

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



Mission Statement

The mission of Godley Elementary School 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

All Learners of Godley Elementary will:

Develop a solid foundation in reading, writing, and math.

Utilize a variety of multi-media tools for learning and communicating.

Have the ability to differentiate and apply appropriate social and professional communication skills.

Develop and apply critical thinking and problem solving skills.

Exhibit integrity and moral character.

Which results in:

Students who are capable of consistently setting personal and professional goals.

Students who are capable of applying persistence and reason when pursuing endeavors.

Students who are productive contributing citizens.

Students who show academic growth from year to year and demonstrate a continued interest in learning.

Students who are able to communicate effectively using a variety of media.

Students who will graduate prepared with the knowledge to continue their education in college and/or a career.

Core Beliefs

We believe that:

Community engagement is vital to learning and promoting accountability in all students.

Education gives students a solid foundation for a successful future.

Balancing and understanding academic and personal goals will prepare students for the future.

All learners with proper guidance can develop the motivation to persevere through any challenge.

Meaningful and relevant work engages students in profound learning.

A safe and friendly environment is essential for student learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the Texas Academic Performance Report (TAPR) from 2015-2016, Godley Elementary had an enrollment of 641 students and was a Title I School-Wide campus. Student demographics included the following:

- * Economically Disadvantaged
- * English Language Learners
- * Gifted and Talented
- * Special Education
- * At Risk
- * African American
- * Hispanic
- * White
- * American Indian
- * Asian
- * Pacific
- * Two or More Races

Our campus student population is currently experiencing a 2.6% growth. The ELL population has experienced a growth in 5 years and is currently at 15.2% for the campus student population.

Demographics Strengths

Demographic strengths found:

- * Class size average for grades K-6 is 19.4 compared to state average of 19.9
- * 96.1 attendance rate as reported on 2015-16 School Report Card

Demographics Needs

Demographic changes indicate the following needs:

- * Growth of overall student population requiring expansion facilities.
- * Growth of overall student population requiring additional staff.
- * Growth of ELL population requiring a future need for bi-lingual teaching staff.

Student Achievement

Student Achievement Summary

Godley Elementary met standard in the state accountability system.

Student Achievement Strengths

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

- * Growth and improvement in remediation /tutorial programs.
- * Additional staff for RTI and dyslexia programs to support student achievement.
- * Utilization of student assessment disaggregation tools (OnData Suite, Eduphoria, etc).

Student Achievement Needs

The following areas show a need for improvement:

- * Extend staff knowledge/proficiency in disaggregation tools (Eduphoria, etc.).
- * Increase in performance in all areas for ESL, ELL, EcDis populations.
- * Reading in all grade levels.
- * Implementing strategies for student self-improvement (The Leader In Me).
- * Increase the number of teachers trained in MTA/dyslexia.
- * Improve our policy for identifying, testing and serving our gifted population.

School Culture and Climate

School Culture and Climate Summary

Godley Elementary recognizes the need for an inviting and secure atmosphere to enable all learners to thrive.

School Culture and Climate Strengths

- * Implementation of the Leader In Me.
- * Updated entrance and hallways to provide a welcoming environment.
- * Opportunities for staff recognition and comradery.

School Culture and Climate Needs

- * Supplies for needed updates.
- * Funds to purchase needed supplies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- * The teaching and support staff continue to strengthen their skills through various types of staff development.
- * We are proactive in seeking out and providing quality training for teachers and staff.
- * 100% of teachers are Highly Qualified.
- * We collaborate with local universities to acquire top quality teachers.

Staff Quality, Recruitment, and Retention Strengths

- * 100% of Godley Elementary teachers are Highly Qualified.
- * A classroom teacher in each grade level was dyslexia trained to accommodate our growing dyslexia population.
- * We participate in district-wide Professional Learning Communities which allow teachers to share strengths, concerns, and to plan for improvement.
- * All staff were indoctrinated in the Leader In Me program.

Staff Quality, Recruitment, and Retention Needs

- * Improve mentoring program for new teachers.
- * Foster opportunities for grade-level, campus-wide, district-wide meetings.
- * Provide opportunities for staff appreciation and comradery.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Godley Elementary utilizes data gathered from a variety of resources for constant monitoring of student growth. Godley ISD is a technology-rich district, and teachers have many opportunities to utilize and develop their technological skills in their teaching.

Curriculum, Instruction, and Assessment Strengths

- * Eduphoria for lesson planning.
- * Daily 5, Empowering Writers, iStation, DIBELS, IXL, Moby Max, DRA

Curriculum, Instruction, and Assessment Needs

- * Reading
- * Writing
- * Special Ed
- * ESL
- * G/T
- * To improve our Pre-Kindergarten program by providing high quality curriculum, teacher training and field trips that relate to the Pre-Kindergarten guidelines.

Family and Community Involvement

Family and Community Involvement Summary

Godley Elementary recognizes the importance and value of strong school/parent/community relations and will strive to provide opportunities for involvement.

Family and Community Involvement Strengths

- * Scheduling Wildcat Family Engagement Nights.
- * More parent volunteers on campus.
- * Continuing WatchD.O.G dad program.

Family and Community Involvement Needs

- * Supplies for volunteers.
- * Areas for meeting and storage.

Technology

Technology Summary

Godley ISD is a technologically advanced district. Student instruction integrates a variety of technology resources as a tool for learning. Teachers receive individualized and differentiated professional development on the integration of technology-based tools. Online instructional materials provide students with an alternative way to foster their academic growth.

Technology Strengths

- * Classroom sets of devices such as iPod Touch, iPad
- * Technology support staff
- * Chromebook carts

Technology Needs

- * Educate teachers and students on the importance of digital citizenship.
- * Add and upgrade devices for student use.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals








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

Performance Objective 1: Meet the needs for all students; including, but not limited to, Special Education, ESL, and At-Risk students.

Evaluation Data Source(s) 1: Increased academic performance and overall school climate.

Summative Evaluation 1:

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 CSF 4 1) Full-time teachers for dyslexia program, Reading intervention, and Math intervention.	1, 2, 3, 9, 10	Principal Assistant Principal	Increased academic success			
Funding Sources: 199- SCE - \$105,422.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide materials/licenses for academic improvement and progress monitoring.	2, 8, 9	Principal Assistant Principal RtI Teachers Classroom Teachers	Individual Student Portfolios Academic Success			
Funding Sources: 199- SCE - \$0.00						
Critical Success Factors CSF 1 CSF 7 3) Provide "high-quality" staff development.	1, 3, 4, 5	Principal Assistant Principal	Implementation of a variety of strategies and increased academic success.			
Funding Sources: 199- SCE - \$0.00						
Critical Success Factors CSF 1 CSF 6 4) Provide all staff/students with the furniture, supplies, software (licensing) and materials needed for maximum learning.	1, 5	Principal Assistant Principal	Increased academic success and overall school climate.			
Funding Sources: 199- SCE - \$0.00						
Critical Success Factors CSF 6 5) Provide adequate support staff to maintain a quality educational environment.	3	Principal	Highly Qualified Reporting			
Funding Sources: 199- SCE - \$58,311.00						

<p align="center">Critical Success Factors CSF 6</p>	5	Principal Assistant Principal	Low turnover			
6) Provide opportunities for staff interaction and reflection. Funding Sources: 199- SCE - \$0.00						
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 6</p>	2	Principal Assistant Principal Counselor Classroom Teachers	Recipient Lists Leader In Me program			
7) Provide recognition for student achievement in all areas; including, but not limited to, academics, attendance, character. Funding Sources: 199- SCE - \$0.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Students will be placed into classes/programs that meet their individual needs.

Evaluation Data Source(s) 1: Advance student academic performance based on individual needs/abilities.

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide Power Practice, tutorials, and RtI enrichment to meet individual student needs. (above and below grade level expectations)</p>	2, 3, 9	Classroom Teachers G/T Certified Teachers RtI Teachers	Individual Academic Progress			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Students identified with Dyslexic tendencies will be served by a highly-qualified teacher in a dyslexia program.</p>	2, 9	MTA Teacher Counselor Classroom Teachers	Progress in MTA program			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Students qualifying for ESL services will be monitored/served according to their individual needs.</p>	1, 2, 9, 10	Classroom Teachers Counselor ESL Paraprofessional ESL District Contact	TELPAS scores Individual academic progress			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Students qualifying for Special Education services will be monitored/served according to their individual needs.</p>	1, 9, 10	Special Education Teachers Principal Assistant Principal	Student Schedules			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>5) Students will receive two recess/brain opportunities during the school day in all grade levels.</p>	2	Classroom Teachers	Class Schedules			
Funding Sources: 199- SCE - \$0.00						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

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

Performance Objective 2: Staff members will have opportunities to meet and prepare with other staff members at both the campus and district levels.

Evaluation Data Source(s) 2: Lesson planning and data will be consistent across each grade level.

Summative Evaluation 2:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 2 CSF 4 CSF 7 1) Grade-level planning day at least once per semester.	3, 4	Principal Assistant Principal Lead Teachers	Meeting Agendas/Minutes			
Funding Sources: 199- SCE - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: Provide opportunities for students to explore all areas of the Fine Arts.

Evaluation Data Source(s) 3: Students will participate in activities involving, music, art, theatre, and dance.

Summative Evaluation 3:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 1) Provide time and materials for students to explore music, art, dance, and theatre.	2	Music Teacher	Music programs Art exhibits			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: Provide many opportunities for explicit instruction in content area, in both whole group and small group situations.

Evaluation Data Source(s) 4: Evidenced in lesson planning, classroom observations, and walk-throughs.

Summative Evaluation 4:



Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 1) Student participation in Daily 5, Math Daily 3, Power Practice, tutorials, etc.	9	Classroom Teachers Principal Assistant Principal	Classroom Schedules			
Critical Success Factors CSF 1 CSF 4 2) Expanding Content Mastery to better serve our population.	9	Content Mastery Teacher Principal Assistant Principal	Academic improvement for Content Mastery students.			
Critical Success Factors CSF 1 3) Implementation of school-wide Reading Initiative.	2, 9	Classroom Teachers Principal Assistant Principal	Improved Reading scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: GES will integrate technology throughout the instructional program at all grade levels and all subject areas.

Evaluation Data Source(s) 1: Students will have daily opportunities to access various forms of technology. Survey students and parents on technology use.

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</p> <p>1) Ensure that all staff are proficient in the latest technology and tools to assist them in covering the TEKS and delivering curriculum/instruction.</p>	1, 2, 3, 4	Principal Assistant Principal Technology Staff	Use of a variety of technological tools to improve academic performance.			
Funding Sources: 199- SCE - \$0.00						
						

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

Performance Objective 2: Students will learn to utilize various forms of technology as a tool for learning.

Evaluation Data Source(s) 2: Evidenced through digital products and demonstration.

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</p> <p>1) Students will access technology devices through, but not limited to, computer labs, classroom computers, iPod Touch, iPads and chromebooks.</p>	2	Principal Assistant Principal Technology Director/Staff Classroom Teachers	Student demonstration.			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Students will be exposed to creative technology tools as an avenue to explore personal interests and possibilities.</p>	2	Director of Learning and Innovation Technology Staff Teachers	Student independence in navigating equipment in the Center for Learning and Innovation.			
Funding Sources: 199- SCE - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: Staff and students will learn and exhibit the value and importance of digital citizenship.

Evaluation Data Source(s) 3: Evidenced through digital interactions.

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</p> <p>1) Students will be introduced to expectations for appropriate digital interaction.</p>	2	Classroom Teachers Computer Lab Assistant	Appropriate use of technology			
Funding Sources: 199- SCE - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 1: GES will monitor, prepare, and plan for growth and changing demographics of our campus.

Evaluation Data Source(s) 1: Administrative action regarding class size and programs offered.

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 3 CSF 6</p> <p>1) GES will keep central administration informed of rapidly increasing student enrollment.</p>	1	Principal Assistant Principal PEIMS Clerk	Increased facility and staff numbers.			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>2) GES will monitor the rapidly increasing number of students eligible for English as a Second Language services.</p>	1, 2, 7, 10	Principal Assistant Principal Counselor ESL Coordinator	Research and resources approved to implement a Bilingual program within the next 2-3 years.			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Pre-Kindergarten teachers will make a positive first contact with new students before the school year begins.</p>	7	Pre-Kindergarten Teachers ESL Assistant	Contact log			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Pre-Kindergarten will host multiple family engagement activities and opportunities.</p>	6, 7	Pre-Kindergarten teachers Administrators	School activities calendar Parent sign in sheets			
Funding Sources: 199- SCE - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Godley Elementary will introduce students to career options and make them aware of the availability of post-secondary opportunities.

Evaluation Data Source(s) 1: Student participation and feedback.

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 5 CSF 6</p> <p>1) GES staff/students will participate in a "College Go Get It" week which will explore post-secondary options.</p>	7	Principal Assistant Principal Counselor	Student participation and feedback.			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) GES students will utilize a career exploration program such as Career Week activities and 2nd grade Economic Fair.</p>	6, 7	Counselor	Increased student awareness of job opportunities.			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) GES students will participate in engaging field experiences that will expose them to a variety of people, places, and careers.</p>	2, 7	Teachers Principal Assistance Principal	Student exposure to a variety of situations and possibilities. Leader In Me program leadership opportunities.			
Funding Sources: 199- SCE - \$0.00						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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

Performance Objective 1: Disaggregate state and local assessment information to drive individual as well as group instruction.

Evaluation Data Source(s) 1: Increased academic success.

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 2 CSF 3 CSF 7</p> <p>1) Disaggregate 3rd Grade STAAR information.</p>	1, 2, 4, 8, 9	Principal Assistant Principal RtI Teachers Classroom Teachers	Improved instruction and STAAR scores.			
Funding Sources: 199- SCE - \$0.00						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Utilize individual progress monitoring to drive power practice and tutorials. (iStation, Moby Max, Reflex, DRA, DIBELS, Nessy, etc.)</p>	1, 2, 8, 9	Principal Assistant Principal RtI Teachers Classroom Teachers	Improved academic success.			
Funding Sources: 199- SCE - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Create transparency with campus events that would allow parents, community, and families to become involved.

Evaluation Data Source(s) 1: Number of activities and parent participation that occurs.

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 5</p> <p>1) Skyward data management system will be utilized to track financial and student data and communicate with parents.</p>	6	Principals, Office/PEIMS staff, Teachers	Skyward Access Reports Family Access Reports			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide opportunities for parental and community involvement to volunteer with school.</p>	6	Principals Counselor Teacher	Parent Volunteer Program Logs WatchD.O.G.S. Logs Music Program Sign-Ins Class Activities Sign-Ins Wildcat Engagement Night sign-Ins			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide informational meetings/communication and resources for parents.</p>	2, 6	Principals Counselor Teachers Technology Staff	Annual Individual Parent Meetings Meet the Teacher/Open House Grandparent's Lunch Grade Level Parent Meetings Teacher Websites Godley ISD Website/Calendar Skyward Parent Access			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Increase Parent/Teacher Organization involvement.</p>	6	Principals Counselor Teachers	Increased presence of parents/families on campus.			
Funding Sources: 199- SCE - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Increased opportunities for Parental Involvement.

Evaluation Data Source(s) 1: Evidenced through participation logs and frequency of events.

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 5</p> <p>1) Continue the Watch DOGS program for our male parents. (Dads of Great Students)</p>	1, 6	Assistant Principal Counselor	Participation in Recruitment Event Participation Log throughout year			
Funding Sources: 199- SCE - \$0.00						
<p>Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Allow multiple opportunities for parents/community to be involved in student-led activities.</p>	1, 2, 6, 7	Principal Assistant Principal Teaching Staff	Parent Sign-In Logs Calendar of Events			
Funding Sources: 199- SCE - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: Provide for the health and safety needs of all staff and students.

Evaluation Data Source(s) 2: Increased awareness of how to stay healthy mentally and physically.

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) A clinic staffed by a Registered Nurse and supplied with the tools necessary to care for our staff and students.</p>	2	Principal	Nurse records			
<p>Critical Success Factors CSF 6</p> <p>2) Provide drug awareness and education through red-ribbon week activities.</p>	2, 10	Counselor	Participation in week's activities.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	Provide Power Practice, tutorials, and RtI enrichment to meet individual student needs. (above and below grade level expectations)

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Full-time teachers for dyslexia program, Reading intervention, and Math intervention.
6	1	2	Utilize individual progress monitoring to drive power practice and tutorials. (iStation, Moby Max, Reflex, DRA, DIBELS, Nessy, etc.)

State Compensatory

Budget for Godley Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6112 00 101 0 30 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199 E 11 6119 00 101 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$108,415.00
199 E 11 6129 00 101 0 30 000	6129 Salaries or Wages for Support Personnel	\$24,676.00
199 E 11 6141 00 101 0 30 000	6141 Social Security/Medicare	\$1,930.00
199.E.11.6142.00.101.0.30.000	6142 Group Health and Life Insurance	\$7,800.00
199.E.11.6143.00.101.0.30.000	6143 Workers' Compensation	\$3,382.00
199 E 11 6144 00 101 0 30 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$9,459.00
199 E 11 6145 00 101 0 30 000	6145 Unemployment Compensation	\$276.00
199 E 11 6146 00 101 0 30 000	6146 Teacher Retirement/TRS Care	\$3,447.00
6100 Subtotal:		\$160,385.00
6300 Supplies and Services		
199 11 6329 PK 101 0 30 000	6329 Reading Materials	\$550.00
199 E 11 6329 00 101 0 30 RDG	6329 Reading Materials	\$200.00
199 E 11 6399 00 101 0 30 RDG	6399 General Supplies	\$4,300.00
199.E.11.6399.PK.101.0.30.000	6399 General Supplies	\$1,250.00
6300 Subtotal:		\$6,300.00
6400 Other Operating Costs		
199 11 6412 PK 101 0 30 000	6412 Student Travel	\$800.00
199 11 6494 PK 101 0 30 000	6494 Reclassified Transportation Expenses	\$700.00
6400 Subtotal:		\$1,500.00

Personnel for Godley Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debbie Lamb	Teacher Aide		1.0
Judy White	Teacher	Dyslexia-MTA	1.0
Stacy Brown	Teacher	RtI	1.0

Title I

Schoolwide Program Plan

Summarize what benefits you get from being a school-wide campus.

The six steps that our campus follows include:

etc etc

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Just a summary of how you are meeting those components.

2: Instruction by highly qualified professional teachers

The main things you are doing that will impact the campus

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Renee McCoy	Teacher	RtI	1.0

Campus Improvement Committee

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