
- Groundwork underway on 165 lots in Phase 2, anticipate delivery end of 2024
- Developer anticipates building 50 – 60 homes per year
- \$334K+

## Fox Hollow

- 300 total vacant developed lots
- First homes available mid 2024
- Bloomfield Homes
- \$428K - \$590K

## Hunters Park

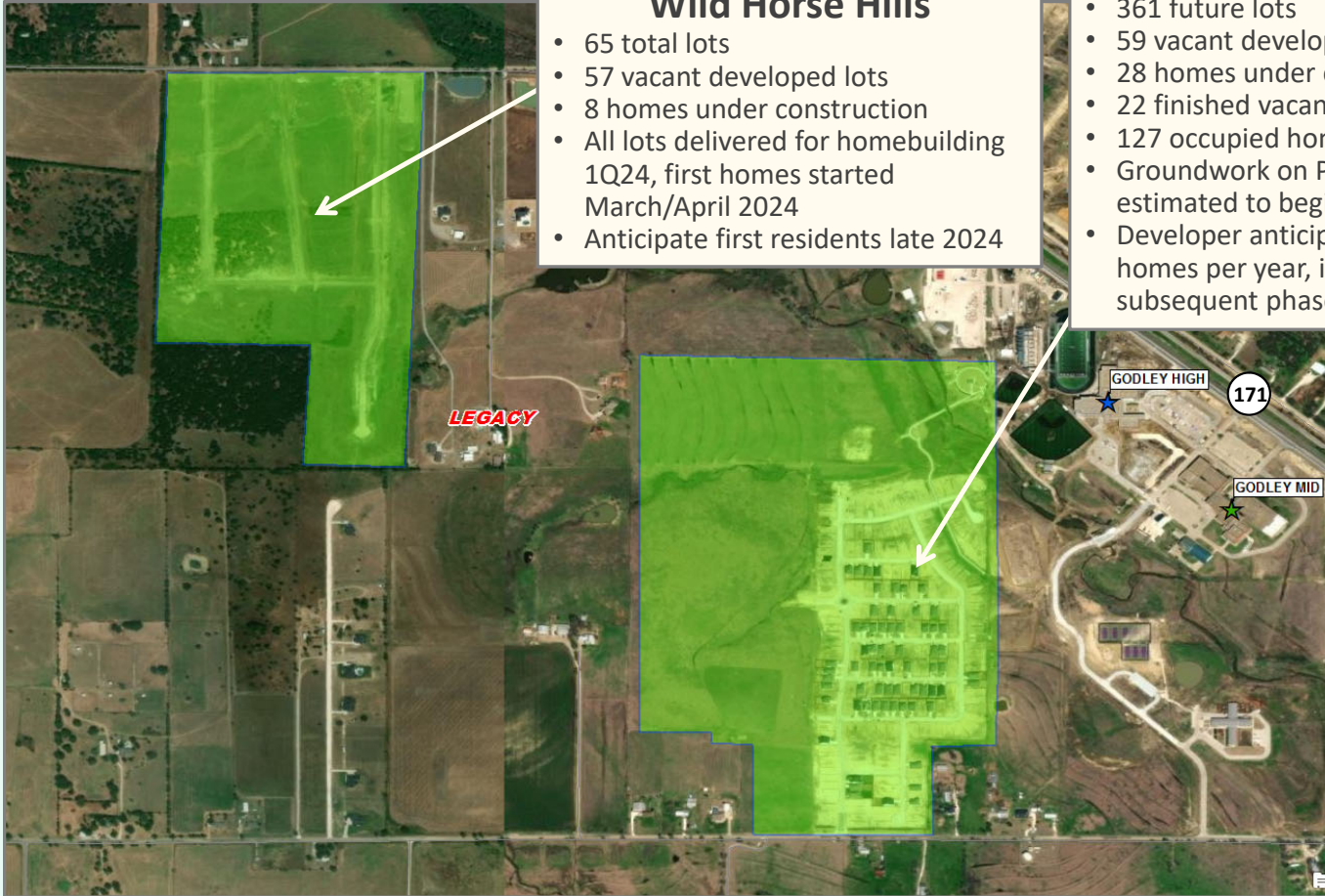
- 48 total future lots
- Lot clearing underway March 2024

March 2024





## Residential Activity



### Wild Horse Hills

- 65 total lots
- 57 vacant developed lots
- 8 homes under construction
- All lots delivered for homebuilding 1Q24, first homes started March/April 2024
- Anticipate first residents late 2024

### Godley Ranch

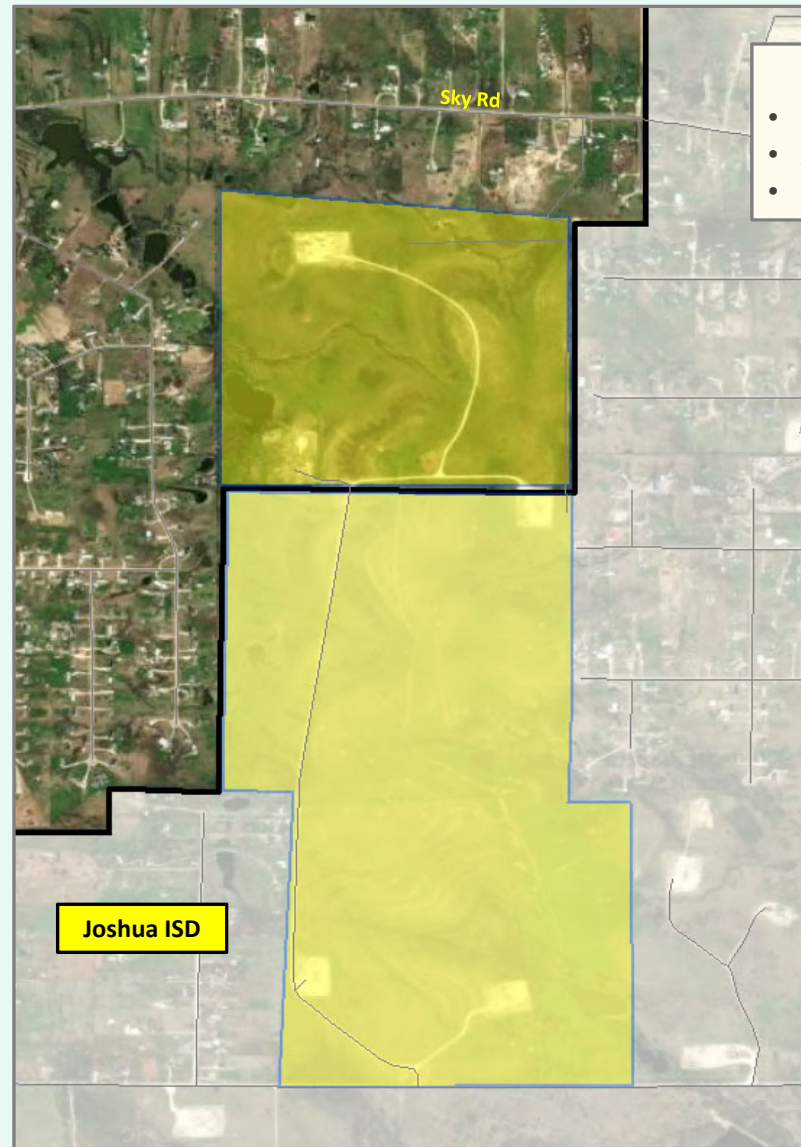
- 599 total lots
- 361 future lots
- 59 vacant developed lots
- 28 homes under construction
- 22 finished vacant homes
- 127 occupied homes
- Groundwork on Phase 2 (198 lots) estimated to begin late 2024
- Developer anticipates building 80-100 homes per year, increasing with subsequent phases

March 2024





## Residential Activity



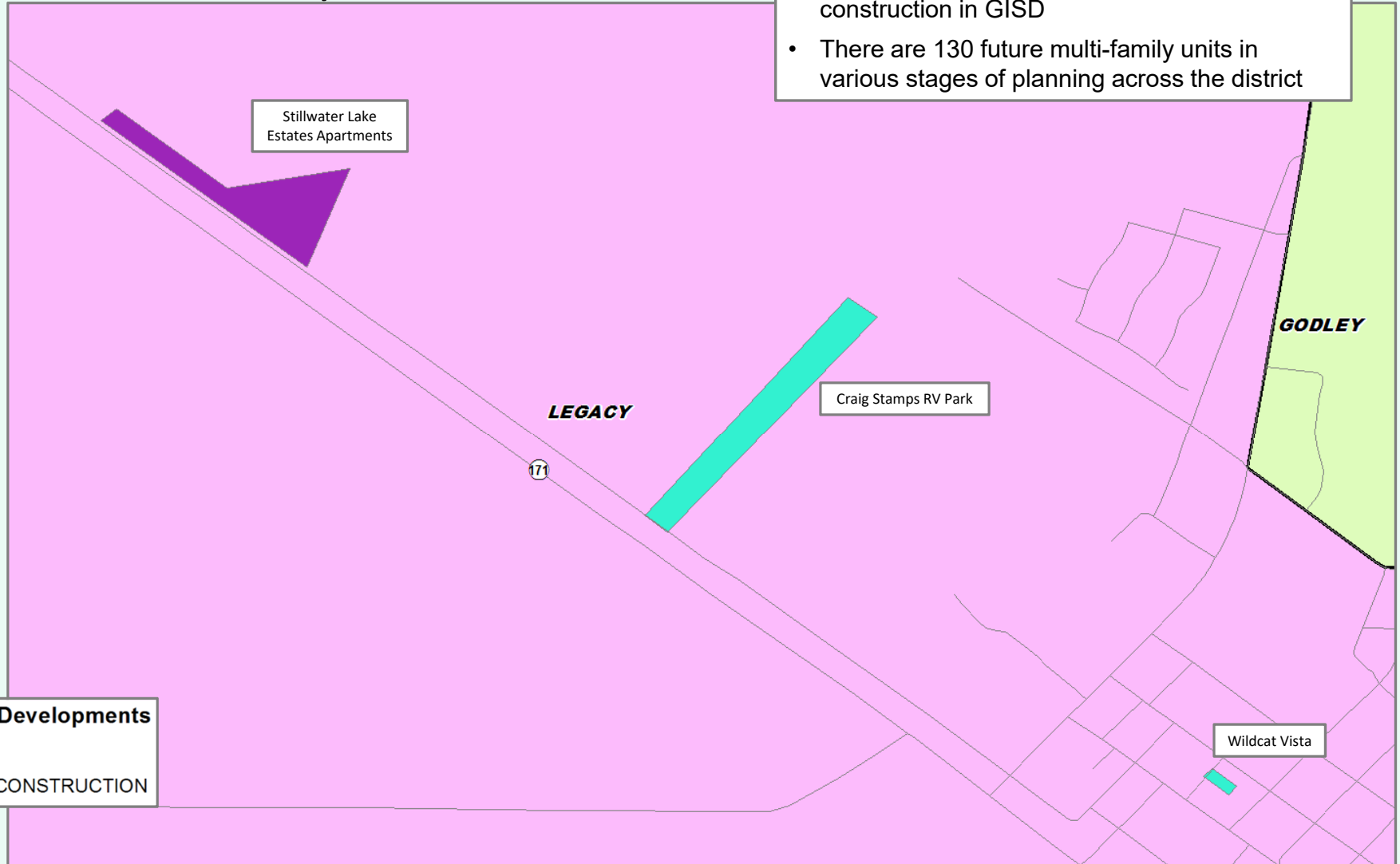
### Future Single Family

- 1,323 total future lots
- 279 future lots in Godley ISD
- 1,044 future lots in Joshua ISD



# District Multi-Family Overview

- There are 88 multi-family units under construction in GISD
- There are 130 future multi-family units in various stages of planning across the district

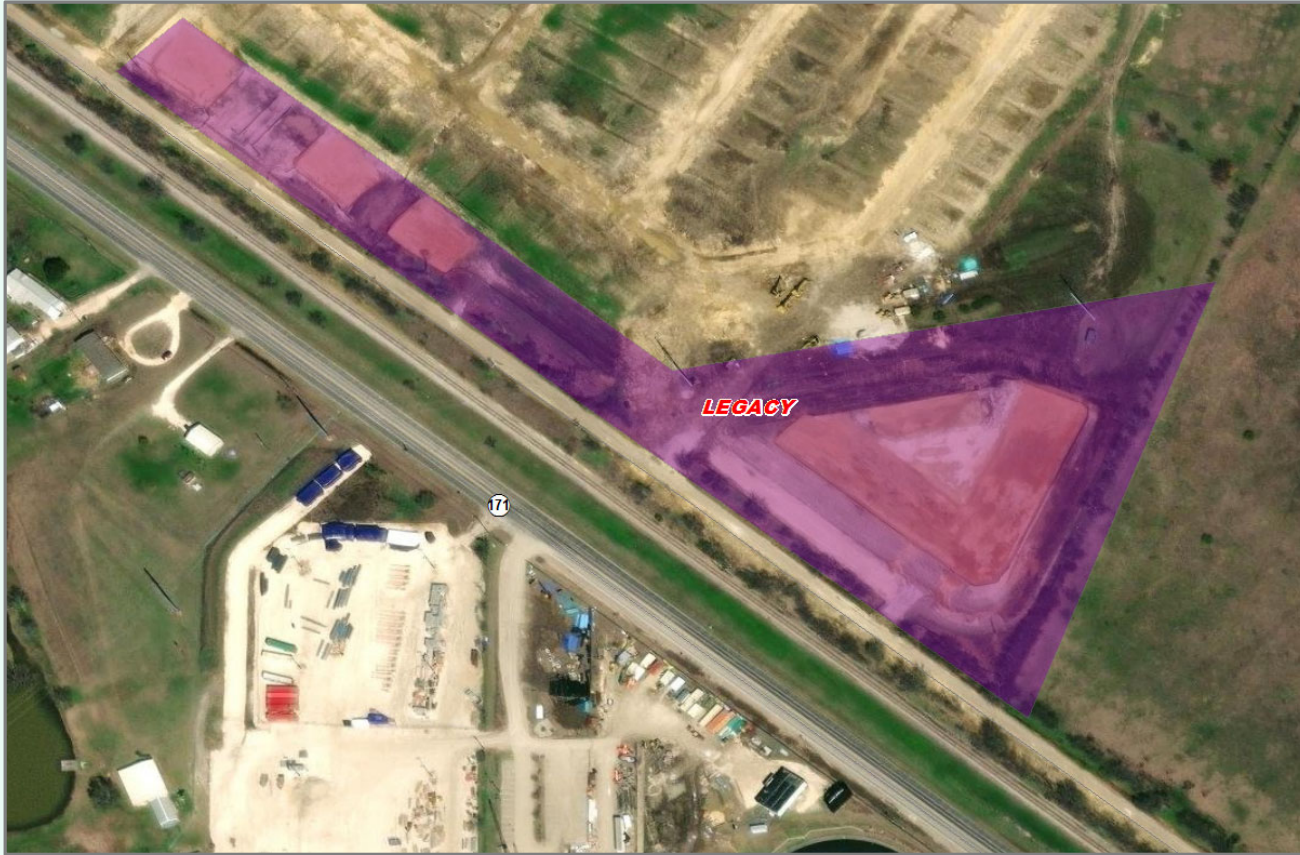


### Multi-Family Developments

- FUTURE
- UNDER CONSTRUCTION



## Multi-Family Activity



July 2024



### Stillwater Lake Estates Apartments

- 88 total apartment units under construction
- Foundations poured December 2023
- Construction went vertical February 2024





# TEA Transfer Report

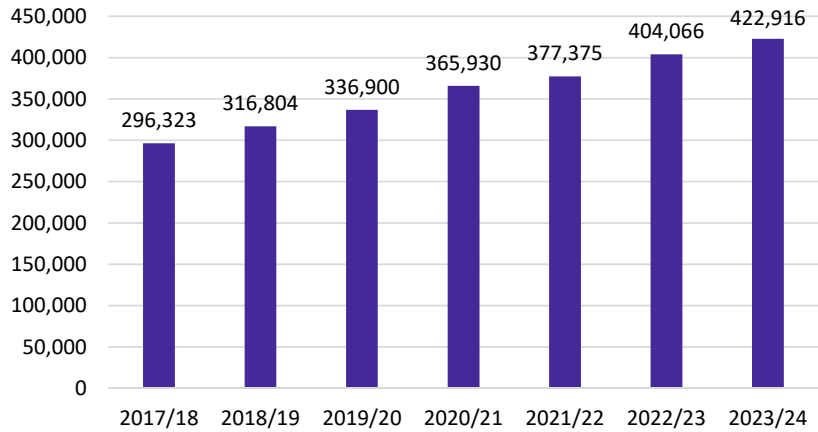
Transfers In From:	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	5 Year Change
Aledo ISD	3	3	3	3	3	0	-3
Alvarado ISD	3	3	0	0	0	0	-3
Burleson ISD	10	11	16	14	10	10	0
Cleburne ISD	53	64	68	64	59	57	+4
Crowley ISD	15	22	21	20	17	17	+2
Fort Worth ISD	3	3	18	3	3	3	0
Granbury ISD	70	76	89	96	88	77	+7
Joshua ISD	37	45	56	44	48	56	+19
Weatherford ISD	3	3	3	3	4	3	0
<b>Total Transfers In*</b>	<b>215</b>	<b>256</b>	<b>297</b>	<b>267</b>	<b>240</b>	<b>237</b>	<b>+22</b>

Transfers Out To:	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	5 Year Change
Brazos River Charter School	3	3	3	3	3	3	0
Burleson ISD	12	3	3	3	3	3	-9
Cleburne ISD	12	10	16	14	13	14	+2
Crowley ISD	3	3	3	3	3	3	0
Granbury ISD	3	3	3	3	3	12	+9
Joshua ISD	49	14	30	60	55	51	+2
Premier High Schools	4	3	3	3	3	3	-1
Texas College Preparatory Academies	3	3	0	0	0	3	0
<b>Total Transfers Out*</b>	<b>99</b>	<b>64</b>	<b>98</b>	<b>123</b>	<b>127</b>	<b>145</b>	<b>+46</b>

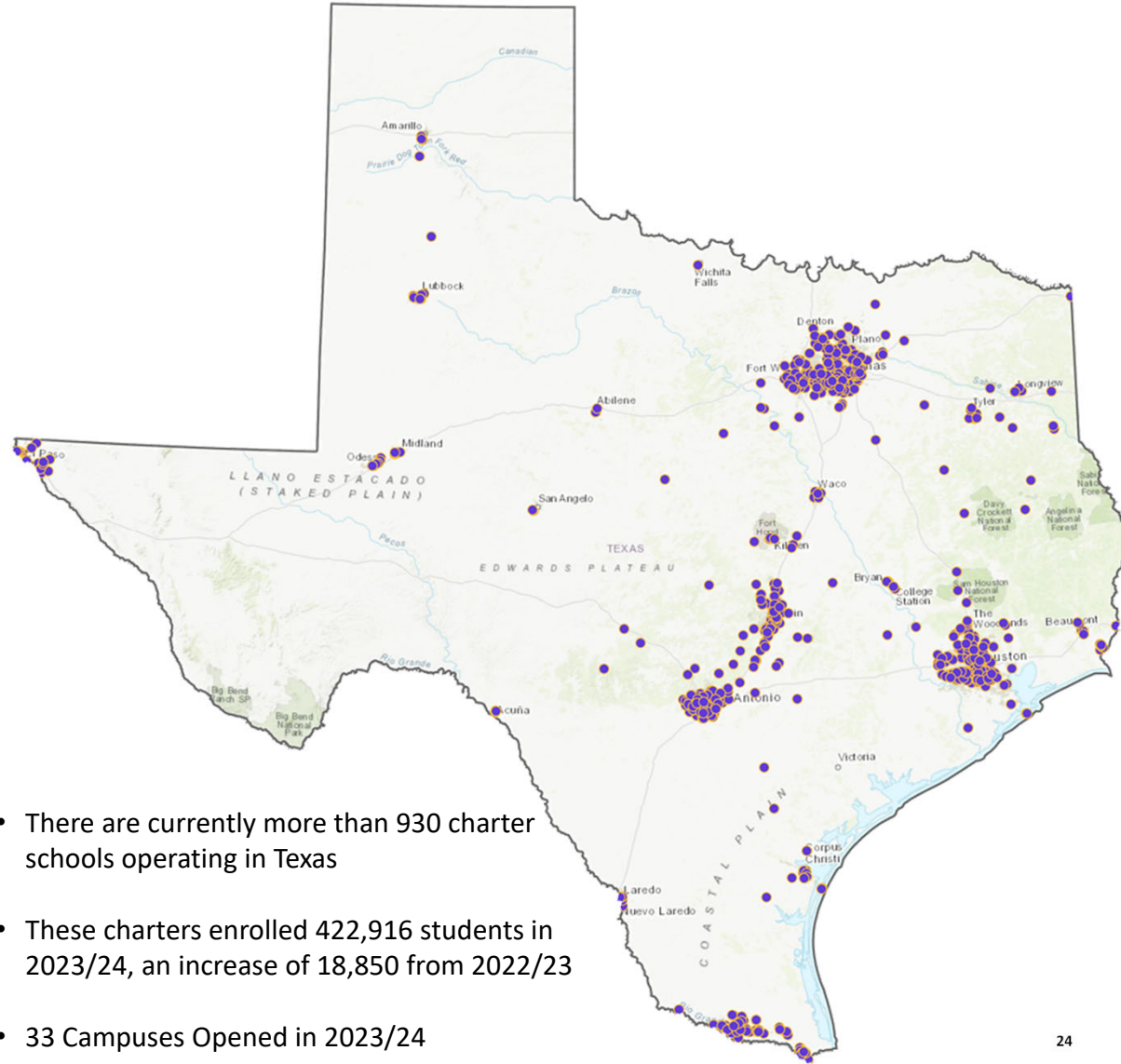
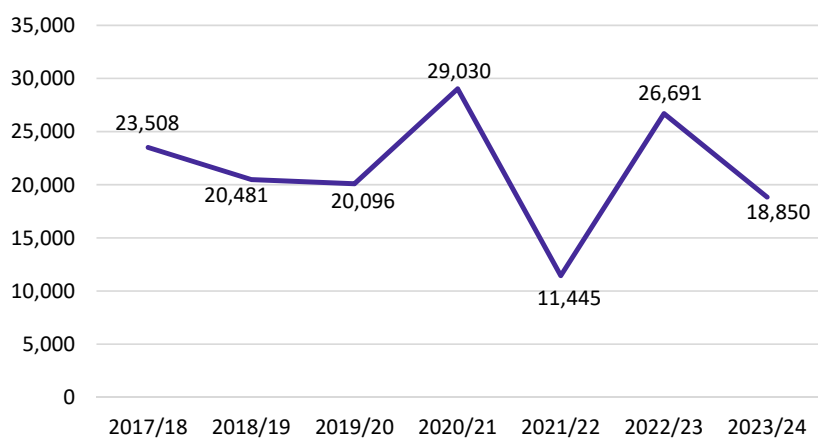
*\*Totals include additional districts due to TEA rounding rules*

# Charter Schools

**Total Charter Enrollment**



**Charter Enrollment Change**



- There are currently more than 930 charter schools operating in Texas
- These charters enrolled 422,916 students in 2023/24, an increase of 18,850 from 2022/23
- 33 Campuses Opened in 2023/24

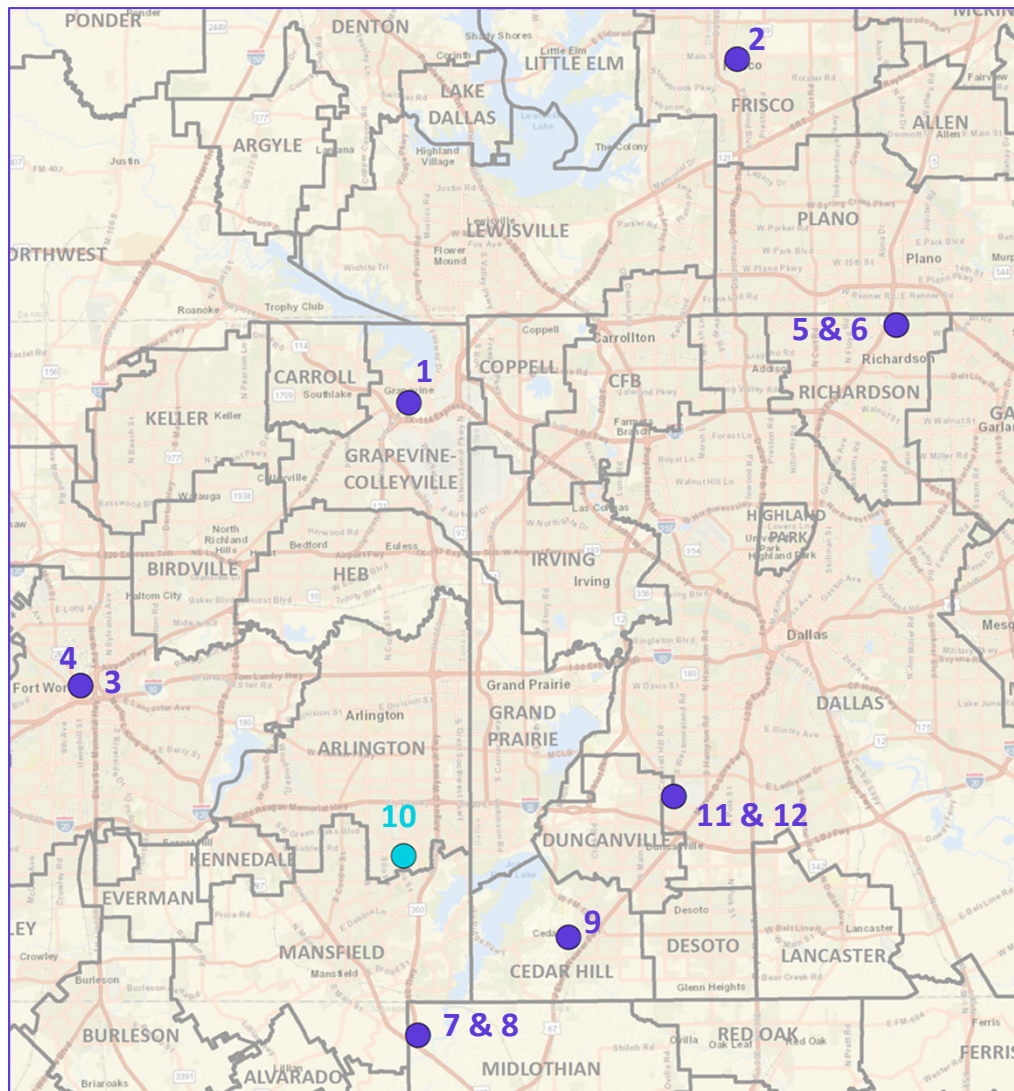


# Charter Schools: Opening in Dallas-Fort Worth 2024/25

MAP ID	CAMPUS	GRADES	NOTES
1	Great Hearts Tarrant County #4*	K-12	
2	Leadership Prep School North*	K-5	Paired w/ High-Quality Campus
3	Ischool High- Fort Worth*	9-12	Virtual Academy
4	Texas College Preparatory Academy- Fort Worth*	K-12	
5	Basis Richardson Primary	K-5	
6	Basis Richardson	6-12	
7	International Leadership Of Texas Heritage	8-12	Opening Fall 2024
8	International Leadership Of Texas Heritage K-5	K-5	Opening Fall 2024
9	Village Tech Pk8	PK4-12	Will Serve 1,000 Students
10	Trinity Basin Preparatory	PK-8	Opening August 2024
11	Idea A.W. Brown Academy	K-5	Merger With A.W. Brown Charter School
12	Idea A.W. Brown College Prep	6-12	Merger With A.W. Brown Charter School

\*Undisclosed Address – Approximate Location on Map

- Application Approved
- Campus Under Construction





# Ten Year Forecast by Grade Level

Year	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Total Growth	% Growth
2019/20	115	176	178	171	180	169	172	203	161	178	176	179	146	138	2,347	166	7.6%
2020/21	75	197	179	180	173	186	183	183	214	176	192	190	180	128	2,441	94	4.0%
2021/22	122	191	211	180	184	195	192	192	195	221	195	185	167	148	2,589	148	6.1%
2022/23	116	233	206	211	211	206	200	217	213	204	248	174	197	159	2,811	222	8.6%
2023/24	138	220	248	223	230	222	220	209	237	211	235	241	165	186	3,002	191	6.8%
2024/25	158	215	242	258	238	235	241	244	226	263	256	224	247	146	3,193	191	6.4%
2025/26	163	228	231	257	275	255	250	260	264	244	305	243	217	240	3,432	239	7.5%
2026/27	168	243	246	246	273	292	272	270	281	284	282	290	236	217	3,600	168	4.9%
2027/28	172	255	261	261	261	291	311	294	292	302	324	257	281	229	3,791	191	5.3%
2028/29	177	274	280	281	279	279	310	336	318	314	343	295	249	273	4,008	217	5.7%
2029/30	189	284	296	295	297	294	294	335	363	342	355	312	286	242	4,184	176	4.4%
2030/31	210	294	305	312	311	313	310	318	362	390	390	324	303	277	4,419	235	5.6%
2031/32	223	306	318	324	333	331	333	335	343	389	445	355	314	294	4,643	224	5.1%
2032/33	237	319	329	339	345	354	353	360	362	369	443	406	344	305	4,865	222	4.8%
2033/34	244	332	343	350	361	367	376	381	389	389	421	404	394	334	5,085	220	4.5%
2034/35	249	346	357	365	372	384	391	422	411	418	477	384	392	382	5,350	265	5.2%

Yellow box = largest grade per year  
 Green box = second largest grade per year



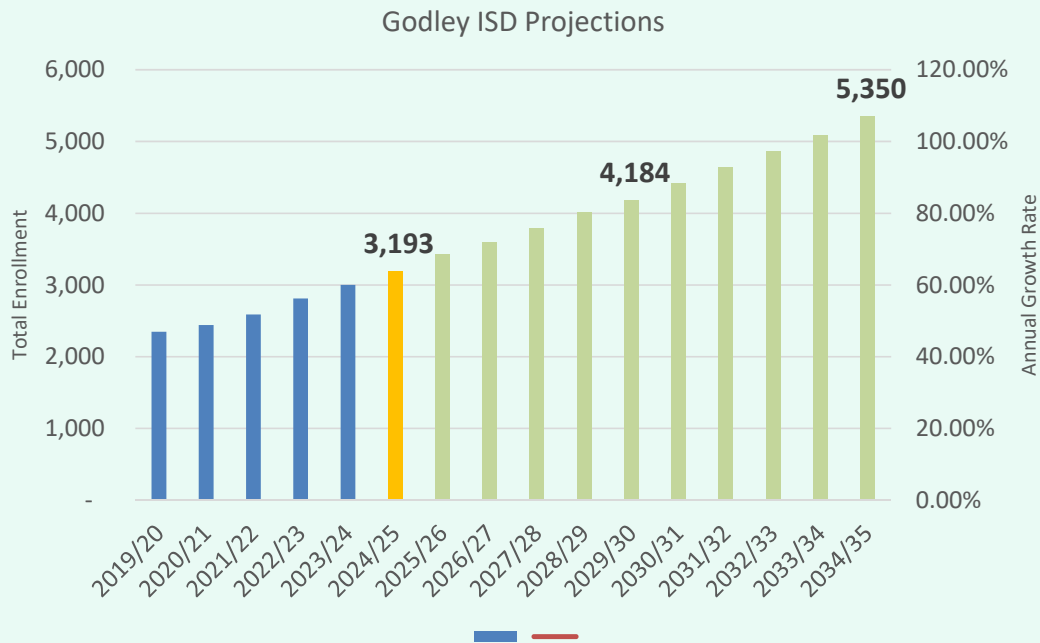
# Ten Year Forecast by Campus

Campus	Functional Capacity	ENROLLMENT PROJECTIONS										
		2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
Godley Elementary School	673	557	579	602	639	663	691	717	750	781	803	814
Legacy Elementary School	555	500	528	563	579	609	624	656	691	726	762	801
Pleasant View Elementary School	740	530	552	575	594	608	634	682	727	769	808	849
<b>ELEMENTARY TOTALS</b>	<b>1,968</b>	<b>1,587</b>	<b>1,659</b>	<b>1,740</b>	<b>1,812</b>	<b>1,880</b>	<b>1,949</b>	<b>2,055</b>	<b>2,168</b>	<b>2,276</b>	<b>2,373</b>	<b>2,464</b>
Elementary Percent Change		4.55%	4.54%	4.88%	4.14%	3.75%	3.67%	5.44%	5.50%	4.98%	4.26%	3.85%
Elementary Absolute Change		69	72	81	72	68	69	106	113	108	97	91
Godley ISD 6th	302	244	260	270	294	336	335	318	335	360	381	422
Godley Middle School	550	489	508	565	594	632	705	752	732	731	778	829
<b>MIDDLE SCHOOL TOTALS</b>	<b>550</b>	<b>733</b>	<b>768</b>	<b>835</b>	<b>888</b>	<b>968</b>	<b>1,040</b>	<b>1,070</b>	<b>1,067</b>	<b>1,091</b>	<b>1,159</b>	<b>1,251</b>
Middle School Percent Change		-15.36%	4.77%	8.72%	6.35%	9.01%	7.44%	2.88%	-0.28%	2.25%	6.23%	7.94%
Middle School Absolute Change		-133	35	67	53	80	72	30	-3	24	68	92
Godley High School	1,350	873	1,005	1,025	1,091	1,160	1,195	1,294	1,408	1,498	1,553	1,634
<b>HIGH SCHOOL TOTALS</b>	<b>1,350</b>	<b>873</b>	<b>1,005</b>	<b>1,025</b>	<b>1,091</b>	<b>1,160</b>	<b>1,195</b>	<b>1,294</b>	<b>1,408</b>	<b>1,498</b>	<b>1,553</b>	<b>1,634</b>
High School Percent Change		5.69%	15.12%	1.99%	6.44%	6.32%	3.02%	8.28%	8.81%	6.39%	3.67%	5.23%
High School Absolute Change		47	132	20	66	69	35	99	114	90	55	81
<b>DISTRICT TOTALS</b>		<b>3,193</b>	<b>3,432</b>	<b>3,600</b>	<b>3,791</b>	<b>4,008</b>	<b>4,184</b>	<b>4,419</b>	<b>4,643</b>	<b>4,865</b>	<b>5,085</b>	<b>5,350</b>
District Percent Change			7.49%	4.90%	5.31%	5.72%	4.39%	5.62%	5.07%	4.78%	4.52%	5.20%
District Absolute Change			239	168	191	217	176	235	224	222	220	265

Yellow box = exceeds Functional Capacity



## Key Takeaways



- New home sales in Godley ISD accounted for 64% of total district home sales in 2023, an increase of 14% from 2022
- The district has 29 actively building subdivisions with over 1,600 lots available to build on
- GISD has 19 future subdivisions with over 16,400 lots in the planning stages
- Groundwork is underway on nearly 700 lots within 6 subdivisions
- Godley ISD is forecasted to enroll more than 4,100 students by 2029/30 and more than 5,300 by 2034/35