

Godley Independent School District
Godley Intermediate School
2016-2017 Campus Improvement Plan



Mission Statement

The mission of Godley Intermediate School is to ensure that each student receives a high-quality standards-based education in order to reach his/her fullest potential, equipped with the knowledge and skills necessary of functioning as productive citizens in today's rapidly changing world. This challenge will be met by involving parents and community in the growth of each student in order to cultivate self-sufficient and motivated life-long learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the Texas Academic Performance Report (TAPR) from 2014-15, Godley Intermediate School, a Title I School-wide campus, had an enrollment of 395 students and is composed of 3 grade levels, 4th - 6th. Student demographics included the following:

- Economic Disadvantaged 60.3%
- English Language Learners 8.9%
- Gifted and Talented 3.5%
- Special Education 13.4%
- At Risk 57.7%
- African American 1.0%
- Hispanic 21.5%
- White: 70.1%
- American Indian 2.3%
- Asian 0.5%
- Pacific 0.3%
- Two or More Races 2.8%
- Mobility (2012-2013) 17.1%

Demographics Strengths

Based on 2014-15 data for the TAPR the following strengths can be found:

- Class size average for grades
- 4th grade class size is 18.3, compared to state average of 19.1
- 5th grade class size is 17.8, compared to state average of 20.8
- 6th grade class size is 16.6, compared to state average of 20.3
- 96.6% attendance rate (State 95.9%)
- Number of students per teacher 14.5, compared to the state average of 15.2
- Average years of experience is 11.2

Demographics Needs

Demographic changes indicate the following needs:

- Growth of student population requires constant monitoring of facilities, staffing and grade-span per campus to make adjustments as needed.
- Growth of dyslexia and ELL populations present staffing, scheduling, and training concerns.
- Meeting the needs of at-risk students.

Student Achievement

Student Achievement Summary

Godley Intermediate met standard in all Performance Indexes in the state accountability system, including Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The campus met 74% of the System Safeguards in performance for State Accountability. The campus did not meet Federal System Safeguard in Reading and Math. The participation rate for both the reading and math STAAR test was 100% at Godley Intermediate. District and campus administrators, District Improvement Committee, Campus Improvement Committee and staff members have disaggregated student achievement data to address strengths and concerns in 2016-2017.

Student Achievement Strengths

The following areas were determined to be strengths in student achievement:

- Level III Advanced in Writing went from 0% the previous year to 12%; 4th grade math 9% to 15%
- Met all state system safeguards overall
- Continued improvement in remediation, tutorial, and intervention programs promotes student achievement
- Trained three special education teachers to serve students with dyslexia
- Campus data rooms and student data meetings, including training on interpreting data through the use of Lead4ward resources and AWARE.
- Student Success Initiative (SSI) and Credit Recovery Summer School Programs targeted students in need.
- Training of staff and emphasis placed on increasing the rigor of curriculum and developing high quality, engaging lessons to help students work on a deep student cognitive level.
- Fundamental 5 Instructional Practices to meet student needs

Student Achievement Needs

The following areas show a need for improvement:

- Reduce the number of students required to attend SSI summer school
- Improvement in reading and math performance overall and within each sub population to meet federal targets.
- Improvement in writing performance within each sub population to meet state targets.
- Increase number of students reaching Level II & III performance in all areas and all grades.
- Reduce the number of Special Educations students in a 42 educational setting to 41 or 40 settings through co-teaching and/or increased inclusion support.

- Increase math, reading, writing, and science performance in all sub populations.

School Culture and Climate

School Culture and Climate Summary

The climate at Godley Intermediate is positive with a focus on the growth and progress. Every decision is expected to be in the best interest of students. The overwhelming majority of the staff is excited about The Leader in Me. There is a positive school culture and welcoming environment. The workload for teachers is exhausting and there is concern for the things that interfere with instruction.

School Culture and Climate Strengths

The majority of the staff:

- feel respected and valued by administration
- feel listened to and have a voice; approach administrators with concerns, issues, or ideas
- feel respected by their peers
- believe administrators are clear with expectations and procedures
- believe administrators have a good understanding of student needs
- have opportunities to collaborate with teammates to improve classroom practices
- collaboration within and across teams
- feel they have the support needed to maintain order and discipline
- have parental support with academic or behavioral problems
- discipline is enforced
- believe students know campus expectations

School Culture and Climate Needs

1. Continue to build campus morale
2. Strategically eliminate anything that detracts from quality instruction; more than half of teachers feel overloaded and overwhelmed
3. Staff would like to limit the number of new initiatives and focus on one thing at a time
4. We can always improve communication

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- The teaching and support staff at Godley Intermediate continues to strengthen their skills through various types of staff development.
- The campus is very proactive in providing training for teachers and staff.
- We collaborate with local universities to acquire top quality teachers.

Staff Quality, Recruitment, and Retention Strengths

- Continuous monitoring of staffing needs based on student populations
- Five local leave days remain reinstated for staff.
- PLCs which allows the strengths of effective teachers to be shared with others.
- Created rubric to score interviewees to determine the best fit for our campus
- Positive campus culture
- Low class sizes

Staff Quality, Recruitment, and Retention Needs

- Improve mentoring program for new teachers
- With the larger classes at the elementary, Godley Intermediate, as the feeder campus, will continue to have a need for additional classroom space
- TAPR indicates Godley ISD teacher salaries to be below state averages
- Giving teachers honest, constructive feedback regarding instructional practices

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

his campus has Kilgo Scope and Sequence available for planning relying on our campus data to help make decisions regarding when to teach a topic and how much time is needed to spend on each student expectation. Godley Intermediate is experiencing increases in enrollment annually and must continue to stay ahead of the growth and the challenges that it brings. The campus and district are focusing on instructional methods that will benefit students who are economically disadvantaged, ELLs, special education students, and gifted and talented. The district is rich in technology and provides an extensive amount of technology professional development. It was noted by the committee that many teachers still could benefit on PD that trains teachers in sound teaching methods.

Curriculum, Instruction, and Assessment Strengths

- Eduphoria for lesson plans & documentation purposes
- Kilgo data analysis process and Scope and Sequence
- Lead4ward training
- Prodigy Math
- Compass Learning
- Empowering Writers
- IStation
- Motivational Math, Reading, and Science workbooks
- Added two dedicated Social Studies teachers for 5th grade
- Fundamental 5
- The Leader in Me
- P(r)BL
- Academic Success to focus on specific needs

Curriculum, Instruction, and Assessment Needs

- GT identification and service
- Fine Art options other than Music and Band
- Limited classroom support for ESL students
- Professional Development dedicated to improving reading and writing
- Offer AP classes in 6th grade

- Monitor Co-Teach classes for effectiveness

Family and Community Involvement

Family and Community Involvement Summary

Godley Intermediate strives to communicate with families and the community and have them involved at school. We use multiple tools to get information in the hands of stakeholders. We welcome volunteers and host events that bring the community to the school. We believe community engagement is vital to learning and promoting accountability in all students.

Family and Community Involvement Strengths

- Social Media communication (Facebook, Twitter, Website)
- Remind App (campus & classroom)
- Skyward Family Access and Skylerts
- Teacher BLOGs
- Watch DOGS
- Open House
- Meet the Teacher
- Leadership Events
- Parent Meetings
- Student led conferences
- Grandparent's Day

Family and Community Involvement Needs

- Streamline communication processes
- Create a Parent Teacher Organization

School Context and Organization

School Context and Organization Summary

Godley Intermediate is comprised of grades 4-6. Sixth grade moved to this campus to accommodate overcrowding at Godley Middle School. Third grade was moved off of this campus and is now at Godley Elementary. We provide instruction in the core classes of ELAR, Math, Science, and Social Studies. Additionally, we provide RtI, MTA for students with dyslexia, and special education services. Our fine arts include general music and band. Students receive instruction in technology, keyboarding, and handwriting. Physical education is provided daily. All grades have at least one recess per day. We have one principal, one assistant principal, one counselor, and one school nurse. Our library has been updated to include technological advances and engage students in innovations.

School Context and Organization Strengths

- Routines and procedures
- Operational systems

School Context and Organization Needs

- Curriculum and Instruction director

Technology

Technology Summary

Godley ISD is committed to providing up to date technology resources to help our students lead in a 21st Century environment. Student instruction integrates a variety of technology resources as a tool for learning such as desktops, laptops, Chromebooks, iPads, iPods, projection devices and distance learning. Teachers receive individualized and differentiated professional development on the integration of these tools. On-line instructional materials provide students with an alternative way to access written text and research information in addition, Godley Intermediate has distance learning capabilities and frequently takes advantage of this to bring the outside world in for interactive learning opportunities.

Technology Strengths

- Godley Intermediate is equipped with a chromebook cart for every teacher in 4th and 6th grades that are utilized daily.
- Grade 5 teachers share one cart of 25 Chromebooks for each 2 classrooms.
- Intensive training in 21st Century teaching for all teachers new to the district.
- 3 Educational Technology Specialists serve the district.
- The computer labs are available for students before and after school in grades 4-6.
- Readily available technology staff that strives for immediate response.
- New interactive projectors were installed in the cafeteria for presentation purposes as well as the science lab for instructional use.

Technology Needs

- Upgrade camera system to include more high-quality cameras
- Increase Chromebooks to a one-to-one ratio in 5th grade.
- Additional devices for student use.
- Refresh of older computers, Chromebooks and devices.
- Educate teachers and students on the importance of digital citizenship.
- Additional computers for labs
- Upgrade clock system

Comprehensive Needs Assessment Data Documentation

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






Goals

Goal 1: GIS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

Performance Objective 1: Create Professional Learning Communities (PLC) that are flexible and adapt to the needs of the student.

Evaluation Data Source(s) 1: Increased academic and personal growth for teachers.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers are given planning days each grading period to disaggregate data, plan, and track class & student progress. Teachers will plan engaging and challenging activities that are meaningful and relevant.</p>	1, 8, 9	Teachers, Administrators	Improved student performance, STAAR test results, Student Foundation Chart, TEKS Mastery, Meeting Documentation			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: GIS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

Performance Objective 2: Students will achieve or exceed expectations on state assessments via quality, research-based instruction, interventions, and enrichment activities.

Evaluation Data Source(s) 2: STAAR performance reports, Campus Accountability reports, Report Cards.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Assess student mastery via curriculum-based assessments and other appropriate assessment tools; supply the necessary technology devices and software to reach high academic standards.	1, 4, 8, 9	Lead Teachers, Teachers, Reading and Math Interventionists, Principal, Assistant Principal	Student Progress-monitoring records; Student Foundation Chart progress; iStation benchmarks/progress monitoring; Compass Learning benchmarks/progress monitoring; Prodigy Math benchmarks/progress monitoring; Progress Reports and Report Cards			
	Funding Sources: 199- SCE - \$0.00					
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 2) Participate in UIL, Scripps Spelling Bee, Clubs and Leader in Me Activities to promote academics in addition to exposing students to enrichment opportunities beyond the classroom.	1, 6, 8	Principal, Assistant Principal, Teachers	Student participation and engagement.			
	Funding Sources: 199- SCE - \$0.00					
Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 3) Provide tutorials, remediation, and interventions based on progress monitoring results associated with Response to Intervention (RtI), or provide enrichment opportunities based on classroom assessments utilizing research-based materials and programs.	1, 2, 3, 8	Teachers, Principal, Assistant Principal, Intervention Specialists, Counselor	Student Benchmarks; Curriculum Based Assessments, Prodigy records, IStation records, Compass Learnig reports			
	Funding Sources: 199- SCE - \$0.00					
						

Goal 1: GIS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

Performance Objective 3: GISD will provide opportunities for teachers to participate in Professional Development activities that will enhance student groups such as but not limited to ESL/Bilingual/Migrant/Dyslexia/GT/SPED/Compensatory Ed students.

Evaluation Data Source(s) 3: Increased academic and personal growth for all students

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) GIS will seek and provide high quality professional development opportunities and membership in professional organizations to enhance instructional and leadership skills to impact student learning, (CAST, CAMT, Leader in Me, Empowering Writers, Fundamental 5)</p>	1, 2, 3, 4	Principals, Assistant Principals, Director of Special Programs, Teachers	Increased academic growth for all students as reported in grades and STAAR test scores, and increased satisfaction with school and personal growth, and Leadership Notebooks			
Funding Sources: 199- SCE - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will be trained to utilize data and research methods to drive instruction and programs will be implemented to address the needs of all students including those in need of targeted RtI methods and those in need of GT instruction.</p>	1, 2, 3, 8, 9	Principals, Assistant Principals, Director of Special Programs, Teachers	Increased academic growth for all students as reported in grades and STAAR test scores, and increase student satisfaction with school, personal growth and extracurricular involvement as shown in Leadership Notebooks.			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Select teachers will be trained in Multisensory Teaching (MTA) techniques to meet the needs of students identified with dyslexia.</p>	2, 3, 8, 9	Principals, Assistant Principals, Director of Special Programs, Teachers	Increased academic growth for all students as reported in grades and STAAR test scores, and increase student satisfaction with school, personal growth and extracurricular involvement as also shown in Leadership Notebooks.			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Maintain an effective teacher-mentoring program through the use of lead teachers in order to retain highly effective staff.</p>	3, 5	Principals, Lead Teachers, Teachers	Number of teachers returning each year.			
Funding Sources: 199- SCE - \$0.00						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue






Goal 2: GIS will incorporate a balanced and focused instructional setting.

Performance Objective 1: Provide many opportunities for explicit instruction in content area, in both whole group and small group situations

Evaluation Data Source(s) 1: Evidence seen in lesson plans, informal/formal classroom observations, and walk-throughs.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Students identified with dyslexic tendencies are serviced by highly trained teachers and/or paraprofessionals that adhere to the District Dyslexia Plan and collaborate with the District and Campus 504 Coordinators to screen students and train classroom teachers.</p>	1, 2, 3, 9	Principal, Assistant Principal, Counselor, Teachers	Multisensory Teaching Approach kit completion (MTA) progression records. STAAR reading and writing scores on identified students; Improved passing rates and report card grades.			
Funding Sources: 199- SCE - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) GIS administration will evaluate, coordinate, and collaborate with Johnson County Shared Service Arrangement (JCSSA) regarding the continuum of placement options for SPED population.</p>	1, 3, 8, 9	Principals, Diagnostician, JCSSA Director, SpEd Teachers	PEIMS record 163: Annual PBMAS Report; ARD placement paperwork			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) The 504 Coordinator will conduct annual 504 meetings to collaborate with parents, teachers and students to formulate IAPs for all students and review placement and testing options.</p>	8, 9, 10	Principal, Assistant Principal, Counselor, Teachers, District 504 Coordinator	504 documentation; student schedules; student IAPs; STAAR testing arrangements			


<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Interventionists, teachers, and principals will identify and serve struggling students in the RtI process through tutorials, enrichment opportunities, classroom activities and assessments utilizing research-based materials, technology and programs.</p>	1, 3, 8, 9	Principal, Assistant Principal, Interventionists, Teachers, Paraprofessionals	Student progress monitoring, benchmarks, CBAs, iStation/Compass/Prodigy Data.			
Funding Sources: 199- SCE - \$0.00						
<p>Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>5) 5) General education teachers and principals will ensure that general education students are provided explicit instruction through multiple learning styles and learning arrangements.</p>	1, 2, 3, 9	Teachers, Campus Administrators	Classroom walkthroughs, formal/informal classroom observation			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>6) Ensure teachers are proficient in the latest technology and utilizing the tools to cover the TEKS thoroughly for all foundation and enrichment courses as required by Chapter 74 through a variety of scientifically researched based instructional methods, materials, and technology.</p>	1, 4	Campus Administrators	Lesson Plans, Skyward PO's, Professional Development & training			
Funding Sources: 199- SCE - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>7) Increased time in text based instruction through Fundamental 5 practices and critical reading and writing across the curriculum.</p>	1, 2	Teachers, Administration	Lesson plans, observations, artifacts			
Funding Sources: 199- SCE - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>8) Leadership Notebooks will be used for students to track their own academics, attendance, involvement.</p>	2, 9	Students, Teachers, Administrators	Leadership Notebook, Student Led Conferences			
Funding Sources: 199- SCE - \$0.00						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: GIS will incorporate a balanced and focused instructional setting.

Performance Objective 2: Expand the concept of a flexible, focused learning environment with various choices for students.

Evaluation Data Source(s) 2: Evidence of various projects completed by students during academic success. CLI, and classrooms.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 CSF 4 CSF 6 1) The district will provide and maintain campus CLIs/Libraries that meet the needs of the 21st century student.	2, 6	District Librarian, library staff, Campus Administrators, Director of Learning & Innovation	Follett Reports, library evaluation of needs and strengths, CLI and Library schedule			
				Funding Sources: 199- SCE - \$0.00		
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 2) Participate in Academic UIL, Scripps Spelling Bee, Genius Hour, Clubs and Activities to promote academics in addition to exposing students to enrichment opportunities beyond the classroom.	6, 8	Principal, Assistant Principal, Teachers	UIL & Spelling Bee student participation; Creation and participation in clubs and activities			
				Funding Sources: 199- SCE - \$0.00		
						

Goal 3: GIS will empower students with the digital tools necessary to lead in tomorrow's world.

Performance Objective 1: Develop internet literacy/ethics curriculum and educate staff and students on digital citizenship.

Evaluation Data Source(s) 1: Evidence through lesson plans, walk-through, surveys and observations. Student documentation in records.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Students will be educated in internet literacy and ethics during their allotted computer rotation time.	7	Principal, Assistant Principal, technology staff	Students successfully use the internet ethically resulting in fewer discipline referrals related to the inappropriate use of technology.			
2) Teachers will be educated in internet literacy and ethics during inservice training annually.		Central Administration, Principal, Assistant Principal	Ethical use of the internet.			
						

Goal 3: GIS will empower students with the digital tools necessary to lead in tomorrow's world.

Performance Objective 2: Develop and offer differentiated training for teachers and students which encourages a blended approach to teaching in a collaborative model.

Evaluation Data Source(s) 2: Teachers are using a blended approach in teaching. Survey teachers on technology training.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Clear expectations from administrators/Tech staff for teachers in regards to blended teaching.	1, 4	Principal, Assistant Principal, Technology Staff	Teachers will understand the expectations in regards to blended teaching.			
2) Training for teachers and administrators taking into account the different comfort levels of technology and blended learning.	4, 5	GISD Educational Technology Staff	Teachers will participate in leveled and blended technology training.			
3) Training for students who need help getting familiar with the digital tools used in our district.	2	GISD Educational Technology Staff, GISD Libraries	New students will be familiar with the digital tools used in our district soon after enrollment.			
						

Goal 3: GIS will empower students with the digital tools necessary to lead in tomorrow's world.

Performance Objective 3: Campus administration will ensure that the front office, classrooms, physical education class, music class, computer labs, band, lunchroom, and CLI/library are well-maintained and equipped with the necessary materials and digital tools to promote student achievement, safety, and operate efficiently and effectively.

Evaluation Data Source(s) 3: Skyward documentation, Follett records, Eduphoria documentation of classroom observations; 100% student participation and access campus wide.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Staff will communicate needs for materials, digital tools, and maintenance for all areas of the campus to promote student achievement and digital safety.</p>	1	Campus Administrators, Teachers, Paraprofessionals, Office Staff	Learning spaces will be equipped with necessary digital tools to accomplish goals and objectives.			
Funding Sources: 199- SCE - \$0.00						
						

Goal 3: GIS will empower students with the digital tools necessary to lead in tomorrow's world.

Performance Objective 4: Campus administration will ensure that students are trained in keyboarding to become proficient in utilizing the latest technology to demonstrate TEKS mastery.

Evaluation Data Source(s) 4: Classroom documentation, student report cards

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) All 6th grade students will take keyboarding as a course in order to operate the latest technology with ease and efficiency.</p>	3	Principals, Keyboarding Teacher	Chromebook operation as evidenced by classroom teachers			
Funding Sources: 199- SCE - \$0.00						
						

Goal 4: GIS will proactively plan and prepare for the growth of our community.

Performance Objective 1: Transparently communicate student needs and how those factors correlate to future growth.

Evaluation Data Source(s) 1: Passage of Bond.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Identify available land and contact landowners in GISD for future purchase for use.	1	Superintendent	Plan for managing the growth of Godley ISD.			
<p>Critical Success Factors CSF 1 CSF 6</p> 2) Campus administrators will communicate with district administrators regarding campus enrollment, student populations, and campus growth.	1	Campus and District Administrators	Meetings and monitoring student enrollment and growth			
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> 3) Campus administration will collaborate regarding the day-to-day administrative operations of the campus including facilities, staffing and student population to ensure the implementation of local, state and federal programs and policies, recruit and maintain highly qualified personnel in all positions, explore options to enhance student learning.	1, 10	Campus Administration	Staffing studies, Facility studies, Highly Qualified Reports, Professional Development documentation in Skyward			
						

Goal 5: GIS will build and maintain regional and local partnerships to strengthen and broaden students' exposure to opportunities.

Performance Objective 1: Develop regional partnerships with post-secondary education and businesses to support career pathways.

Evaluation Data Source(s) 1: Number of partnerships developed with active student participation.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Students will explore careers during Keyboarding and Computer Rotation via Career Pathways.</p>	2, 6	Campus Administrators, Counselor, Teachers	Students exploring careers and post-secondary education.			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Teachers and students will seek and build partnerships with local businesses, schools, and community members (i.e. Johnson County Master Gardeners, Del Norte) to assist in classroom projects and Genius Hour projects and clubs.</p>	1, 2, 6	Campus Administrators, Counselor, Teachers	Involvement of local businesses, schools, and community members in student projects and education			
						

Goal 5: GIS will build and maintain regional and local partnerships to strengthen and broaden students' exposure to opportunities.

Performance Objective 2: GISD will determine career pathways relevant to individual student interests and community needs for career endorsements in grades 9-12.

Evaluation Data Source(s) 2: Number of students choosing endorsements.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Students and staff will participate in weekly College Awareness Day to identify college options and encourage students to begin thinking about attending college as a post-graduation option. Each Wednesday, teachers and staff will wear college apparel to promote post secondary education. Each week, a different staff member will describe their college experience and how it brought them to where they are now.</p>	1, 2	Campus Administrators, Counselor, Teachers	Weekly participation			
<p>Funding Sources: 199- SCE - \$0.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: GIS will build and maintain regional and local partnerships to strengthen and broaden students' exposure to opportunities.

Performance Objective 3: GIS will seek out partnership opportunities in accordance with House Bill 5 to expose our students to experiences associated to STEM and College and Career Readiness.

Evaluation Data Source(s) 3: Lockheed Martin Flight Simulator Presentation documentation for 5th grade

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Teachers and students will seek out partnership opportunities in accordance with House Bill 5 to expose our students to experiences associated to STEM and College and Career Readiness.</p>	1, 2	Campus Administrators, Counselor, Teachers	Presentations and participation in college and career readiness activities			
Funding Sources: 199- SCE - \$0.00						
						

Goal 6: GIS will utilize various forms of assessments and feedback to evaluate student performance and growth.

Performance Objective 1: Exercise the use of rubrics to communicate objectives along with requirements to demonstrate associated learning and allow choices.

Evaluation Data Source(s) 1: Increased academic growth and TEKS mastery will be evidenced in student projects and assignments.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Utilize the Fundamental 5 and rubrics for students to identify the expected learning and the expected outcome of the learning.	1, 2, 8, 9	Campus Administrators, Teachers	Student projects and products			
Funding Sources: 199- SCE - \$0.00						
						

Goal 6: GIS will utilize various forms of assessments and feedback to evaluate student performance and growth.

Performance Objective 2: Provide students with timely constructive feedback on assessments to allow for growth and reflection on learning.

Evaluation Data Source(s) 2: Increased student performance and grades reflective of state assessments.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Through monitoring, teachers will formatively assess student progress to provide immediate feedback and make educational decisions regarding current and future instruction.</p>	1, 2, 3, 8, 9	Teacher, Campus Administrators	TEKS Mastery, Report Cards, Student Progress, Test Results			
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Student-Teacher conferences regarding grades, progress, and TEKS mastery</p>	2, 9	Teachers	Increased student success			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: GIS will utilize various forms of assessments and feedback to evaluate student performance and growth.

Performance Objective 3: The Administrative Team will provide effective leadership for the district by utilizing data-driven decision making, provide quality technical and program support and increase communication with staff, parents, and community.

Evaluation Data Source(s) 3: Student growth will be evident in data and program evaluations.

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Utilize Lead4Ward/Eduphoria resources to review and analyze data to make instructional decisions.	1, 2, 8, 9	Campus Administrators, Teachers	Student Progress, Report Cards, Test Results			
Funding Sources: 199- SCE - \$0.00						
Critical Success Factors CSF 1 CSF 6 CSF 7 2) Recruit and maintain highly qualified personnel in all positions.	3, 5	Campus Administrators, Human Resources	Teacher Certificates, Highly Qualified			
Critical Success Factors CSF 5 3) Communicate with students, staff, parents, and community members through multiple methods including personal communication, website, Skylert, Remind, and social media.	6	Teachers, Campus Administrators	Increased communication and involvement			
						

Goal 7: GIS will utilize a system that promotes accountability and transparency to ensure our actions align with our core beliefs.

Performance Objective 1: Create an accountability system to address the nine components of HB5 including state accountability

Evaluation Data Source(s) 1: Creation of Balanced Report Card

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Critical Success Factors CSF 2 CSF 5 CSF 6</p> <p>1) Skyward data management system will be utilized to track financial and student data and communicate with parents.</p>	5, 6, 8	Campus Administrators, Office Staff, Teachers	Skyward Access Rreports, Family Access Reports, Skyward POs, Student Performance Reports			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Promote college and career readiness through Career Pathways and partnerships with local businesses, schools, and community members (i.e. Lockheed Martin, Del Norte, Johnson County Master Gardeners)</p>	1, 2, 9	Campus Administrators, Counselor, Teachers	Participation and student progress			
<p>Funding Sources: 199- SCE - \$0.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: GIS will utilize a system that promotes accountability and transparency to ensure our actions align with our core beliefs.

Performance Objective 2: Create accountability through co-curricular and club activities that allow students in all grades opportunities to participate and be involved.

Evaluation Data Source(s) 2: Increased involvement & student success

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Participation in UIL, Spelling Bee, Genius Hour, and student created clubs.</p>	1, 2, 9	Teachers, Campus Administrators, Counselor	Student Involvement, Project, Products			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: GIS will utilize a system that promotes accountability and transparency to ensure our actions align with our core beliefs.

Performance Objective 3: Students will achieve or exceed grade-level or higher expectations on appropriate state assessments via quality research-based instruction, interventions, and enrichment activities.

Evaluation Data Source(s) 3: Student progress and achievement as reported in State and Federal Accountability Reports.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide differentiated instruction to target multiple learning styles through various instructional settings and assess mastery through formative and summative evaluation</p>	1, 3, 8, 9	Teachers, Campus Administrators	Curriculum Based Assessments, measure mastery of the TEKS student expectations, I-Station, Prodigy, Compass Learning weekly reports, report cards, student mastery foundation charts			
Funding Sources: 199- SCE - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Provide tutorials, remediation, and enrichment opportunities based on progress monitoring results associated with Response to Intervention (RtI) utilizing research based materials and programs.</p>	1, 2, 8, 9, 10	Teachers, Campus Administrators	Attendance, student academic progress			
Funding Sources: 199- SCE - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Continue use of Empowering Writers program to strengthen and improve student writing skills. Students are writing critically in all classes as an element of quality instruction.</p>	1, 2, 9	Teachers, Campus Administrators	Lesson Plans, Observations, Test Results			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>4) Multisensory Teaching Approach (MTA) will be utilized to serve students with dyslexia.</p>	1, 3, 9, 10	Dyslexia Teacher, RtI Reading Teacher, Campus Adminsitrators	Progress Monitoring, Student Progress, Reading Levels			
Funding Sources: 199- SCE - \$0.00						






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 8: GIS will provide a safe, clean, well-maintained and orderly environment.

Performance Objective 1: GIS will continue to adhere to the principles of effectiveness outlined for Safe and Drug-Free Schools and will not condone or tolerate acts concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, in school vehicles, or at school sponsored events and character education will be incorporated on a daily basis.

Evaluation Data Source(s) 1: Number of reports received concerning violence, harassment, or bullying.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) All staff have been trained and will report any incidents that are identifies as bullying in accordance with the district's Bullying Prevention Policy.</p>	4, 10	Teachers, Counselor, Campus Administrators	Discipline Referrals, Incident Reports			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>2) All staff will participate in Crisis/Emergency Preparedness Training, activities & drills which are conducted each grading period.</p>	10	Principals, all staff & students	GIS Crisis Plan & Prevention Notebook, SRO, Local Law Enforcement both local and SRO			
<p>Critical Success Factors CSF 6</p> <p>3) GIS will staff a licensed nurse to be the first point of contact regarding student health records, Fitnessgram, maintain the nurse's office and administer medication to students as prescribed by a physician.</p>	2, 10	School nurse, GISD Administration	Student sign-in documentation & Skyward			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>4) The campus will address and inform the district of safety needs and concerns regarding the physical plant of the facility.</p>	1, 10	Campus Administrators	Decreased student incidents, Repair Documentation			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	GIS will seek and provide high quality professional development opportunities and membership in professional organizations to enhance instructional and leadership skills to impact student learning, (CAST, CAMT, Leader in Me, Empowering Writers, Fundamental 5)
1	3	2	Teachers will be trained to utilize data and research methods to drive instruction and programs will be implemented to address the needs of all students including those in need of targeted RtI methods and those in need of GT instruction.
2	1	2	GIS administration will evaluate, coordinate, and collaborate with Johnson County Shared Service Arrangement (JCSSA) regarding the continuum of placement options for SPED population.
2	1	4	Interventionists, teachers, and principals will identify and serve struggling students in the RtI process through tutorials, enrichment opportunities, classroom activities and assessments utilizing research-based materials, technology and programs.
2	1	7	Increased time in text based instruction through Fundamental 5 practices and critical reading and writing across the curriculum.
2	1	8	Leadership Notebooks will be used for students to track their own academics, attendance, involvement.
6	1	1	Utilize the Fundamental 5 and rubrics for students to identify the expected learning and the expected outcome of the learning.
6	2	1	Through monitoring, teachers will formatively assess student progress to provide immediate feedback and make educational decisions regarding current and future instruction.
6	2	2	Student-Teacher conferences regarding grades, progress, and TEKS mastery
6	3	1	Utilize Lead4Ward/Eduphoria resources to review and analyze data to make instructional decisions.
7	3	1	Provide differentiated instruction to target multiple learning styles through various instructional settings and assess mastery through formative and summative evaluation
7	3	2	Provide tutorials, remediation, and enrichment opportunities based on progress monitoring results associated with Response to Intervention (RtI) utilizing research based materials and programs.
7	3	3	Continue use of Empowering Writers program to strengthen and improve student writing skills. Students are writing critically in all classes as an element of quality instruction.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers are given planning days each grading period to disaggregate data, plan, and track class & student progress. Teachers will plan engaging and challenging activities that are meaningful and relevant.
1	2	1	Assess student mastery via curriculum-based assessments and other appropriate assessment tools; supply the necessary technology devices and software to reach high academic standards.
1	2	3	Provide tutorials, remediation, and interventions based on progress monitoring results associated with Response to Intervention (RtI), or provide enrichment opportunities based on classroom assessments utilizing research-based materials and programs.
1	3	1	GIS will seek and provide high quality professional development opportunities and membership in professional organizations to enhance instructional and leadership skills to impact student learning, (CAST, CAMT, Leader in Me, Empowering Writers, Fundamental 5)
1	3	2	Teachers will be trained to utilize data and research methods to drive instruction and programs will be implemented to address the needs of all students including those in need of targeted RtI methods and those in need of GT instruction.
2	1	1	Students identified with dyslexic tendencies are serviced by highly trained teachers and/or paraprofessionals that adhere to the District Dyslexia Plan and collaborate with the District and Campus 504 Coordinators to screen students and train classroom teachers.
2	1	2	GIS administration will evaluate, coordinate, and collaborate with Johnson County Shared Service Arrangement (JCSSA) regarding the continuum of placement options for SPED population.
2	1	4	Interventionists, teachers, and principals will identify and serve struggling students in the RtI process through tutorials, enrichment opportunities, classroom activities and assessments utilizing research-based materials, technology and programs.
2	1	5	5) General education teachers and principals will ensure that general education students are provided explicit instruction through multiple learning styles and learning arrangements.
2	1	7	Increased time in text based instruction through Fundamental 5 practices and critical reading and writing across the curriculum.
2	1	8	Leadership Notebooks will be used for students to track their own academics, attendance, involvement.
6	1	1	Utilize the Fundamental 5 and rubrics for students to identify the expected learning and the expected outcome of the learning.
6	2	1	Through monitoring, teachers will formatively assess student progress to provide immediate feedback and make educational decisions regarding current and future instruction.
6	2	2	Student-Teacher conferences regarding grades, progress, and TEKS mastery
6	3	1	Utilize Lead4Ward/Eduphoria resources to review and analyze data to make instructional decisions.

Goal	Objective	Strategy	Description
7	3	1	Provide differentiated instruction to target multiple learning styles through various instructional settings and assess mastery through formative and summative evaluation
7	3	2	Provide tutorials, remediation, and enrichment opportunities based on progress monitoring results associated with Response to Intervention (RtI) utilizing research based materials and programs.
7	3	3	Continue use of Empowering Writers program to strengthen and improve student writing skills. Students are writing critically in all classes as an element of quality instruction.

State Compensatory

Budget for Godley Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6112 00 042 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,000.00
199.E.11.6119.00.042.0.30.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$92,938.00
199 E 11 6121 00 042 0 30 000	6129 Salaries or Wages for Support Personnel	\$1,000.00
199.E.11.6141.00.042.0.30.000	6141 Social Security/Medicare	\$1,363.00
199.E.11.6142.00.042.0.30.000	6142 Group Health and Life Insurance	\$7,800.00
199.E.11.6143.00.042.0.30.000	6143 Workers' Compensation	\$442.00
199 E 11 6144 00 042 0 30 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$6,318.00
199.E.11.6145.00.042.0.30.000	6145 Unemployment Compensation	\$196.00
199.E.11.6146.00.042.0.30.000	6146 Teacher Retirement/TRS Care	\$2,714.00
	6100 Subtotal:	\$113,771.00
6300 Supplies and Services		
199 E 11 6399 00 042 0 30 000	6399 General Supplies	\$1,800.00
	6300 Subtotal:	\$1,800.00

Personnel for Godley Intermediate School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Connie Peppers-Mooney	Instructional Aide	Before/After school program	1.0 of stipend
Stefani Dalton	Teacher	RtI	1.0
Tamara Swanson	Teacher	MTA	1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Letitia McCasland	Teacher	RtI	1.0