

GODLEY H S

Godley High School Campus Improvement Plan 2024/2025

Inspire, empower, and challenge all learners to lead, grow, and serve.



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GODLEY H S Site Base

Name	Position
Flood, Kurtis	Campus Administrator
Hancock, Grayson	Fine Arts Teacher
Gonzalez, Adrian	Science Teacher/NHS
Gage, Eddie	Social Studies Teacher
Pinkerton, Kim	CTE Teacher/FFA
Dudgeon, Danny	Athletic Director
Dudgeon, Victoria	Counselor
Hunt, Brian	District Safety Director
Jinkens, Danyel	Associate Principal
Mitchell, Cheryl	CTE Teacher/HOSA
Thompson, Jessica	Parent
Roy, Jamie	Parent/Community Member
Franks, Tannery	Parent/Community Member
Mayes, Kristi	ELA Teacher/Coach
Davis, Stephanie	Math Teacher/STUCO
Johnson, Evan	Assistant Principal
Copeland, Bailey	Counselor
Trawick, Peyton	CTE Teacher

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Goal 1. (Academic Growth) By May of 2025, 90% of students continuously enrolled in Godley High School 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 (Target Group: All)</p>	<p>Dr. Airemy Caudle, Chief Academic Officer, Dr. Nikki Nix, Director of CTE/ Advanced Academics, Mr. Evan Johnson, Asst. Principal, Mr. Kurtis Flood, Principal, Mrs. Danyel Jenkins, Associate Principal</p>	<p>On Going</p>	<p>(L)Look Ahead Protocol/ Design Days</p>	<p>Criteria: Criteria: The success of this strategy will be seen through classroom observations, improved Tier 1 instructional practices, and assessment data.</p>
<p>2. Moved Wildcat Business in the master schedule to the morning. We have purchased a new program called Securely to allow teachers to draft groups of students for tutoring purposes. If students are failing, teachers can draft students during Wildcat Business for tutoring. Additionally, we are creating EOC tutoring groups to focus on increasing EOC scores. (Strategic Priorities: 2)</p>	<p>Mr. Evan Johnson, Asst. Principal, Mr. Kurtis Flood, Principal, Mrs. Danyel Jenkins, Associate Principal</p>	<p>2024-2025 School Year</p>		<p>Criteria: Securely attendance reports EOC scores Failure rates</p>

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Goal 2. (CBAS Communication) By May 2025, a minimum of 70% of campus 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
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. (Target Group: All)	Mr. Evan Johnson, Asst. Principal, Mr. Kurtis Flood, Principal, Mrs. Danyel Jenkins, Associate Principal	2024-2025 School Year		Criteria: Meeting agendas and presentation material with CBAS pillars listed.
2. The campus will provide information to the district's Chief Communications Officer (CCO) to 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. (Target Group: All)	Mr. Kurtis Flood, Principal	2024-2025		Criteria: Publication of the Community Report.

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Goal 3. (Safety/ Well-Being Procedures) By May 2025, the campus will implement district 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 Director of Safety and Well-Being and the Coordinator of Character & 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> <p>-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.</p> <p>- 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.</p> <p>- 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.</p> <p>- Wildcat Talks: The district will conduct a public meeting to help educate parents/community of the safety and security measures in place. (Target Group: All)</p>	<p>Brian Hunt, Director of Safety & Well- Being, Mr. Evan Johnson, Asst. Principal, Mr. Kurtis Flood, Principal, Mrs. Danyel Jenkins, Associate Principal</p>	<p>2024-2025 School Year</p>		<p>Criteria: Increased awareness of and participation in community programs.</p>
<p>2. With the addition of new learning spaces on the GHS campus, we will implement a new Emergency Operations Plan for our campus. We will write the EOP in conjuctor with the Director of Safety and Well-Being and Chief of Police for Godley ISD. (Target Group: All)</p>	<p>Brian Hunt, Director of Safety & Well- Being, Mr. Evan Johnson, Asst. Principal, Mr. Kurtis Flood, Principal</p>	<p>January 2025</p>		<p>Criteria: A new EOP for the campus.</p>

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Goal 4. (End of Course Exam Scores: Pillar 1) By May 2025, GHS will see an increase in the "Masters" of 3% points for EOC exams in ELA 1, ELA 2, Algebra 1, Biology, and US History.

Objective 1. (Student Learning and 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
1. We have implemented common based assessments in all contents. It is the expectation that one of those assessments be entered into DMAC each nine weeks. We are then tracking the data on our small group meetings to track student expectations teacher targeted that nine weeks. (Target Group: All) (Strategic Priorities: 2)	Mr. Evan Johnson, Asst. Principal, Mr. Kurtis Flood, Principal, Mrs. Danyel Jenkins, Associate Principal	Each nine weeks	(L)Look Ahead Protocol/ Design Days	Criteria: At the end of the year, we hope to see a 3% point increase in all Masters scores on EOC exams.

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Goal 5. (Attendance: Pillar 1, Pillar 2, Pillar 3, Pillar 4, Pillar 6) GHS will have an attendance rate of 94.5% at the end of the 2024-2025 school year.

Objective 1. (Student Learning and 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
1. We are implementing different incentives to increase attendance: -Offering hats on Friday -Popcorn for Mentor Monday classes with 100% attendance for the month -Talking to PAC for more incentives to increase attendance (Target Group: All)	Mr. Kurtis Flood, Principal	2024-2025 School year		Criteria: Tracking the attendance data each quarter.

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Goal 6. (College, Career, Military Readiness: Pillar 1, Pillar 2, Pillar 3, Pillar 4) GHS will have an CCMR score above 75% as reported on the TAPR.

Objective 1. (Objective 1 - Student Learning and 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. We are tracking student progress through CTE programs and talking with students about the benefit of earning a CCMR point.</p> <p>We review different programs we offer and possible programs we can offer in the future from the Senior Exit survey.</p> <p>Using School Links for student course selections, we are able to track student progress through pathway completion. (Target Group: All)</p>		2024-2025 School Year		Criteria: Track student progress on the internal spreadsheet for when students earn a CCMR point. When students do not earn a point, planning how that point can be earned.

Resources

Resource	Source
No rows defined.	

Godley HS Signaling Chart

Key Question TWD (To What Degree)		Benefit	24-25 Q1	24-25 Q2	24-25 Q3	24-25 Q4	Summer 25	25-26 Q1
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	OT					
	(1.2) TWD do we support and create opportunities for in-depth learning?	Explore content at a deep level	OT					
	(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	OT					
Student Readiness	(2.1) TWD do we prepare students for the next level, including life after graduation?	Readiness for the future	OT					
	(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	OT					
	(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						
	(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						
	(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						

Godley HS Signaling Chart

		24-25 Q1	24-25 Q2	24-25 Q3	24-25 Q4	Summer 25	25-26 Q1
	Key Question TWD (To What Degree)	Benefit					
Commur P	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?						
	(5.3) TWD is training aligned with the mission and vision of the district?						
Fiscal & Operational Systems	(6.1) TWD does our system attract effective applicants?						
	(6.2) TWD do we support stakeholder understanding of system effectiveness?						
	(6.3) TWD do our resource allocations reflect goals and objectives of the district?						
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					
	(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?						

Godley HS Signaling Chart

	Key Question TWD (To What Degree)	Benefit	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				
	(1.2) TWD do we support and create opportunities for in-depth learning?	Explore content at a deep level				
	(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				
Student Readiness	(2.1) TWD do we prepare students for the next level, including life after graduation?	Readiness for the future				
	(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				
	(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				
	(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				
	(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				

Godley HS Signaling Chart

	Key Question TWD (To What Degree)	Benefit	25-26 Q2	25-26 Q3	25-26 Q4	Summer 26
Commur P	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				
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				
	(6.3) TWD do our resource allocations reflect goals and objectives of the district?	Aligned resources				
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				
	(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				