Godley Independent School District

Godley High School

2015-2016 Campus Improvement Plan

Mission Statement

The mission of Godley High 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 GISD 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 2014-15 Godley High school has an enrollment of 487 students. Student demographics include the following:

- Economically Disadvantaged - 47%

- English Language Learners - 3%

- Career and Technical Education - 89%

- Gifted and Talented - 4%

- Special Education - 13%

- At-Risk - 48%

- African American - .2%

- Hispanic - 21%

- White - 76%

- American Indian - .3%

- Asian - .1%

Demographics Strengths

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

- Class size for grades 9th - 12th is an average oof 15 students

- 95% of high school graduates graduated on the recommended program

- 96.6% attendance rate

- 1% dropout rate

Demographics Needs

Demographic changes indicate the following needs:

- Growth of student populkation will require additional staff

- Growth of the student population will require expansion and building of new facilities

- Additional and continued training for staff concerning ELL poplulation needs and ELL teaching strategies

- Identification of GT students and training for new staff

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teaching and support staff at Godley High School continues to strengthen their skills through various types of staff development.

The district is very proactive in providing training for teachers and staff.

100% of Godley High school teachers meet the Highly Qualified.

Godley High School collaborates with local universities to aquire top quality teachers.

Staff Quality, Recruitment, and Retention Strengths

- 100% of teachers are Highly Qualified.

- Additional staff was added to accomodate the geowth in the number of students we currently have enrolled.

- Professional Learning Communities within our staff are helping identify and address staff and students strengths and weakness.

Staff Quality, Recruitment, and Retention Needs

- Improve mentoring programs for new teachers.

- Continued training for a teacher in the dyslexia program.

- TAPR indicates that teacher salaries are still below the state average and need to be increased.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

GISD is focusing on innovative teaching strategies and instructional methods that will benefit all students. We are going to focus on students who are economically disadvantaged, English language Learners, students who are served through special education and gifted and talented. While the district is rich in technology and professional development, it is noted that teachers still benefit from professional development that trains teachers in sound teaching methods. Our teachers are concentrating on sharing new strategies and techniques for the innovative classrooms we are crerating.

Curriculum, Instruction, and Assessment Strengths

- Asking processed based questions

- Using Eduphoria for lesson plans

- Using Lead4ward

- Daily 5 in ELA classes

- IXL Math

- Empowering writers methods

Curriculum, Instruction, and Assessment Needs

- GT identification and service

- Special Education

- Career Assessment

- We have a lack of language interpreters

- Limited classroom support for ESL students

_ Professional development can be used in teaching teachers how to share their knowledge to other teachers

Technology

Technology Summary

Godley High School is committed to providing up to date technology resources to help our students and teachers lead an innovative environment. Student instruction integrates a variety of technology resources as a tool for learning such as chromebooks, prejection devices and distance learning. Teacher receive individualized and differentiated professional development on the integration of these tools. Online instruction materials provide students with an alternative way to access written tetxs and research information.

Technology Strengths

- Godley High School is 1:1 with chromebooks

- Intensive training in engaging teaching methods for all new and existing teachers in the district

- Technology is avulable for students before and after school for any student that does not have internet capability at home

- The technology staff is readily available for staff and strives for immediate response to their needs

Technology Needs

- Software upgrades on stand alone computer system in our CTE classrooms and teachers computers

- Continue to educate staff and students on the importance of digital citizenship

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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: GHS 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.

Summative Evaluation: Increased academic and personal growth for teachers.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Provide time for PLC's to take place.						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: GHS will maintain a completion rate of 98% with 85% of students graduating on the Recommended, Distinguished or Endorsement graduation plans.

Summative Evaluation: Percentage of students who graduate on the Recommended, Distinguished or Endorsement Plan and the number of students listed on the drop-out list.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Federal System Safeguard Strategies 1) Counselors will develop Personal Graduation Plans (PGP's) for each student.	9	Counselor	The PGP is on file for each student. Graduation.			
	Funding Sources: 199- SCE					
2) School personnel will monitor students' attendance and maintain contact with the parents regarding attendance policies and procedures.	2, 6, 10	Attendance clerk, PEIMS clerk, School Resource Officer, Assistant Principal	Increased student attendance and academic success.			
	Funding Sources: 199- SCE					
3) Monitor and track all GHS beginning of the year (BOY) and leavers to make sure they have enrolled in another school or home school.	7, 10	PEIMS Clerk, Counselor, Registrar, Assistant Principal and Principal.	PBMAS Leaver Data Integrity Report			
	Funding Sources: 199- SCE					
4) Provide Comprehensive Education Homebound Instruction (CEHI) to any student meeting the criteria by a highly qualified teacher.	2, 3, 4, 10	Counselor, Nurse, CEHI Teacher, Assistant Principal, and Principal	Student academic success			
	Funding Sources: 199- SCE					
5) Identify students that meet the criteria of homeless and provider services according to the McKinney-Vento Homeless Act and the GISD homeless plan.	2, 10	Special programs Director, Homeless Liaison, Counselor, PEIMS Clerk, Assistant Principal and Principal	PEIMS Student Data Reports, State and Federal Reports			

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

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

Performance Objective 3: GHS 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.

Summative Evaluation: Increased academic and personal growth for all students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Offer tutorials before/after school ie. - Friday Night Lights	9	Asst. Principal, Classroom Teachers	Increased academic success.			
	Funding Sources: 199- SCE					
2) Use various methods for students to obtain online credit ie. - TxVSN, signing online, Odyseeyware	9, 10	Counselor, Classroom Facilitator	Credits obtained.			
	Funding Sources: 199- SCE					
3) Summer School	9, 10	Counselor, Principal, Asst. Principal, Teacher	Student will obtain needed credit(s).			
	Funding Sources: 199- SCE					
4) Provide Instructional Aides in the classroom	9, 10	Principal, Assistant Principal	Increased Academic Success			
	Funding Sources: 199- SCE					
5) Provide High Quality Staff Development	4	Principal, Asst. principal, Director of Special Programs	Increased academic growth for all students.			
	Funding Sources: 199- SCE					
6) All teachers and staff will integrate ESL methodology and strategies into their instruction.	1, 2, 9, 10	Special Programs Director, Principal, Assistant principal, Dept. Heads	Increased student academic success.			
	Funding Sources: 199- SCE					

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

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

Performance Objective 4: Communicate the opportunities of graduation plans, post-secondary, and career readiness opportunities.

Summative Evaluation: Meet with every student during the school year to discuss these opportunities, provide opportunities for students to go on fired trips to visit colleges, career and technical schools and host a college, technical school fair.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Personal Graduation Plans will be developed and monitored to make sure students are on track to graduate with their endorsement(s).	2, 7, 9	Counselor	Graduation			
	Funding Sources: 199- SCE					
2) Provide college and career readiness information such as but not limited to career fairs, college days, SAT Prep, ASVAB, ACT, career interest inventory, work force opportunities through CTE classes, etc.	6, 7, 10	Counselor, Asst. Principal, Principal	Activities held yearly on our campus			
	Funding Sources: 199- SCE					
Critical Success Factors CSF 5 3) Meet with all 8th grad students and parents in the spring semester to talk about choosing an endorsement and their graduation plans.	6, 10	Counselor, Principal, Asst. principal	All student have selected at least one endorsement and their class schedule will be set.			

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

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

Performance Objective 5: Campus Administration will provide programs, planning opportunities and training for teachers to disaggregate, analyze and use data to guide instruction designed to increase student performance and student achievement.

Summative Evaluation: Campus Accountability Reports and STAAR/EOC Performance Reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Teachers may attend Lead4ward and/or Kilo training, as well as GHS providing training dates for teachers to learn how to disaggregate, analyze and use student data.	1, 2, 3, 4, 8, 9	Dept. Heads, Assistant Principal, and Principal	Optimum instruction that will help increase student performance and achievement.			
	Funding Sources: 199- SCE					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: GHS 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.

Summative Evaluation: Evidence seen in lesson plans, classroom observations, and walk-throughs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Teachers may attend trainings at ESC 11, use PD 360 (Edivate) and use common planning dates to implement new strategies.	2, 4, 8	Principal, Assistant Principal, and Dept. heads	Optimum lesson planning benefitting the students.			
	Funding Sources: 199- SCE					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: GHS 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.

Summative Evaluation: Evidence of various projects completed by students during academic success, Genius Hour, and/or Innovations classes.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Offer students choices of outcomes on assignments as appropriate.	2	Teachers, Principal and Asst. Principal	Students will be able to choose the medium in which to do their assignments (digital, print, etc.).			
2) Explore and use a variety of classrooms arrangements.	2	Teachers, Principal, Asst. principal	Students will experience a more rallied and focused classroom environment.			
Critical Success Factors CSF 1 CSF 4 3) GHS will provide and maintain campus libraries (CL&I's - Centers for Learning and Innovation) that meet the needs of the 21st century student.	1, 4	District Librarian, GHS Library staff, Director of Learning and Innovation, Principal and Asst. principal.	Follett reports, CL&I evaluation of strengths and needs			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 3: GHS will develop and maintain a positive environment that promotes successful student learning.

Summative Evaluation: Provide necessary basic supplies for classroom teachers, faculty, staff and all programs designed to facilitate learning activities to meet campus, district, state and federal goals and objectives.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) GHS will provide necessary basic supplies as identified by classroom teachers, faculty, staff and programs designed to meet campus, district, state and federal goals and objectives.		Principal, Assistant Principal, Directors, Department Heads, Teachers, Counselors, and Sponsors	Faculty and staff will have all the ancillary items needed for them and the students to be successful.			
	Funding Sources: 199- SCE					
2) Address identified needs in extra-curricular, fine arts, and UIL programs including but not limited to athletics, cheerleading, band, AG, student leadership, FCCLA, NHS, Theater, PALS, VASE, FCSA< FFA< CTAT, TCEA< FCSTAT, VATAT and TBTEA		Principals, Assistant Principal, Directors, Department Heads, Teachers, Counselors and Sponsors	Student will be able to compete and participate in any and all programs offered by Godley High School			
	Funding Sources: 199- SCE					

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

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

Performance Objective 4: Provide support for staff to meet together to problem-solve and take a pro-active approach to improving the quality of all GHS programs, instruction and learning.

Summative Evaluation: Surveys, PDAS, Formal Assessment results.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Meet with 8th grade students and parents during the spring semester to talk about endorsements and have students choose a(n) endorsement(s) for their graduation plans.	2, 4, 5, 8	Principal, Assistant Principal, and Teachers	STAAR?EOC and Aware data, Benchmark test data, sign-in sheets, agendas and notes from			
	Funding Sources: 199- SCE					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 5: All students will be scheduled into appropriate instructional settings that comply with state and local policies.

Summative Evaluation: Master schedule 2015-2016.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Students will review their own 6 year plan and their current graduation requirements, their endorsement plan before enrolloing in their classes for the upcoming year.	2	Counselor, Office Staff, Teachers, Principal, Asst. principal	Counselor and office staff will visit with each student in a classroom setting and review their needs each spring for their graduation plan for graduation.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 1: Students will learn about digital citizenship, digital etiquette, cyber bullying and other related topics.

Summative Evaluation: GISD Acceptable Use Policy and presentations in the classroom.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Teachers will teach the students our expectations of the GISD Acceptable Use Policy.	2, 8, 10	Teachers, Technology Staff, Asst. principal, Principal	Student show good digital citizenship			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: GHS 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.

Summative Evaluation: Teachers are using a blended approach in teaching. Survey teachers on technology training.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Allow teachers to attend trains and collaborate with other educators to discuss and implement various forms of training to bring forth a blended teaching model.		Principal, Teachers, Assistant Principal, Center for learning and Innovation staff	New ideas and teaching strategies are present in the classroom and the CL&I			
	Funding Sources: 199- SCE					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 3: GHS will develop and implement Centers for Learning and Innovations. (CLI)

Summative Evaluation: 100% student participation and access district wide.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) GHS will implement innovative strategies and equipment for students to use in the CL&I	1, 9	Principal. Assistant Principal, Director of Learning and Innovation, Librarian and CL&I staff	Will purchase a 3 D printer for students to use. Will actively use the media scape in all classes.			
	Funding Sources: 199- SCE					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 4: All GHS students will be given a Chrome Book to use appropriately everyday to complete assignments for their classes.

Summative Evaluation: Student check out list.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Provide training for current and new students who are in need of help with chrome books and digital tools.	1, 2, 7	Teachers, CL&I staff	Students are successful using the chrome book and digital tools thus being successful in the classroom.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: GHS 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.

Summative Evaluation: Passage of Bond.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) GHS will actively involve and communicate with staff, students and community members to see that students needs are met regarding the new high school building.	1	Principal, Assistant Principal, Counselor	surveys, teachers meeting, community meetings, brochures, talk with student groups and organizations			
	Funding Sources: 199- SCE					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: GHS will maintain, monitor and evaluate facilities to make sure they meet the needs four students.

Summative Evaluation: Facilities are safe for our students and community.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Provide adequate maintenance personnel to meet the needs of maintaining the campus facilities.	1	Maintenance Director, Asst. Principal, Principal, and Custodial Staff	Nice looking, safe, well maintained facilities			
	Funding Sources: 199- SCE					
2) Monitor the need to add or upgrade campus facilities as needed		Principal, Assistant principal, Assistant Superintendent, Superintendent	We are meeting the needs of our students and teachers.			
	Funding Sources: 199- SCE					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: GHS 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.

Summative Evaluation: Number of partnerships developed with active student participation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Attend and participate in CTE Summits in Johnson County to gather information on jobs and job requirements in the area.	8	Principal, Asst. principal, Counselor, CTE teachers.	We will be able to provide our students with job information and requirements.			
2) GHS will develop partnerships with local and area businesses to ensure that are meeting the needs for their workforce	1, 10	CTE Teachers, Counselor, principal, and Assistant Principal	The number of partnerships formed between GHS and area business			
	Funding Sources: 199- SCE					
3) GHS will develop partnerships with other Johnson County Schools for course sharing opportunities for our students	1, 10	Counselor, CTE Department Head, Assistant Principal, and Principal	Students being able to attend another Johnson County school for a course that we are not able to offer.			
	Funding Sources: 199- SCE					

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

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

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

Summative Evaluation: Number of students choosing endorsements.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) GHS will develop and produce endorsement plans based on student interest and community needs.	1, 7, 10	Counselor, Assistant Principal, and Principal	Endorsement catalog, endorsement powerpoint presentation			
	Funding Sources: 199- SCE					
2) GHS will develop and produce a CTE catalog for students, parents and staff to reference.	1, 10	CTE Teachers, Counselor, Assistant Principal, and Principal	CTE catalog and CTE powerpoint presentation			
	Funding Sources: 199- SCE					
3) GHS will continue to enrich curriculum with the addition of more classes in coherent sequences including but not limited to TXVSN and Signing online	1, 2, 10	Counselor, Assistant Principal, and Principal	Cohesive Endorsement Plans			
	Funding Sources: 199- SCE					

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

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

Performance Objective 3: Students will be provided opportunities to participate in National assessments such as PSAT, SAT, and ACT, and to enroll in institutions of Higher Education.

Summative Evaluation: Number of students participating each year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Counselors will provide students and parents information regarding PSAT, ACT, SAT, Aspire, and TSI tests	8	Counselor, Assistant principal, and Principal	Number of students who take the tests. College Readiness Indicator.			
	Funding Sources: 199- SCE					
2) GHS will obtain agreements with Institutions of Higher Education to provide the opportunity for our students to pursue dual credit opportunities.	10	Counselor, Principal, and Assistant Principal	Number of students completing dual credit classes			
	Funding Sources: 199- SCE					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 6: GHS 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.

Summative Evaluation: Increased academic growth and TEKS mastery will be evidenced in student projects and assignments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Teachers will use rubrics in the classroom	1, 9	Principal, Assistant Principal, and Teachers	Teachers are using rubrics			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 6: GHS 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.

Summative Evaluation: Increased student performance and grades reflective of state assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 1) Implement student-led conferences regarding grades	2, 9	Teachers	Increased student success.			
Critical Success Factors CSF 1 2) Students complete a self-evaluation form.	2, 9	Teachers	Increased student success.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 3: The GHS Administrative Team, Department Heads and Campus Improvement Team members 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.

Summative Evaluation: Student growth will be evident in data and program evaluations.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) GHS Administrative Team will collaborate and ensure the implementation of local, state and federal programs and policies and explore options to enhance and positively impact student learning.	4, 10	Principal, Asst. Principal, Teachers, District CL&I staff, Director of Learning and Innovation, Special programs Coordinator, HB5 Coordinator, Executive Director of Finance	ATM Meeting notes, Program evaluations, teacher and student feedback.			
2) GHS Administrators and teachers will explore options to enhance student learning, attend professional development opportunities, and seek membership in professional organizations to enhance leadership skills and ultimately impact student learning.		Principal, Asst. Principal, and Teachers	Certificates for professional development, ATM meetings, and program evaluations.			
Critical Success Factors CSF 1 CSF 2 3) Administrators and Department Heads, and teachers will disaggregate, analyze, and use district data to guide instruction, evaluate programs, and provide opportunities for departments to collaborate.	1, 4, 8	Principal, Asst. Principal, Dept. Heads and Teachers	Student progress, State and Federal Accountability reports.			
Critical Success Factors CSF 1 4) Coordinate, collaborate, and evaluate with Johnson County Shared Services Arrangement (JCSSA) regarding the placement options for our SPED population.	10	JCSSA Staff, Principal, Asst. Principal, Diagnostician, Counselor, SPED department, 504 Coordinator.	Stae and federal Accountability Reports, PEIMS Reports.			

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

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

Performance Objective 4: Disaggregate STAAR/EOC and Higher Ed. data for all students and focus on objectives below 80% answered correctly.

Summative Evaluation: Increased academic success.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Disaggregate SE's and EOC data using the Lead4ward model for each subject area and identifying how each is tested	1, 2, 8, 9	Department heads, Assistant Principal, and Principal	Objective mastery Tests and Benchmark tests			
	Funding Sources: 199- SCE					
2) Use backward lesson planning to determine the scope and sequence.	3, 8, 9	Department Heads, Assistant Principal, and Principal	Completion of all SE's taught			
	Funding Sources: 199- SCE					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 7: GHS 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 9 components of HB5 including state accountability.

Summative Evaluation: Creation of Balanced Report Card.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Skyward data management system will be utilized to track financial and student data and communicate with parents.	6	Principal, Asst. principal, Office Staff, and Teachers	Skyward Access Reports, Family Access Reports, Skyward PO's and Student performance Reports			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 7: GHS 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.

Summative Evaluation: Increased involvement & student success.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Increase Participation in UIL events, as well as all clubs and organizations by hosting an Activity/UIL Fair. This will allow our students to know what activities we offer and they will be able to let us know if they want to add an activity.	2	Principal, Asst. principal, UIL Director and UIL Sponsors, Club and organization sponsors.	Increased number of student participation			
2) Increase the number of students participating in athletics.	2	Athletic Directors, and Coaches	Number of students participating and the number of teams for each sport.			

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

Goal 7: GHS 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.

Summative Evaluation: Student progress and achievement as reported in State and Federal Accountability Reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 CSF 2 1) Assess Student mastery through benchmark and various assessment tools.	1, 8, 9	Principal, Asst, principal, teachers	Student progress, progress monitoring using AWARE data, and Lead4ward.			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide tutorials, remediation, and enrichment opportunities based on student progress monitoring results with RtI using researched based materials and programming including but not limited to before/after school tutorials, Odysseyware credit recovery, and summer school.	2, 8, 9, 10	Principal, Asst. Principal, Counselor, Testing Coordinator, Teachers	Student benchmark scores, RtI monitoring, class scores and averages.			

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

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

Performance Objective 1: GHS will adhere to the principles of a Safe and Drug-Free School District and will not condone or tolerate acts concerning unwanted physical or verbal aggression, sexual harassment and other forms of bullying in school, on school grounds, in school vehicles, or at school sponsored events.

Summative Evaluation: Number of reports received concerning violence, harassment, or bullying.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Implementation and training of the district Crisis Management Plan with components including: bus safety / evacuation, conflict resolution [TEC 11.252(3)(B)], suicide prevention, violence prevention [TEC 11.252 (3)(B)], discipline student code of conduct, classroom management [TEC 11.252 (a)(3)(E)], recognition of child sexual abuse and other maltreatment of children [TEC 38.0041], harassment and dating violence [TEC 37.011], Family code [71.0021]. Safety drills will be scheduled and conducted.	10	Counselor, Principal, Assistant Principal, Transportation Director	Number of incidents reported in PEIMS discipline records.			
	Funding Sources: 199- SCE					
2) Provide a comprehensive education program regarding the dangers of using alcohol, drugs, and tobacco as well as prevention and intervention strategies for bullying, physical and verbal aggression, dating violence and conflict resolution.	10	Counselor, Assistant Principal, Principal and School Resource Officer	Student discipline records and PEIMS reports			
	Funding Sources: 199- SCE					
3) Contact outside agencies to conduct periodic contraband inspections.	10	Principal and Assistant Principal	Student discipline records and PEIMS reports			
	Funding Sources: 199- SCE					
4) Have a school resource officer through Johnson County Sheriff's office	10	Superintendent and Johnson County Sheriffs office	Police reports, Crime Stoppers anonymous texting tip line			
	Funding Sources: 199- SCE					
5) GHS will maintain a partnership with Keene ISD for our DAEP long term disciplinary placement	10	Principal, Assistant Principal, Counselor, and Diagnostician	Attendance reports, Dropout and Graduation rates			
	Funding Sources: 199- SCE					
6) GHS will implement a dating violence prevention policy as required by HB 121	10	Counselor, Assistant Principal, and Principal	Student discipline records and police reports			
	Funding Sources: 199- SCE					

7) GHS will manage behavior by implementing the Positive Behavior Support Strategies derived from the 7 Modules of the Texas behavior Support Initiative including: School and Classroom Interventions, Positive Supports, Time Out, Severe Action Planning and CPI Restraint Training	2	Counselor, Assistant Principal, and Principal	Discipline Records			
	Funding Sources: 199- SCE					
8) GHS will maintain a drug testing program that all students participating in extra-curricular activities and students who drive MUST be tested		Assistant Superintendent, Athletic trainer, Principal, Assistant Principal, and Nurse	Drug testing log			
9) GHS will install and manage cameras that monitor our facilities	1	Technology Director	Discipline reports			
10) GHS will implement Character Education	2	Counselor, PALS, Sponsor, STUCO Sponsor, NHS Sponsor, Exchangettes Sponsor, daily announcements, class meetings, Principal's Advisory committee, school wide assemblies, AD's, Band Director and Physical Education Teachers	Student discipline records			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: GHS will provide clean, safe, secure and well-maintained facilities to ensure students and employees are able to perform their duties safely, effectively and efficiently.

Summative Evaluation: Maintenance and custodial reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) GHS will monitor facilities to make sure they are well maintained and safe for students and staff	1	Principal, Assistant Principal, Custodians and Maintenance staff	Safe and well maintained facility, accident reports			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Counselors will develop Personal Graduation Plans (PGP's) for each student.

State Compensatory

Budget for Godley High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 001 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$48,072.00
199 E 11 6121 00 001 0 30 000	6121 Extra Duty Pay/Overtime - Support Personnel	$3,000.00
199 E 11 6141 00 001 0 30 000	6141 Social Security/Medicare	$741.00
199 E 11 6143 00 001 0 30 000	6143 Workers' Compensation	$240.00
199 E 11 6144 00 001 0 30 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$3,376.00
199 E 11 6145 00 001 0 30 000	6145 Unemployment Compensation	$106.00
199 E 11 6146 00 001 0 30 000	6146 Teacher Retirement/TRS Care	$1,521.00
	6100 Subtotal:	**$57,056.00**
6200 Professional and Contracted Services		
199 E 93 6222 00 001 0 28 000	6222 Student Tuition - Public Schools	$60,000.00
	6200 Subtotal:	**$60,000.00**
6300 Supplies and Services		
199 E 11 6399 00 001 0 30 000	6399 General Supplies	$3,000.00
	6300 Subtotal:	**$3,000.00**

2015-2016 Campus Planning Committee

Committee Role	Name	Position
Administrator	Leigh Brown	Principal
Administrator	Brent Batch	Assistant Principal
Committee Member	Chelsea Avalos	English Dept. Head
Committee Member	Nicole Chaplin	History Teacher
Committee Member	Jane Cook	CTE Dept. Head
Committee Member	Barbara DelBrail	CTE Teacher
Committee Member	Rue Domel	Science Dept. Head
Committee Member	Adrian Gonzalez	Science Dept. teacher
Committee Member	Georgann Henderson	English Teacher
Committee Member	Jade Jackson	Math Dept. Head
Committee Member	Steve Long	Science Teacher
Committee Member	Lori Lummus	Special Ed. Dept. Head
Committee Member	Bill Pendergrass	Social Studies Dept. Head
Committee Member	Chiara Renaud	Spanish Teacher
Committee Member	Tanner Trask	Math Teacher
Committee Member	Tyler Wiggains	Fine Arts Dept. Head
Community Representative	Paul McPherson	Community Representative
Counselor	Angela Angeley	Counselor
Non-classroom Professional	David Trammell	District Employee
Student	Sayde Simpson	Student

Campus Funding Summary

199- SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3	199-SCE		$0.00
1	3	4			$0.00
1	3	5			$0.00
1	3	6			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	5	1			$0.00
2	1	1			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	4	1			$0.00
3	2	1			$0.00
3	3	1			$0.00
4	1	1			$0.00
4	2	1			$0.00
4	2	2			$0.00
5	1	2			$0.00
5	1	3			$0.00

5	2	1			$0.00
5	2	2			$0.00
5	2	3			$0.00
5	3	1			$0.00
5	3	2			$0.00
6	4	1			$0.00
6	4	2			$0.00
8	1	1			$0.00
8	1	2			$0.00
8	1	3			$0.00
8	1	4			$0.00
8	1	5			$0.00
8	1	6			$0.00
8	1	7			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00