R.B. Godley Targeted Improvement Plan 2024-2025

What is your School Improvement Strategy? Other

Give a 1-2 sentence description of your strategy for school improvement :
Professional learning opportunities and student-centered coaching with teachers are needed to increase awareness and understanding of data. Focus on data to drive decision-making and improve Tier 1 instruction.
Name at least one evidence-based intervention that is incorporated into this strategy :
Professional Learning Communities are implemented across the campus, and student-centered coaching is conducted quarterly with 1-2 teachers.

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?
Staffing changes were made to include teachers in order to increase special education students' time in Tier 1 instruction and provide additional instructional support across the campus. Subs have been hired to provide teachers time to attend professional learning, we have extended Reading Academy to all ELAR teachers K-5 including special education and RtI teachers.

Identify all curriculum programs that will be utilized during the 2025-2026 school year?
K-5 Math :

- STEMscopes Texas Math

K-5 RLA :

- Other : American Reading Company UFLI Heggerty

6-8 Math:

- Not Applicable

6-8 RLA:

- Not Applicable

9-12 Math (Algebra 1, Algebra 2, Geometry):

- Not Applicable

9-12 RLA:

- Not Applicable

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?
Campus Improvement Committee (Sept., December 2024)

District Improvement Committee (2/12/2025)

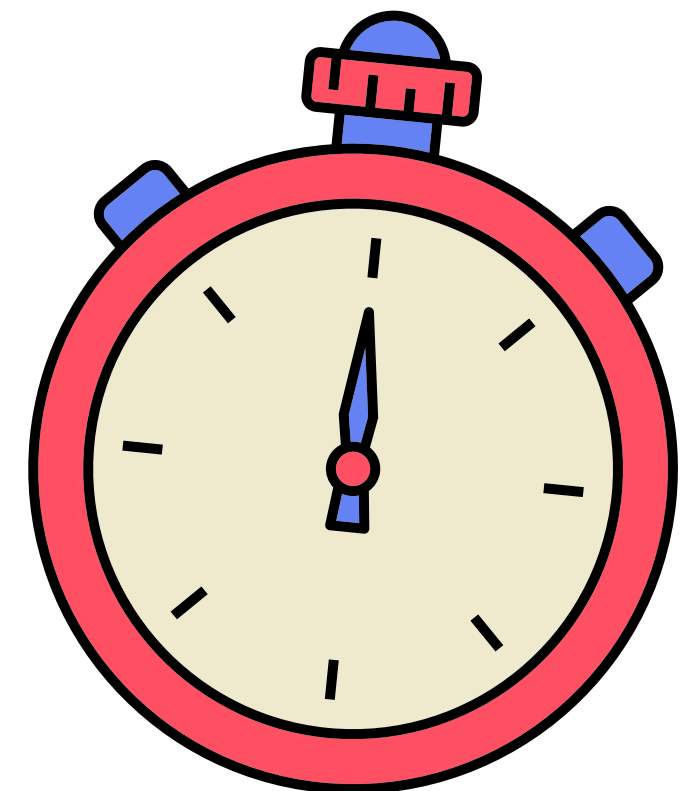Public Meeting before School Board meeting (2/17/2025)

Date of Board approval on the school improvement strategy and curriculum selected :

R.B. Godley Elementary

TARGETED IMPROVEMENT PLAN

YOU CAN DO IT

Comprehensive Support & Improvement

How did we get here?

- The **Closing the Gaps** domain scaled score is used to identify schools for Comprehensive Support and Improvement (CSI).

- TEA rank orders the scaled domain score for all Title 1 campuses and any school that falls below the cut score is identified as CSI.
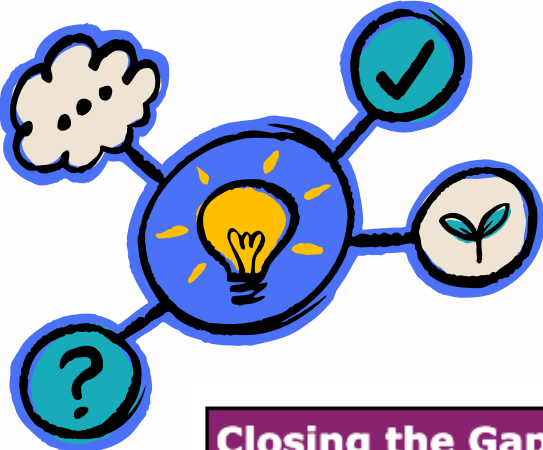
Understanding the
Target Game

Closing the Gaps Summary

Component	Component Points	Weight	Total Points
Academic Achievement	0	33.3%	0
Academic Growth	0	55.6%	0
Student Success	25		
English Language Proficiency	0	11.1%	0
Closing the Gaps Raw Score (STAAR Component Only)			0
Closing the Gaps Scaled Score (STAAR Component Only)			30

2023 cut score: 46

Closing the Gaps Summary

Component	Component Points	Weight	Total Points
Academic Achievement	15.6	30%	4.7
Academic Growth	50	50%	25
Student Success	18.8	10%	1.9
English Language Proficiency	0	10%	0
Closing the Gaps Raw Score (STAAR Component Only)			32
Closing the Gaps Scaled Score (STAAR Component Only)			69

2024 cut score: 56

Areas Considered:

__Academic Achievement:__ Students scoring at the "Meets" level on STAAR.

__Academic Growth:__ points are earned based on the student's performance in 2023 and the student's performance in 2024, as indicated in the following tables:

Annual Growth: STAAR	2024 Performance					
	Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
Low Does Not Meet GL	0	1	1	1	1	1
High Does Not Meet GL	0	1/2	1	1	1	1
Low Approaches GL	0	0	1/2	1	1	1
High Approaches GL	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

(2023 Performance is indicated along the left vertical axis.)

__Student Success:__ Calculation of STAAR Performance:

(% Approaches or above) + 1.1(% Meets or above) + 1.2(% Masters)

3

Closing the Gap Points

Points	Definition
4	Met long-term target (2037-38 target)
3	Met current interim target (2022-23-to 2026-27 target)
2	Did not meet current interim target but showed "expected growth" toward next interim target (2027-28 to 2021-32): $$\text{Group's current year rate} - \text{group's prior year rate} \geq \frac{\text{Next interim target} - \text{group's prior year rate}}{4}$$
1	Did not meet current interim target (2022-23 to 2026-27) but showed minimal growth (defined as at least 1.0 point improvement for STAAR and CCMR indicators and 0.1 point improvement for Graduation Rate)
0	Did not meet current interim target and did not show minimal growth

		Accountability Groups										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated based on 2023 accountability	✓		✓	✓					✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2024 Target	46%	34%	39%	59%	44%	73%	46%	55%	37%		
2022 % at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-		
2023 % at Meets GL Standard or Above	43%	-	35%	48%	-	-	-	-	33%		
2024 % at Meets GL Standard or Above	44%	50%	45%	42%	100%	-	-	75%	31%		
Points Earned	1		3	0					0		
Mathematics 2024 Target	49%	33%	44%	60%	47%	82%	51%	55%	42%		
2022 % at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-		
2023 % at Meets GL Standard or Above	46%	-	42%	49%	-	-	-	-	37%		
2024 % at Meets GL Standard or Above	42%	50%	43%	42%	100%	-	-	25%	36%		
Points Earned	0		1	0					0		

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated based on 2023 accountability	✓		✓	✓					✓		
Academic Growth Status											
RLA 2024 Target	64%	59%	62%	68%	62%	80%	62%	67%	61%		
RLA Next Interim Target (2027-28 through 2031-32)	74%	69%	72%	77%	72%	85%	72%	76%	71%		
RLA Long Term Target (2037-38)	94%	89%	92%	95%	92%	95%	92%	95%	91%		
Points Earned	3		3	3					3		
2024 Academic Growth Score	75%	100%	79%	70%	100%	-	-	100%	72%		
2024 Growth Points	96.25	1.00	37.75	52.50	1.00	-	-	4.00	54.00		
2024 Total Tests	129	1	48	75	1	-	-	4	75		
2023 Academic Growth Score	55%	-	42%	63%	-	-	-	-	50%		
Mathematics 2024 Target	69%	61%	68%	74%	69%	88%	70%	71%	66%		
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	71%	77%	81%	78%	90%	78%	79%	76%		
Mathematics Long Term Target (2037-38)	95%	91%	95%	95%	95%	95%	95%	95%	95%		
Points Earned	2		2	0					1		
2024 Academic Growth Score	66%	0%	67%	65%	100%	-	-	75%	63%		
2024 Growth Points	84.50	0.00	32.00	48.50	1.00	-	-	3.00	47.50		
2024 Total Tests	129	1	48	75	1	-	-	4	75		
2023 Academic Growth Score	63%	-	54%	68%	-	-	-	-	61%		
Total Points										17	32

| 2022 What If Academic Growth Score | - | - | - | - | - | - | - | - | - | | |

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated based on 2023 accountability	✓		✓	✓					✓		
Student Success (Student Achievement Domain Score (STAAR Component Only))											
2024 Target	47	36	41	58	46	72	49	55	40		
Next Interim Target (2027-28 through 2031-32)	57	46	51	68	56	80	59	65	50		
Long Term Target (2037-38)	77	66	71	88	76	95	79	85	70		
Points Earned	0		3	0					0		
2024 STAAR Component Score	42	50	41	42	89	-	-	43	33		
2024 % at Approaches GL Standard or Above	74%	75%	71%	75%	100%	-	-	70%	63%		
2024 % at Meets GL Standard or Above	41%	50%	41%	40%	100%	-	-	50%	31%		
2024 % at Masters GL Standard	11%	25%	10%	11%	67%	-	-	10%	5%		
2024 Total Tests	477	4	162	298	3	-	-	10	282		
2023 STAAR Component Score	46	-	41	49	-	-	-	-	37		
Total Points										3	16
Student Success (Student Achievement Domain Score (STAAR Component Only))											
2023 Target	47	36	41	58	46	72	49	55	40		
Next Interim Target (2027-28 through 2031-32)	57	46	51	68	56	80	59	65	50		
Long Term Target (2037-38)	77	66	71	88	76	95	79	85	70		
Points Earned	0		3						0		
2023 STAAR Component Score	46	20	41	49	67	-	-	33	37		
2023 % at Approaches GL Standard or Above	77%	60%	71%	81%	100%	-	-	50%	67%		
2023 % at Meets GL Standard or Above	44%	0%	36%	49%	100%	-	-	50%	34%		
2023 % at Masters GL Standard	16%	0%	15%	17%	0%	-	-	0%	9%		
2023 Total Tests	442	5	150	283	2	-	-	2	257		
2022 STAAR Component Score	-	-	-	-	-	-	-	-	-		
Total Points										3	12

9% growth year to year.

Comprehensive Support Campus Requirements

Comprehensive (CSI) campuses are **required** to participate in interventions. These include:

1. Engaging in an Effective Schools Framework (ESF) **Diagnostic** to assess improvement needs; (completed April 2024) ✅
2. Developing a **Campus Intervention Team**, ✅
   a. identifying a District Coordinator of School Improvement (**DCSI**–Mr. Jason Karnes);
3. Engaging in **touchpoints with agency** School Improvement staff; ✅
4. Developing and implementing a **Targeted Improvement Plan** (TIP); ✅
5. Targeted Improvement Plan (TIP) <u>approved by the local school board</u>; and
6. <u>Submitting</u> the Target Improvement Plan and implementation updates to the agency.

Effective Schools Framework
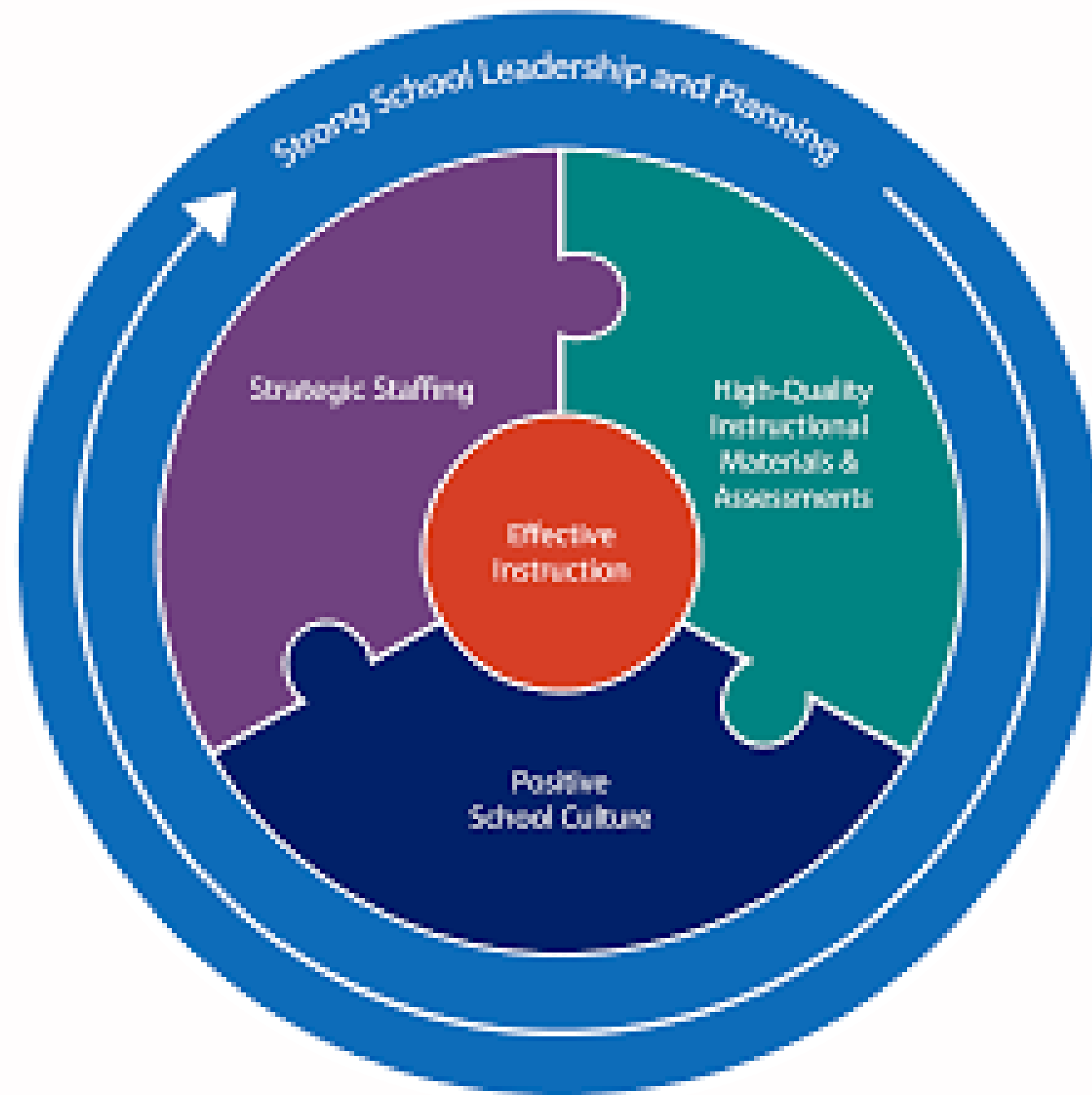
Designed to:
- provide a clear vision of what districts across the state do to ensure an excellent education for all Texas students,
- provide the basis for school diagnostics, and
- align resources and support to the needs of each school.

ESF Diagnostic Visit:

Conducted April 2024, this visit helped us make adjustments to our plan for the 2024 -2025 school year. Some areas identified included:

Based on feedback from teacher and administrator focus groups, teachers engage in district professional learning at the beginning of the year and throughout the year to review what is coming up in the upcoming 9-week curriculum. Participants in the teacher focus group expressed that they are engaged in many professional development days, but the focus is not on content-specific pedagogical practices that reflect research-based instructional strategies and are aligned with campus instructional materials. Additionally, no evidence of a campus calendar allocating dedicated time for training and ongoing job-embedded professional development was provided. The use of RBIS, or Research-Based Instructional Strategies, to provide content-specific instructional strategies is not yet a systemic practice.

Based on this observation we:
- are providing content specific opportunities for teachers to learn and plan together,
- are more intentional about documenting and creating calendars of the professional learning we are providing at both the district and campus levels
- are being ensuring teachers are well trained and prepared to utilize the instructional strategies the district expects to see during classroom visits

- data discussions are consistently and routinely part of the PLC agenda,
- instructional planning and decision making are conducted using data to drive the conversations and decisions

As evidenced by focus group participants, R.B. Godley teachers engage in PLC time every other week. However, consistent discussions of formative student data, effective instructional strategies, or possible adjustments to instruction are not yet systemic processes.

ESFLevers

2023-2024 Lever

Lever 1: Strong School Leadership and Planning

Description:

Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
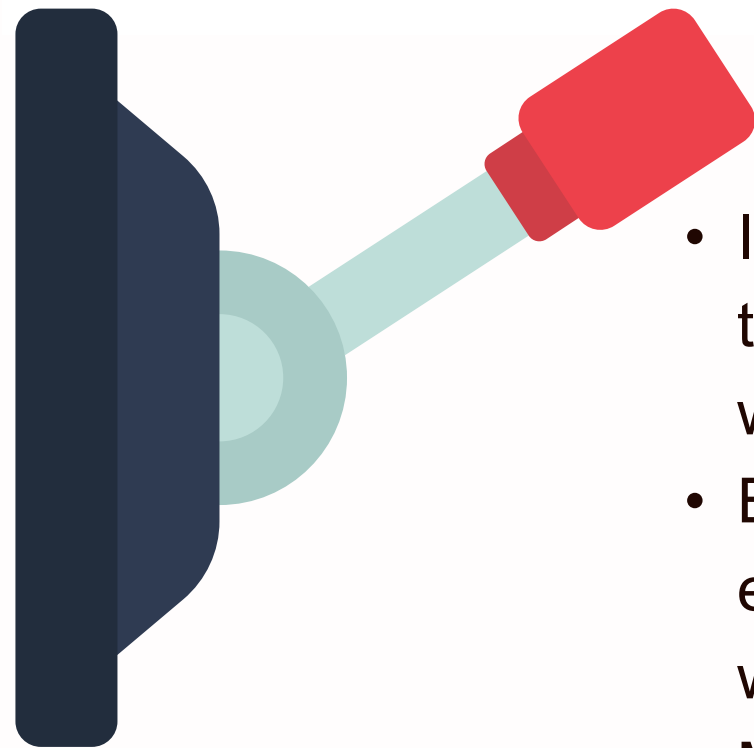
- Identify the strengths of each member of the Instructional Leadership Team and what each person is responsible for
- Ensuring the roles, responsibilities, and expectations are clearly communicated within the team and across the campus
- Maintain communication through weekly meetings and the use of agendas to follow up on next steps

2024 - 2025 Lever

Lever 5: Effective Instruction

Description:

Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

- Campus leadership has created and implemented a data dashboard to track and monitor data across multiple measures
- Professional Learning Committees (PLCs) are held every other week to review data, identify trends and outliers, set goals and make plans for upcoming instruction
- Professional Learning opportunities are conducted through PLCs and on district Design Days to provide teachers an opportunity to conduct a deep dive on the standards, how students need to apply new information, engaging instructional strategies, and how to differentiate learning for students
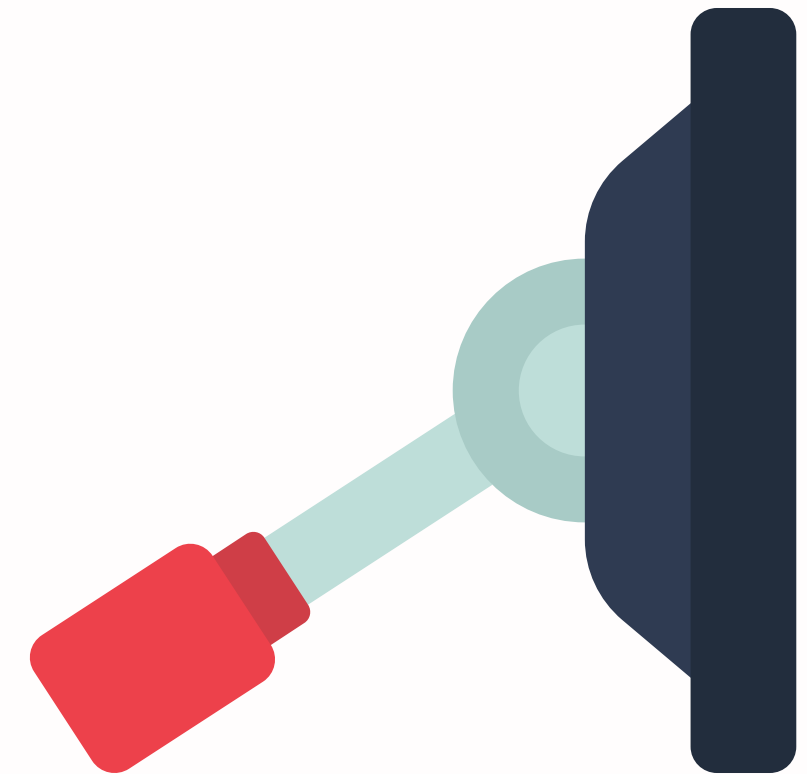
Support
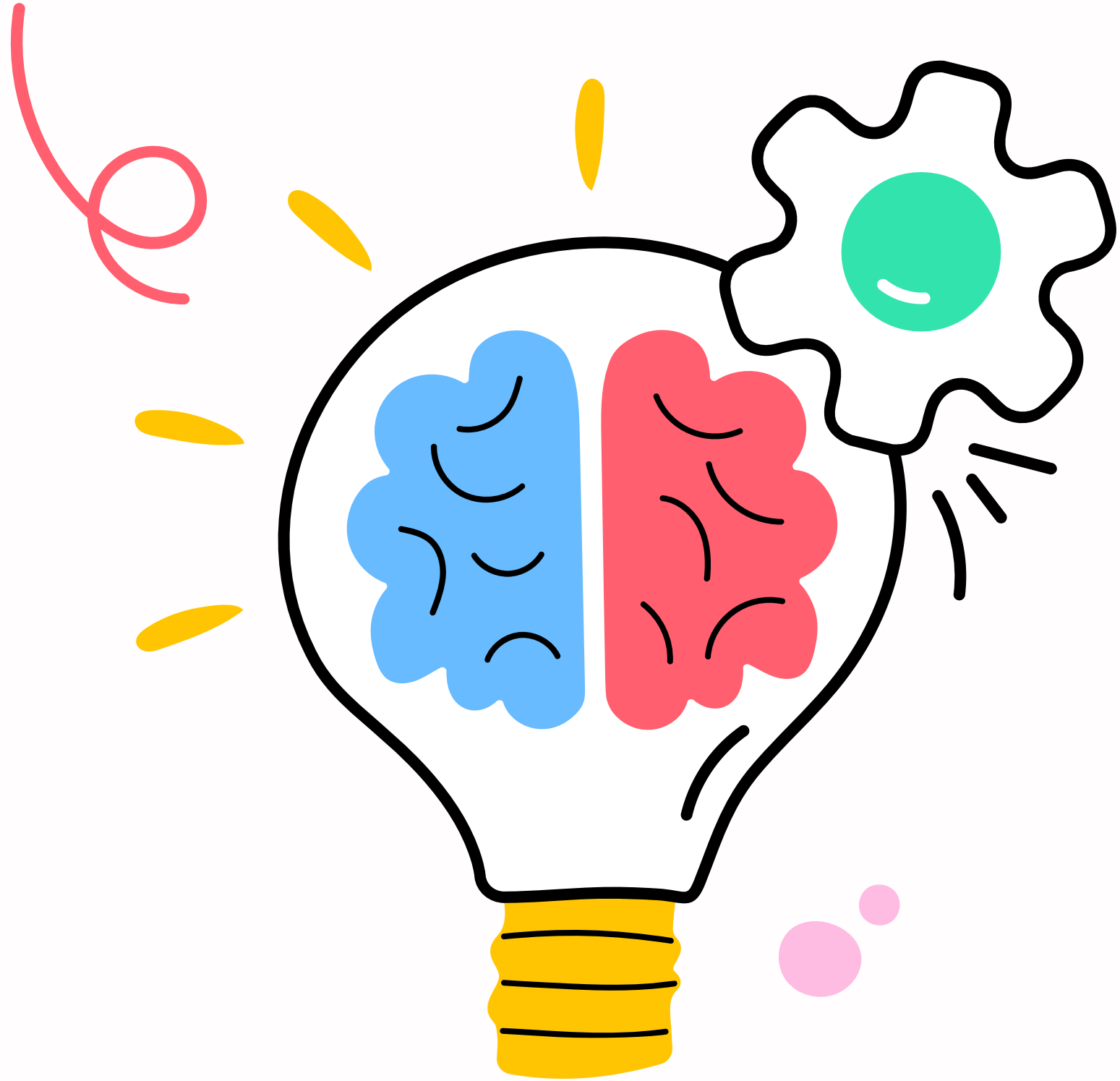
Education Service Center Region 11:
- Training provided annually through the ESC
- Diagnostic visit last spring with follow-up
- Coaching sessions with Mrs. Dickson
- Available for and help we need

Texas Education Agency:
- We participated in a meeting with Dr. Dear, and the rest of the team, to ensure everyone is aware of the plan and how the district can support the campus in continued improvement.

Exit Criteria for Comprehensive Support and Improvement

- The school must have a higher Closing the Gap scaled score than when first identified.
- Not rank below the cut score for two consecutive years.

Closing the Gaps Summary			
Component	Component Points	Weight	Total Points
Academic Achievement	0	33.3%	0
Academic Growth	0	55.6%	0
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CBAS Connections

GODLEY'S 7 PILLARS

Student Learning and Progress
Learn basic academic and social skills
Explore content at a deep level
Learning is aligned to student need
Learning can happen anywhere, anyhow, anytime

Student Readiness
Readiness for the future
Lifelong learning habits
Thinking ahead
Take ownership and be accountable

Engaged, Well-Rounded Students
Students and teachers are consistently engaged in quality learning
Students are provided opportunities to explore and engage in their interests
Identify and promote students' strengths and areas of success

Community Engagement and Partnerships
Community as partners
Parents as partners
Students are engaged citizens

Professional Learning and Effective Staff
Every staff member is committed to GISD values, principals, and culture
Contribute to the benefit of students
PD is aligned to district standards and implemented to positively impact student success

Fiscal and Operational Systems
Hire effective personnel
Stakeholder understanding
Aligned resources

Safety and Well-Being
Learning spaces are conducive to student well-being
Students feel safe
Students' whole health
Mutual respect

Balance

How can we continue to strive toward balance between STAAR and CBAS?

How can we communicate our "growth" without getting bogged down in the verbiage of STAAR and accountability?