

GODLEY HIGH SCHOOL
Campus Improvement Plan
2009 - 2010

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 everchanging world.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. 42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001

Elementary and Secondary Education Act (ESEA) Goals

By 2013-2014, all students will reach high standards at a minimum proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of students, in the aggregate and for each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in reading on the State's assessment. *

Performance indicator: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in mathematics on the State's assessment. *

Performance indicator: The percentage of Title I schools that make adequate yearly progress.

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. (Proficiency Chart)

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1 *

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2. *

All students will be taught by highly qualified teachers. [Section 9101(23) of ESEA] [Section 1111(h)(1)(C)(viii)]

Performance indicator: The percentage of classes being taught by "highly qualified" teachers in the aggregate and in "high-poverty" schools (top quartile of schools ranked by low-income population).

Performance indicator: The percentage of teachers receiving high-quality professional development. [Section 9101(34)]

Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.[Section 1119(c) and (d)]

All students will graduate from high school.

Performance indicator The percentage of students who graduate from high school, with a regular diploma

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Targets

Performance targets define the progress the STATE expects to make at specified points in time with respect to each indicator as determined by the Texas Education Agency (TEA), effective July 1, 2009 for the 2009-2010 school year.

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in the following:

- GOAL 1: The reading and writing of the English language
- GOAL 2: The understanding of mathematics
- GOAL 3: The understanding of science
- GOAL 4: The understanding of social studies

Education Code 4.001, 4.002

Campus Site-Based Decision Making Committee
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Janet Trammell, Chairperson

Cindy Ikey
Lynda Summers
Cathy Gaines

Bill Pendergrass
Jane Cook
Stephanie Rodgers

Everardo Galvan
Lacey Bennett
Christina Forster

Other Professionals

Rich Dear, Jeanne Cobb, Leigh Brown, Cheryl Villaneuva

Parent Members

Tara Kennedy

Business Members

David Hanna

Community Members

Paul McPherson
David Trammell

At-Large

Danna Allen

Student

Jake Williams

Comprehensive Needs Assessment

Godley High School conducted a comprehensive needs assessment based on AEIS (Academic Excellence Indicator System) data, including TAKS (Texas Assessment of Knowledge and Skills) performance, attendance rates, dropout rates, and SAT/ACT data. Other sources utilized in the comprehensive needs assessment were parental involvement records, safe and drug-free schools and community evaluation, federal program guidelines, and district policies. In addition, for general education and for special programs, the data were disaggregated for all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. Individual student's strengths and weaknesses were identified by using INOVA data and disaggregating TAKS data by grade level, subject area and objectives. Godley High School is a Title I school.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program. Needs were identified in the six areas of decision-making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Focus, High Expectations, School Climate, and Parental Involvement).

Surveys were disseminated to faculty, staff and parents, including business and community representatives serving on the District Decision Making Committee. The district improvement plan from the 2008-2009 school year was reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2009-2010 district improvement plan includes all identified priority needs.

Meetings by many groups were instrumental in the formulation of the Godley High School needs assessment. The following is a list of specific groups and the frequency they met to discuss and contribute to the GHS needs assessment.

1. Campus site-based decision making committee – Met at least once per semester(see above)

2. GHS Department Heads – Met at least once per six weeks - Math department head Cindy Ikey, Science department head Janet Trammell, Social Studies department head Bill Pendergrass, English department head Alice Brooks, CTE department head Jane Cook, and Special Education department head Cathy Gains.
3. GHS administrative team - Principal Rich Dear, Assistant Principal Leigh Brown, Counselor Cheryl Villanueva, Senior counselor Sandra Dear,
4. Principal's advisory committee – Met once per six weeks - Student committee consisting of 32 students.
5. GHS faculty and staff – Met once per month. The comprehensive needs assessment was a standing topic of discussion for all faculty meetings.

To assess where our students are in relation to our vision, mission, and board approved goals, the campus site-based decision making committee (CSBDMC), GHS department heads, and the GHS administrative team reviewed all available data to identify our strengths and to prioritize our areas of concerns. Formal review includes data from the following:

- Results from community, parent, staff, and student surveys
- Disaggregation of longitudinal AEIS data (repeated observations of the same items over long periods of time)
- Disaggregation of current-year AEIS data (State data)
- Disaggregation of AYP (Annual Yearly Progress) data (NCLB federal data)
- Results of benchmark assessments
- Prior year budget /entitlements and expenditures in relation to current year funding and priorities
- Staff needs assessment surveys
- Results of State & Federal planning requirements
- Student retention rates
- Subject failure rates separated by grade level and department
- Discipline records for 2008-2009

	IDENTIFIED STRENGTHS	DATA SOURCE
1	Technology. GISD has made a commitment to motivate students through genuine engagement by integrating technology into the classroom. Classroom technology includes classroom projectors, internet access, interwrite boards, student response systems, lap top computer labs, and other various tools.	Classroom visits, comparison to other districts
2	Training / staff development - GISD required all teachers to become TTCC certified. TTCC is a rigorous technology training that enabled teachers to effectively use the technology available to them. GHS teachers attended many self-chosen professional development workshops and trainings to improve classroom instruction.	Self assessment, Region XI service center, staff development log
3	Teacher confidence with technology integration - Many schools have technology, many schools have teachers that want to use and are confident with technology, GHS has both.	Self assessment
4	Improving TAKS scores. - GHS was rated as an academically RECOGNIZED campus in 2009 by TEA scoring above the state average in ALL TAKS areas. Longitudinal TAKS data since 2005 indicate increasing student TAKS test scores. GHS has not been a recognized campus since 2001.	TAKS data
5	Low teacher/staff turnover rate. GHS has 50 of 55 faculty and staff returning for the '09-'10 school year. Omitting teacher retirement and athletic coaching changes, GHS has only had five teacher vacancies in three years.	Self assessment
6	Student attendance rate - The GHS attendance rate for 2008-2009 was 95.89%	PEIMS, Self assessment
7	Social Studies - The Social Studies TAKS passing rate for GHS increased from 95.3% in 2008, (10th grade = 92%, 11th grade = 98%) to 96% in 2009. (96% for both 10 th & 11 th grade)	TAKS data
8	ELA (English Language Arts) - The ELA TAKS passing rate for GHS increased from 92.3% in 2008 (9th grade = 92%, 10th grade = 92%, 11th grade = 94%) to 98% school-wide in 2009. (9 th =100%, 11 th = 100%, 11 th = 92%)	TAKS data
9	High student participation in school related extra-curricular activities - In '08-'09 this included 95 students in band, 16 in drill team, 28 in cheerleading, 125 in boys & girls athletics, 103 in FFA, 10 in FCCLA, 20 in student government/leadership, 12 in PALS, 34 members of the Principal's Advisory Committee, and 20 in UIL academics.	Self assessment
10	Small class sizes	Teacher reports
11	Small student body - few students slip through the cracks	Teacher reports
12	School parent communication via Skyward home access and school website.	Parent surveys
13	Caring, committed teaching staff.	Parent and student surveys, teacher retention rate, active participation in student events.

	AREAS OF CONCERN	DATA SOURCE
1	High student mobility rate.	PEIMS,
2	Student Apathy. GHS has experienced a high failure rate due to non-completion of assignments. Many students lack motivation to give genuine effort in core academic areas, particularly in Math and Science .	Classroom grades, Report cards, progress reports, benchmarks
3	Few parents use Skyward home access or the GHS website - We are continually working toward improving communication with parents.	District data, surveys
4	Some students don't value education.	Surveys
5	Low Math Scores - Although the GHS 2009 math passing rate was above state average at 92%, we still strive for improvement.	TAKS data
6	Low Science Scores - Although the GHS 2009 science passing rate was above state average at 87%, we still strive for improvement.	TAKS data
7	Continue upgrading and integration of technology in the curriculum. - 1. Portable computer labs - Limited access to computer / internet - GHS has three devoted computer labs used for scheduled classes, and 2 mobile laptop labs for teachers to check out on an as-needed basis. With the commitment to integrate technology into the classroom, GHS needs more computers. 2. Graphing calculators - A limited amount of calculators hampers the educational process.	
8	Increase more opportunities for CTE coherent sequences.	Campus data
9	Increase student skills for problem solving and evaluation TAKS objectives.	Longitudinal student performance data.
10	Ensure that all Title I student groups are identified and properly served, including students with limited English proficiency (LEP) and Migrant students.	PEIMS, Campus data
11	Ensure that all student sub-populations are identified and properly served with special focus on identified low performing sub-populations.	PEIMS, Campus data

Comprehensive Needs Assessment Data
2008 GHS TAKS results with indicators

	9th grade	9th grade	10th grade	10th grade	11th grade	11th grade	Total	Total met	All Students Average		
	Students tested	Students met stand.	Students tested	Students met stand.	Students tested	Students met stand.	tested	Standard			
ALL STUDENTS ELA	121	111	84	77	81	76	286	264	92.3%	Exemplary	
ALL STUDENTS MATH	120	85	85	57	78	67	283	209	73.8%	Acceptable	3
ALL STUDENTS SCIENCE	x	x	89	60	80	69	169	129	76.3%	Recognized	
ALL STUDENTS S.S.	x	x	88	81	82	81	170	162	95.3%	Exemplary	
Sub-pop - WHITE - ELA	104	94	72	66	73	68	249	228	91.5%	Exemplary	
Sub-pop - WHITE - MATH	103	73	73	49	69	60	245	182	74.3%	Acceptable	1 student
Sub-pop - WHITE - SCIENCE	x	x	76	51	71	70	147	121	81.6%	Recognized	
Sub-pop - WHITE - S.S.	x	x	75	69	73	68	148	137	92.6%	Exemplary	
Sub-pop - HISPANIC - ELA	16	16	10	9	8	8	34	33	97.0%	Exemplary	
Sub-pop - HISPANIC - MATH	16	11	11	7	9	8	36	26	72.0%	Acceptable	1 student
Sub-pop - HISPANIC - SCIENCE	x	x	12	8	9	8	21	16	76.0%	Recognized	
Sub-pop - HISPANIC - S.S.	x	x	12	11	9	9	21	20	95.0%	Exemplary	
Sub-pop - ECO. DIS. - ELA	49	42	24	21	20	20	93	83	89.0%	Recognized	
Sub-pop - ECO. DIS. - MATH	48	29	26	15	20	18	94	62	*66%	Acceptable	9
Sub-pop - ECO. DIS. - SCIENCE	x	x	27	16	20	20	47	36	76.6%	Recognized	
Sub-pop - ECO. DIS. - S.S.	x	x	27	24	20	17	47	41	87.0%	Recognized	

Grade	Subject	Tested	Failed	Passed/Tested	Passing %	State Passing %	Difference in state average	GHS 2007	GHS 2006	GHS 2005
11	ELA	81	5	76/81	94%	90%	4% above	95.50%	83%	97%
11	Math	76	9	67/76	86%	79%	7% above	89.50%	70%	72%
11	SS	81	2	79/81	98%	95%	3% above	98.50%	93%	90%
11	Science	80	11	69/80	86%	80%	6% above	92.80%	70%	66%
10	ELA	84	9	75/84	92%	86%	6% above	79%	92%	64%
10	Math	85	28	57/85	67%	63%	4% above	52.30%	67%	45%
10	SS	88	7	81/88	92%	88%	4% above	88.30%	87%	81%
10	Science	89	29	60/89	67%	64%	3% above	55.20%	71%	42%
9	Reading	121	10	111/121	92%	84%	8% above	87%	91%	91%
9	Math	120	35	85/120	71%	60%	11% above	74%	35%	65%

2008 TAKS Mean Scale Scores
GHS Compared to State Mean Scores

Grade	READING / ELA			MATH			Social Studies			Science		
	State mean Score	GHS Mean	Difference	State mean Score	GHS Mean	Difference	State Mean Score	GHS Mean	Difference	State Mean Score	GHS Mean	Difference
9	2255	2285	30	2168	2237	69						
10	2259	2260	1	2171	2182	11	2299	2289	-10	2156	2133	-23

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Reading/ELA				Math			Social Studies			Science		
9	100	105	95%	92	103	89%						
Gr 9 w/o TPM	96	100	96%	90	99	91%						
Gr 9 TPM	100	100	100%	92	99	93%						
10	102	115	89%	83	112	74%	107	122	88%	78	116	67%
Gr 10 w/o TPM	95	105	90%	80	102	78%	99	112	88%	73	107	68%
Gr 10 TPM	105	105	100%	94	102	92%	108	112	96%	93	107	87%
11	74	81	91%	73	80	91%	81	84	96%	69	79	87%
Gr 11 w/o TPM	72	78	92%	70	77	91%	78	81	96%	66	76	87%
All w/o TPM	263	283	93%	240	278	86%	177	193	92%	139	183	76%
White w/o TPM	215	232	93%	198	225	88%	147	161	91%	117	152	77%
Hisp w/o TPM	38	62	61%	33	44	75%	25	27	93%	16	26	62%
ECD w/o TPM	74	81	91%	61	81	75%	43	57	75%	33	54	61%
Wh w/ TPM	275	283	97%	260	278	94%	187	193	97%	158	183	86%
Hisp w/ TPM	38	42	90%	33	44	75%	26	27	96%	17	26	65%
ECD w/ TPM	78	84	93%	62	81	77%	53	57	93%	40	54	74%
All W/ TPM	277	283	98%	256	278	92%	186	193	96%	159	183	87%
(State)			(96%)			(89%)			(98%)			(83%)

GHS Students Enrolled in CTE Classes

CTE CLASS	Students
Accounting	10
Intro World Agriculture	58
Applied Agric Science	55
Intro Ag Mech	44
Home Improvement	44
Animal & Plant Production	11
Intro to Horticulture	12
Metal Fabrication	35
Power Tech	34
Equine Science	12
Wildlife/Recreation Mgt	11
Power Machinery	2
Ag Mechanics	17
Horticulture 1	1
BCIS	88
BCIS 2	11
Child Development	13
Cosmetology	4
DCP 1	15
Food Tech	35
Personal Family	40
Preparation of Parenting	12
Principles of Tech	19
Welding	1
Business Support Services	16
Nutrition and Food Science	40
Total students	640

Campus Plan Title 1, Part A Schoolwide Requirements

Component #1	Conduct a comprehensive needs assessment of the entire school in order to develop and implement a successful campus plan and program.
Component #2	Implement schoolwide reform strategies that are scientifically research based.
Component #3	Provide instruction by highly qualified teachers.
Component #4	Provide high quality and on-going professional development.
Component #5	Provide strategies to attract highly qualified teachers to high needs students.
Component #6	Utilize strategies to increase parental involvement.
Component #7	Assist preschool children in the transition from early childhood programs to local elementary school programs.
Component #8	Include teachers in decisions regarding the use of academic assessments.
Component #9	Ensure that students who experience difficulty mastering the proficient or advance achievement standards on state academic assessments are provided with effective, timely, additional assistance.
Component #10	Coordinate and integrate federal, state, and local services and programs.

C.I.P. Category Explanation

Strategies – Identifies and describes the strategy being used.

Needs Assessment – What was used to determine this need?

Special Population – Who will be served by this strategy?

Person(s) Responsible – Who is responsible for the implementation of the strategy?

Resources – What resources will be used to aide with this strategy?

Formative Evaluation & Documentation – What is being used to ensure that the strategy is being implemented and that the strategy is having intended results.

Timeline – What is the timeline for strategy / evaluation implementation?

Acronym Explanations

AEIS = **A**cademic **E**xcellence **I**ndicator **S**ystem – Report from TEA that pulls together a wide range of information on the performance of students in each school and district in Texas every year.

AEIS-IT = A comprehensive test data analysis software tool for TAKS data disaggregation.

AYP = **A**nnual **Y**early **P**rogress – used for NCLB accountability for math and reading

ESL = English Second Language

FERPA = The **F**amily **E**ducational **R**ights and **P**rivacy **A**ct (FERPA) - A Federal law designed to protect the privacy of a student's education records.

INOVA – Software program that helps teachers determine the appropriate interventions for students by looking at their individual statistical information using historical data from the last three years.

LEA = **L**ocal **E**ducation **A**gency – Godley ISD

LEP = **L**imited **E**nglish **P**roiciency

PBMAS = **P**erformance **B**ased **M**onitoring **A**nalysis **S**ystem

PEIMS = **P**ublic **E**ducation **I**nformation **M**anagement **S**ystems--PEIMS encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

SES – **S**ocio-**E**conomic **S**tatus – SES is an economic and sociological combined total measure that enables the state to determine how individuals or families fit into society using factors such as family income, level of education, and occupation that have been shown to impact a student's education, health and well being.

SPP = **S**tate **P**erformance **P**lan

TAKS = **T**exas **A**ssessment **K**nowledge & **S**kills - a standardized test used in Texas primary and secondary schools to assess students' attainment of TEKS.

TEA = **T**exas **E**ducation **A**gency

TEKS = **T**exas **E**ssential **K**nowledge & **S**kills - comprise the state-mandated curriculum that establish what every student, from elementary to high school must master.

Goal 1

Godley High School will maintain the TEA academic rating of Recognized for the 2009-2010 school year.

Performance Objectives:

- TAKS – All Students and Special Programs Students will continue to perform at a level above the state average.
- TAKS data will be disaggregated to determine targeted students.

Summative Evaluations:

AEIS – Academic Excellence Indicator System

TAKS – Texas Assessment of Knowledge and Skills

PBMAS – Performance Based Monitoring Analysis System

AYP – Annual Yearly Progress

Special Programs Annual Evaluations

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
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Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<p>1.1 Disaggregate TAKS Reading data for ALL STUDENTS and focus on objectives below 80% answered correctly. (School-wide Campus Improvement Plan Components 1, 2, 8, 9)</p> <p><u>Targeted TEKS and TAKS Objectives</u></p> <ul style="list-style-type: none"> ▪ Basic Understanding (grade 9) ▪ Knowledge of Literary Elements (grade 9) ▪ Literary Elements and Techniques (grade9) ▪ Short Answer Literary Selection (grade 9) ▪ Using Strategies to Analyze (grades 9-11) ▪ Applying Critical Thinking Skills (grades 9-11) ▪ Analysis and Evaluation (grade 9) ▪ Short Answer (Expository Selection) <ul style="list-style-type: none"> ○ Short Answer (Connecting Selections) <p><u>Teacher Activities</u></p> <ul style="list-style-type: none"> • Define each objective for each grade level. • Compare and contrast how each objective is tested for each grade level. • Determine how each objective will be taught at each grade level to meet TAKS expectations. • Determine what resources will be used to teach the objective for each grade level in addition to textbooks. <p><u>Administrator Activities</u></p> <ul style="list-style-type: none"> • Ensure that grade levels not tested on TAKS participate in vertical planning and curriculum alignment 	<p>TAKS data</p> <p>Needs assessment # 9</p> <p>PBMAS</p> <p>LEA determination via SPP</p> <p>AYP</p> <p>AEIS</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporters</u> Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff</p>	<p>TAKS Data</p> <p>TAKS Information Booklets</p> <p>Accelerated Reader</p> <p>Tutorials</p> <p>Staff Development (Region XI ESC)</p> <p>INOVA</p> <p>AEISIT</p>	<p>Lesson Plans</p> <p>Principals Observations</p> <p>Progress reports</p> <p>Report cards</p> <p>Objective mastery tests</p> <p>Benchmark tests</p>	<p>Weekly</p> <p>Weekly</p> <p>3 weeks</p> <p>6 weeks</p> <p>6 weeks</p> <p>Mini-bench-marks in class-room</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<p>1.2 Disaggregate TAKS Writing objectives for All Students, including Special Education students, and focus on weaknesses below 70% answered correctly. (Components 1, 2, 8, 9)</p> <p><u>Targeted TEKS and TAKS Objectives</u></p> <ul style="list-style-type: none"> • Composition • Organization • Sentence Structure • Standard Usage/word choice • Punctuation, capitalization, spelling <p><u>Teacher Activities</u></p> <ul style="list-style-type: none"> • Define each objective for each grade level. • Compare and contrast how each objective is tested for each grade level. • Determine how each objective will be taught at each grade level. • Determine what resources will be used to teach the objective for each grade level. <p><u>Administrator Activities</u></p> <ul style="list-style-type: none"> • Ensure that grade levels not tested on TAKS participate in vertical planning and curriculum alignment. • Develop activities and teacher-made tests that align with TAKS expectations. • Teachers will model critical thinking skills as a regular part of daily instruction. • Integrate the Writing Process across the curriculum. • Incorporate Short Answer items aligned to TAKS expectations 	<p>TAKS data</p> <p>Needs assessment # 9</p> <p>PBMAS</p> <p>LEA determination via SPP</p> <p>AYP</p> <p>AEIS</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporters</u></p> <p>Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff</p>	<p>TAKS data</p> <p>TAKS Information Booklets</p> <p>Tutorials</p> <p>Staff Development (Region XI ESC)</p>	<p>Lesson plans</p> <p>Principals observations</p> <p>Progress reports</p> <p>Report cards</p> <p>Objective mastery tests</p> <p>Benchmark tests</p>	<p>Weekly</p> <p>Weekly</p> <p>3 weeks</p> <p>6 weeks</p> <p>6 weeks</p> <p>Mini-bench-marks in class-room</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<p>1.3 Disaggregate TAKS English Language Arts (ELA) objectives for All Students, including Special Education students, and focus on weaknesses below 70% answered correctly. (Components 1, 2, 8, 9)</p> <p><u>Targeted TEKS and TAKS Objectives</u></p> <ul style="list-style-type: none"> • Composition(grades 10, 11) ▪ Basic Understanding (grades10, 11) ▪ Literary elements and techniques (grades 10, 11) <ul style="list-style-type: none"> ○ Short Answer Literary Selection (grades 10, 11) ▪ Analysis and Evaluation (grades 10, 11) <ul style="list-style-type: none"> ○ Short Answer Expository Selection (grades 10, 11) ○ Short Answer Connecting Selections (grades 10, 11) ▪ Revising and Editing (grades 10, 11) <p><u>Teacher Activities</u> (grades 9-11)</p> <ul style="list-style-type: none"> ▪ Define Short Answer ▪ Practice responding to expository and literary selections with short answers ▪ Use short answer to connect literary and expository selections ▪ Use direct quotation, paraphrase, or brief summary • Define each objective for each grade level. • Compare and contrast how each objective is tested for each grade level. • Determine how each objective will be taught at each grade level. • Determine what resources will be used to teach the objective for each grade level. 	<p>TAKS data</p> <p>Needs assessment # 9</p> <p>PBMAS</p> <p>LEA determination via SPP</p> <p>AYP</p> <p>AEIS</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporters</u></p> <p>Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff</p>	<p>TAKS data</p> <p>TAKS Information Booklets</p> <p>Tutorials</p> <p>Staff Development (Region XI ESC)</p>	<p>Lesson Plans</p> <p>Principals Observations</p> <p>Progress reports</p> <p>Report cards</p> <p>Objective mastery tests</p> <p>Benchmark tests</p>	<p>Weekly</p> <p>Weekly</p> <p>3 weeks</p> <p>6 weeks</p> <p>6 weeks</p> <p>Mini-bench-marks in class-room</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<p>1.4 Disaggregate TAKS Math objectives for All Students, including Special Education students, and focus on weaknesses below 70% answered correctly. (Components 1, 2, 8, 9)</p> <p><u>Targeted TEKS and TAKS Objectives</u></p> <ul style="list-style-type: none"> • Numbers, operations, and quantitative reasoning (grade 9) • Patterns, relationships, and algebraic reasoning. (grade 9) • Geometry and spatial reasoning (grade 9) • Concepts and uses of measurement (grade 9) • Probability and statistics (grade 9) • Mathematical processes and tools (grades 9-11) • Functional Relationships (grades 9-11) • Properties and attributes of functions (grades 9-11) • Linear Functions (grades 9-11) • Linear Equations and Inequalities (grades 9-11) • Quadratic and Other Nonlinear Functions (grades 9-11) • Geometric Relationships and Spatial Reasoning (grades 9-11) • Two- and Three-Dimensional Representations (grades 9-11) • Measurement and Similarity (grades 9-11) • Percents/Proportions/Probability/Statistics (grades 9-11) 	<p>TAKS data</p> <p>Needs assessment # 9, 5</p> <p>PBMAS</p> <p>LEA determination via SPP</p> <p>AYP</p> <p>AEIS</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporters</u></p> <p>Math lead teacher -Cindy Ikey, Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Math Teachers, Teaching Staff</p>	<p>TAKS data</p> <p>TAKS Information Booklets</p> <p>Tutorials</p> <p>Staff Development (Region XI ESC)</p>	<p>Lesson Plans</p> <p>Principals Observations</p> <p>Progress reports</p> <p>Report cards</p> <p>Objective mastery tests</p> <p>Benchmark tests</p>	<p>Weekly</p> <p>Weekly</p> <p>3 weeks</p> <p>6 weeks</p> <p>6 weeks</p> <p>Mini-benchmarks in class-room</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<p><u>Teacher Activities</u></p> <ul style="list-style-type: none"> • Define each objective for each grade level. • Compare and contrast how each objective is tested for each grade level. • Determine how each objective will be taught at each grade level. • Determine what resources will be used to teach the objective for each grade level. • Develop additional campus benchmark tests. <p><u>Administrator Activities</u></p> <ul style="list-style-type: none"> • Ensure that grade levels not tested on TAKS participate in vertical planning and curriculum alignment. • Develop activities and teacher-made tests that align with TAKS expectations. • Teachers will model critical thinking skills as a regular part of daily instruction. 						

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<p>1.5 Disaggregate TAKS Science objectives for All Students, including Special Education students, and focus on weaknesses below 70% answered correctly. (Components 1, 2, 8, 9)</p> <p><u>TAKS Objectives</u></p> <ul style="list-style-type: none"> The Nature of Science (grades 10, 11) Organization of Living Systems (grades 10, 11) Interdependence of Organisms and the Environment (grades 10, 11) Structures and Properties of Matter (grades 10, 11) Motion, Forces, and Energy (grades 10, 11) <p><u>Teacher Activities</u></p> <ul style="list-style-type: none"> Define each objective for each grade level. Compare and contrast how each objective is tested for each grade level. Determine how each objective will be taught at each grade level. Determine what resources will be used to teach the objective for each grade level. Develop additional campus benchmark tests. <p><u>Administrator Activities</u></p> <ul style="list-style-type: none"> Ensure that grade levels not tested on TAKS participate in vertical planning and curriculum alignment. Develop activities and teacher-made tests that align with TAKS expectations. Teachers will model critical thinking skills as a regular part of daily instruction. 	<p>TAKS data</p> <p>Needs assessment # 9, 6</p> <p>PBMAS</p> <p>LEA determination via SPP</p> <p>AYP</p> <p>AEIS</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporters</u></p> <p>Science lead teacher – Janet Trammell, Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff</p>	<p>TAKS data</p> <p>TAKS Information Booklets</p> <p>Tutorials</p> <p>Staff Development (Regional ESCs)</p>	<p>Lesson Plans</p> <p>Principals Observations</p> <p>Progress reports</p> <p>Report cards</p> <p>Objective mastery tests</p> <p>Benchmark tests</p>	<p>Weekly</p> <p>Weekly</p> <p>3 weeks</p> <p>6 weeks</p> <p>6 weeks</p> <p>Mini-benchmarks in classroom</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<p>1.6 Disaggregate TAKS Social Studies objectives for All Students, including Special Education students, and focus on weaknesses below 70% answered correctly. (Components 1, 2, 8, 9)</p> <p><u>Targeted TEKS and TAKS objectives</u></p> <ul style="list-style-type: none"> • Demonstrate an understanding of issues and events in U.S. history. (grades 10, 11) • Demonstrate an understanding of geographic influences on historical issues and events. (grades 10, 11) • Demonstrate an understanding of economic and social influences on historical issues and events (grades 10, 11) <p><u>Teacher Activities</u></p> <ul style="list-style-type: none"> • Define each objective for each grade level. • Compare and contrast how each objective is tested for each grade level. • Determine how each objective will be taught at each grade level. • Determine what resources will be used to teach the objective for each grade level. • Develop additional campus benchmark tests. <p><u>Administrator Activities</u></p> <ul style="list-style-type: none"> • Ensure that grade levels not tested on TAKS participate in vertical planning and curriculum alignment. • Develop activities and teacher-made tests that align with TAKS expectations. • Teachers will model critical thinking skills as a regular part of daily instruction. 	<p>TAKS data</p> <p>Needs assessment # 9</p> <p>PBMAS</p> <p>LEA determination via SPP</p> <p>AYP</p> <p>AEIS</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporters</u></p> <p>Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Social Studies Dept. Head, Social Studies Teachers, Teaching Staff</p>	<p>TAKS data</p> <p>TAKS Information Booklets</p> <p>Tutorials</p> <p>Staff Development (Region XI ESC)</p>	<p>Lesson Plans</p> <p>Principals Observations</p> <p>Progress reports</p> <p>Report cards</p> <p>Objective mastery tests</p> <p>Benchmark tests</p>	<p>Weekly</p> <p>Weekly</p> <p>3 weeks</p> <p>6 weeks</p> <p>6 weeks</p> <p>Mini-benchmarks in classroom</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines

Goal 2

Godley High School will develop and maintain all special programs for the 2009-2010 school year.

Performance Objectives:

- TAKS – All Students and Special Programs Students will continue to perform at a level above the state average.
- District student attendance rate will exceed 95% in 2010.
- The district will strive to achieve a 0% dropout rate in 2010. (2 dropouts in 2008)
- The campus completion rate will exceed 85% in 2010. (95.7 % in 2008)
- The number of students taking the SAT/ACT will increase to 30% in 2010.
- The district will increase the percent of students scoring at or above the SAT/ACT criterion to 15% or more in 2010. (SAT = 1500 and ACT = 24)

Summative Evaluations:

AEIS – Academic Excellence Indicator System
TAKS – Texas Assessment of Knowledge and Skills
SDAA – State Developed Alternative Assessment
TPRI – Texas Primary Reading Inventory
Special Programs Annual Evaluations

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<p>2.1 Improve services for At-Risk students supported by SCE (State Compensatory Education) funds and Title I funds. (School-wide Campus Improvement Plan Components 9, 10)</p> <ol style="list-style-type: none"> 1. After-school tutorials 2. Instructional Aides 3. Title I Remedial Reading and Math 4. Staff Development 5. Reading Teacher 6. Supplies and Materials 7. Summer School 8. Homeless Liaison – Cindy Travioli 9. Use of Study Island web-based software 	<p>Needs Assessment # 2, 10, 11</p> <p>PBMAS</p> <p>AEIS</p>	<p>At-Risk students, students with limited English proficiency (LEP) and Migrant students.</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p>Reporter High School Counselor – Cheryl Villanueva, Intern counselor – Stephanie Rodgers</p>	<p>Title I Funds</p> <p>SCE (State Compensatory Education) Funds</p>	<p>Progress reports</p> <p>Report cards</p> <p>Mastery tests</p> <p>Benchmark test</p> <p>Tutorial attendance</p>	<p>3 weeks</p> <p>6 weeks</p> <p>6 weeks</p> <p>February 2008</p> <p>Daily</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
10. Use of American Sign Language 11. Use of Plato software on all 4 core disciplines Conduct an annual At-Risk Program Evaluation that consists of: a. Disparity between the student achievement of at-risk students and all other students. b. Disparity in Completion Rate of at-risk students and all other students.						
2.2 Address identified needs in the Bilingual/ESL program. (Components 9, 10) 1. Coordinate and integrate TAKS expectations into the ESL instructional program to ensure alignment through ESL methodology along with speaking, comprehending, and writing in English. 2. All regular ed. teachers will incorporate ESL methodology/strategies into their instruction.	Needs Assessment # 2, 10, 11 PBMAS AEIS	ESL students, Migrant students	Principals – Rich Dear, Leigh Brown <u>Reporter</u> District ESL teacher – Cindy Travoli	ESL funds Local funds Staff Development Region XI ESC	Lesson plans Principals observations Progress reports Report cards Proficiency tests	Weekly Weekly 3 weeks 6 weeks Semester
2.3 Implement a quality Migrant Education Program that includes: (Components 4, 9, 10) 1. Annual recruitment, verification, identification, and services 2. Training in the Seven Areas of Focus (SWC 4)	Needs Assessment # 2, 10, 11 PBMAS AEIS	Migrant students	Principals – Rich Dear, Leigh Brown <u>Reporter</u> Elementary Principal – Toni O’Dowd	Migrant funds Region XI SSA	NGS Reports ID & R Activity Reports	6 weeks Per occurrence
2.4 (CTE Part a.) Address identified needs in the CTE program. 1. Coordinate and integrate CTE program with regular education program. 2. Offer Tech Prep classes. 3. Identify students in tech prep and CTE. 4. Ensure accurate PEIMS coding. 5. Enrich curriculum with addition of more coherent sequences. 6. Expand CTE curriculum.	Needs Assessment # 2, 8, 10, 11 PBMAS AEIS	CTE students ESL Special Education 504	Principals – Rich Dear, Leigh Brown <u>Reporter</u> High School Principal – Rich Dear, Campus Administrative Team, Campus Improvement	State CTE funds Carl Perkins Grant (Component 10) State weighted funding CTE	Lesson Plans Principals Observations Coordinated/ Integrated Meetings and Projects Career Plans	Weekly Weekly 6 weeks Semester

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<ul style="list-style-type: none"> 7. Promote Career Day participation. 8. Provide opportunities to gain industry certifications. 9. Update / maintain computer hardware and software. 10. Provide updated textbooks, equipment, and other resources. <ul style="list-style-type: none"> • Provide opportunities for teacher training, workshops, and seminars. 			Committee, Campus Department Heads, Teaching Staff Cheryl Villanueva – counselor	Consortium Kuder testing Navarro college Hill college TCC Johnson county high school consortium	CATEMA Purchase orders	
<p>2.5 (CTE Part b.) Enable students to participate in CTE student organizations</p> <ol style="list-style-type: none"> 1. Provide resources to support individual curriculum. 2. Expand CTE curriculum in the field of science, math, speech and fine arts. 3. Provide resources to CTE student organizations to participate at the local, regional, state and national levels. 4. Enrich curriculum by providing integration of student organizations, goals and objectives. 	Needs Assessment # 8 PBMAS	CTE students	CTE lead teacher – Jane Cook, Science CTE teacher – Janet Trammell, AG CTE teachers -Lacey Bennett & Troy Webb FCS – Sheryl Winn Business – Joseph Turner, Craig Darder, Erin Rarden	Carl Perkins grant State weighted funding	Principal observations, CTE department meetings, attendance at CTE conferences, CTENT regional meetings, ESC 11 directors meetings,	Semester
<p>2.6 Improve services for Dyslexic students and/or 504 students. (Component 4,9)</p> <ol style="list-style-type: none"> 1. Continue the dyslexia and 504 identification procedures and services to ensure alignment with the district dyslexia plan. 2. Provide training to all faculty and staff in recognizing characteristics of dyslexia and/or related disorders. (Component 4) 3. Review district dyslexia handbook with all faculty and staff 	Needs Assessment # 2, 10, 11 PBMAS AEIS	Students identified as dyslexic and/or 504	Principals – Rich Dear, Leigh Brown <u>Reporter</u> District dyslexia coordinator- Dawn Curly, Campus 504 coordinator – Leigh Brown	Local funds	Referrals Schedule of services Mastery tests Benchmark tests	6 weeks Semester 6 weeks February
<p>2.7 Address identified needs in the Gifted and Talented (GT) program. (Component 4, 10)</p>	INOVA	Students identified as GT	Principals -Rich Dear, Leigh Brown	G/T funds PEIMS data	Lesson Plans	Weekly

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<ol style="list-style-type: none"> 1. Differentiate instruction and assignments with depth and complexity. 2. Provide G/T services in the 4 core area teachers with 30-hours G/T training and 6-hour annual update training. (Component 4) 3. Implement enrichment classes within the master schedule to allow G/T students time for independent assignments and time to work with other G/T students. 4. Serve G/T students at the high school in the four core areas in Honors Classes and through Distance Learning. 			<p><u>Reporter</u> Campus Department Heads, G/T Contact Person – Connie ttwood</p>	<p>G/T Selection Committee</p> <p>Distance Learning Lab</p>	<p>SAT/ACT registration</p>	<p>Semester</p>
<p>2.8 Address identified needs in the Special Education program. (Component 4, 9)</p> <ol style="list-style-type: none"> 1. Disaggregate TAKS and SDAA scores for all special education students and focus on objective weaknesses below 80% answered correctly in all subject areas tests (Reading, ELA, Math, Science, Social Studies). 2. Identify special ed. needs using the 5 CAP components and focus on greatest need. <ol style="list-style-type: none"> a. Initial Evaluations * b. Re-evaluations c. Least Restrictive Environment (LRE) d. Related Services e. Transition <p>* 2009-2010 FOCUS</p> <ol style="list-style-type: none"> 1. Provide staff development to all faculty and staff in modifications, confidentiality, and pre-referral process. (Component 4) 2. Ensure that regular ed. teachers following the district pre-referral process. 3. Provide technology to aide special education needs. 	<p>Needs Assessment # 2, 10, 11</p> <p>PBMAS</p> <p>AEIS</p> <p>AYP</p>	<p>Students receiving Special Education services</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporter</u> Special Education Director – Linda Peacock (Johnson Country Special Ed. SSA), Special Education Dept. head – Cathy Gains Campus Department Heads</p>	<p>Special Ed. funds</p> <p>Special Ed. teachers</p> <p>TAKS data SDAA data</p> <p>TAKS Information Booklets</p>	<p>Lesson Plans</p> <p>Principals Observations</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Mastery tests</p> <p>Benchmark tests</p> <p>IEP progress</p>	<p>Weekly</p> <p>Weekly</p> <p>3 weeks</p> <p>6 weeks</p> <p>6 weeks</p> <p>November February</p> <p>6 weeks</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<ol style="list-style-type: none"> 4. Special Education teachers have common planning period. 5. Include inclusion classes in master schedule. 						
<p>2.9 Recruit, attract, and retain highly qualified staff. (Components 3, 4, 5)</p> <ol style="list-style-type: none"> 1. Ensure that paraprofessionals meet requirements of 2 years of college or pass a district-approved proficiency test to serve as instructional aides. 2. Utilize the Alternative Certification Program to ensure compliance with No Child Left Behind. 3. Continue recruitment efforts at state colleges and universities, job fairs, and other local districts. 4. Provide mentor teachers for new teachers to retain highly qualified staff. 5. Analyze teacher certification to assure highly qualified criteria. 	<p>AEIS</p> <p>Campus records</p>	<p>Teachers</p>	<p>Superintendent – Paul Smithson</p> <p>Principals –Rich Dear, Leigh Brown</p> <p>Core department lead teachers</p>	<p>Region XI ESC</p> <p>Hill College (aides)</p> <p>PAKS Assessment (TEA)</p> <p>Job Fairs State Colleges and Universities</p> <p>Region XI ESC</p>	<p>Personnel Records</p> <p>Recruitment logs</p>	<p>Semester</p> <p>Semester</p>
<p>2.10 Provide high quality staff development. (Components 4, 10)</p> <ol style="list-style-type: none"> 1. Technology training for teachers. 2. TAKS training 3. Reading, Writing, and Math Academies 4. Scientifically based research 5. Effective mathematics strategies 6. Effective Reading Strategies 7. Integrating technology into curriculum and instruction. 8. Preparing teachers in schools as technology leaders who will assist other teachers 9. Professional development in math and science 10. Professional development tied to the TEKS and TAKS 11. Retrieving Internet-based learning resources 12. INOVA training 13. AP and Honors training 	<p>Campus Improvement com. feedback</p>	<p>Teachers</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporter</u> Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff</p>	<p>Region XI ESC</p> <p>Title I funds</p> <p>Title II funds, Part D</p> <p>Local funds</p>	<p>Staff Development Catalog</p>	<p>Semester</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
14. At risk student training						
<p>2.11 Ensure that Early School Transition activities are implemented. (Component 7)</p> <ol style="list-style-type: none"> 1. Transition/Orientation “Fish camp” from middle school to high school. 2. Transition/Orientation activities from high school to college. 3. Parent Information Meetings 4. Advertise in newspaper 5. Staff development 6. College preview days 7. Web-based software 	<p>Counselor records</p> <p>Student feedback</p> <p>Parent feedback</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principal – Rich Dear</p> <p><u>Reporter</u></p> <p>Counselor – Cheryl Villanueva, Intern counselor Stephanie Rodgers</p>	<p>Title I funds Special Ed. funds</p> <p>Region XI ESC</p> <p>Child Find</p>	<p>PK Screening activities</p>	<p>June and August 2009</p>
<p>2.12 Implement a Comprehensive Guidance Plan in accordance with the State Guidance Plan.</p> <ol style="list-style-type: none"> 1. Determine student interests using test including, but not limited to: <ol style="list-style-type: none"> a. Kuder inventory b. ASVAB 	<p>Counselor records</p> <p>AEIS</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporter</u></p> <p>Counselor – Cheryl Villanueva, Intern counselor – Stephanie Rodgers</p>	<p>Brochures</p> <p>Posters</p> <p>Guest speakers</p>	<p>Counselor’s log</p> <p>Lesson plans</p>	<p>Weekly</p> <p>Weekly</p>
<p>2.13 Integrate technology throughout the instructional program at all grade levels and in all subject areas. (Component 4, 10)</p> <ol style="list-style-type: none"> 1. Update all technology hardware and software as identified in the district comprehensive needs assessment. 2. Staff development for teachers (Component 4) 3. Consider establish teacher/staff proficiency levels in the use of technology. 4. Update District/campus Websites 5. Implement Distance Learning and Security programs. 	<p>Needs Assessment # 7</p> <p>Principal Advisory Committee feedback</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>District Technology Coordinator – Jimmy Smith</p>	<p>Title II, Part D funds) (Component 10)</p> <p>Website</p> <p>In-district trainers</p> <p>State Technology</p>	<p>Purchase orders/invoices</p> <p>Technology training sessions, agendas, and sign-sheets</p> <p>Modules for teacher proficiency</p>	<p>Monthly</p> <p>As scheduled</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
6. All teachers will complete TTCC. (Component 4) 7. Provide technology hardware / software to aide faculty and staff with curriculum enrichment.				Plan		
<p>2.14 Increase the number of graduates taking the SAT/ACT.) (State standard: 70%). (Component 10)</p> <ul style="list-style-type: none"> • Improve the percentage of students scoring at or above the criterion on the SAT/ACT. (SAT = 1500) (ACT = 24) <ol style="list-style-type: none"> 1. Counselors will provide information pertaining to test dates and the benefits of the tests. 2. Implement the PSAT and the PLAN to prepare for the SAT/ACT. 3. Provide opportunities for SAT/ACT Prep classes during school year and in summer. 4. Use of web-based college prep. software to aide students apply to colleges. 5. Use of web-base software to aide students in searching for and applying for grants and scholarships. 6. Advertise and notify students daily of SAT/ACT opportunities via school audio/ video system. 7. Pay for all students to take PSAT. 	AEIS	All populations with special focus on identified low performing sub-pops.	High School Principals – Rich Dear, Leigh Brown Reporter Counselor – Cheryl Villanueva, Intern counselor – Stephanie Rodgers, SAT/ACT preparation teachers Janet Trammell, Cindy Ikey, Lynda Summers	SAT/ACT software Brochures and posters Connect.edu web-based software	SAT/ACT registration Student surveys	Semester
<p>2.15 Monitor student attendance and dropout to achieve state standards. (Components 6, 9)</p> <ol style="list-style-type: none"> 1. Attendance Incentives 2. Parental contact (Component 6)) 3. Follow the Withdrawal Procedures for Leavers and Underreported Students (Component 9) 	Needs Assessment # 1, 2, 3, 4 PBMAS AEIS	All populations with special focus on identified low performing sub-pops.	Principals – Rich Dear, Leigh Brown Secretaries – Danna Allen, Natalie Steward	Classroom teachers Parent communication NGS reports for migrant	ADA Report Leaver Report NGS Reports Attendance certificates/awards/	Monthly 6 months 6 weeks

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
	AYP			students	trophies	
<p>2.16 Implement pregnancy related services plan.</p> <ol style="list-style-type: none"> 1. Provide Compensatory Education Home Instruction (CEHI) to all pregnant students during pregnancy and post-partum 2. Insure pregnant students are offered preparation for parenting and child development classes with FCS teacher. 3. Counselor works with pregnant students on their emotional and physical changes. 4. Schedule adjustments are provided during different phases of the pregnancy. 5. Nurse provides health checks and nutritional and exercise guidance. 6. Nurse gives information on WIC services and location of office. 7. Assist students as needed to insure they remain in school. 	Counselor records	Pregnant students	Counselor, School – Cheryl Villanueva, Nurse – Lori Wilson, CEHI teacher – Sheryl Winn	Compensatory Education Funds PEIMS coding (2.41 PRS weighted funding)	Counselor’s log Nurse’s log FSC teacher log Follow student after they leave GISD. Count how many students remain in school after delivery	Annually
<p>2.17 Monitor / maintain alternative curriculum & alternative instructional delivery throughout the instructional program at all grade levels and in all subject areas. (Component 4, 10)</p> <ol style="list-style-type: none"> 1. Provide alternative methods for students to earn class credits. 2. Provide mechanism for credit recovery. 3. Offer alternative foreign language course. 4. Provide services for homebound students. 5. Provide courses to students with DAEP / AEP placement. 6. Provide instructional delivery for summer school. 	1,10,11	All students	Principals – Rich Dear, Leigh Brown <u>Reporter</u> Counselor – Cheryl Villanueva, Intern counselor – Stephanie Rodgers	Title I funds Texas virtual school Odyssey ware Signing online.com	Credits received	Semester

Goal 3

Parents, community members and educators at Godley Independent School District will be active partners in the education of our students. (School-wide Campus Improvement Plan Component 6)

Performance Objectives:

In 2009-2010, parents /community involvement will increase based on the following:

	2008-2009	2009-2010
Volunteers	<u>24</u>	<u>30</u>
School/Parent Information Meetings	<u>2</u>	<u>2</u>
Federal programs collaborative meetings	<u>5</u>	<u>5</u>
Other special programs collaboration	<u>6</u>	<u>6</u>

Summative Evaluations:

Membership and attendance rosters, District website, Parent/Community Involvement Rate

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time lines
<p>3.1 Provide opportunities for parental and community involvement. (School-wide Campus Improvement Plan Component 6)</p> <ol style="list-style-type: none"> 1. Parent volunteer programs 2. PTO meetings 3. Open House 4. Newsletters 5. Monthly Calendars 6. Parent brochures 7. SBDM meetings/participation 8. Keep school website current 9. Skyward family access 10. Sky-alert phone calling system 	<p>Parent, community feedback</p> <p>Open house sign-in sheets</p> <p>Skyward Home Access log</p>	<p>Parents and community</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporter</u> Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff</p>	<p>District Website</p> <p>Teachers</p>	<p>Newsletters</p> <p>Parent volunteer log</p> <p>Attendance sheets/sign-in sheets</p>	<p>Monthly</p> <p>Weekly</p> <p>As scheduled</p>

<p>3.2 Implement services / strategies to communicate with Spanish speaking only parents.</p> <ol style="list-style-type: none"> 1. Rosetta Stone program for GHS staff to learn Spanish 2. Sky-alert message system can translate messages into Spanish from English. 	<p>Parent, community feedback</p>	<p>Spanish speaking parents and community members</p>	<p>ESL coordinator – Cindy Travioli</p>	<p>Title I funding ESL funds</p>	<p>Staff surveys Parent surveys</p>	<p>As scheduled</p>
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Goal 4

Godley High School will have a safe, orderly environment that promotes successful student learning.

Performance Objective:

- GHS will strive to have fewer than 1000 Discipline referrals in 2009-2010.
- GHS will strive to have fewer than 3 Tobacco, alcohol, and other drug (TAOD) offenses in 2009-2010.
- GHS will strive to have zero Incidents of violence in 2009-2010.

Summative Evaluations:

PEIMS (Public Education Information Management System) 425 Discipline Report,
SDFSC (Safe and Drug Free Schools) Annual Program Evaluation
Gun Possession Act Report

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time line
<p>4.1 Implement the Crisis Management Plans.(Component 9)</p> <ol style="list-style-type: none"> 1. Conflict resolution 2. Suicide prevention 3. Violence prevention 4. Discipline Code of Conduct 5. Classroom Management 6. Provide training on the contents in the Crisis Plan and update based on needs identified during the training. 7. Copies of Crisis Plan on each campus 8. Bus Evacuations 9. Provide technology to improve crisis management / safety plan. 	<p>Student behavior records</p> <p>Counselor records</p> <p>AEIS</p>	<p>Teachers, Staff, and Faculty</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporter</u></p> <p>Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff</p>	<p>Health Advisory Council</p> <p>Counselor</p> <p>Title IV funds</p>	<p>Crisis update sessions</p> <p>Disaster/crisis drills</p>	<p>Semester</p> <p>Monthly</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time line
<p>4.2 Provide an alcohol, drug, and tobacco education program. (Component 10)</p> <ol style="list-style-type: none"> 1. Star council 2. Continue Canine Detection 	<p>Drug testing results</p> <p>Student behavior reports</p> <p>AEIS</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals</p> <p><u>Reporter</u> District curriculum director – Jeanne Cobb (Title IV Coordinator)</p>	<p>Student Council</p> <p>Red Ribbon Week “Stop the Violence Week”</p> <p>Title IV funds</p>	<p>DAVE Schedule</p> <p>Canine Report</p> <p>Calendar of events</p>	<p>Weekly</p> <p>As scheduled</p> <p>As scheduled</p>
<p>4.3 Implement Positive Behavior Support strategies derived from the Texas Behavior Support Initiative. (Component 4, 9)</p> <ol style="list-style-type: none"> 1. 7 Modules <ol style="list-style-type: none"> a. Legislative Issues b. School and Classroom Interventions c. Positive Behavior Supports d. Time Out e. Severe Behavior f. Acting Planning g. Restraint Training 2. Provide in-house training to all personnel in restraint. (Component 4) 	<p>Student behavior records</p> <p>Counselor records</p> <p>AEIS</p> <p>Legislative updates</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporter</u> Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff, Principal’s student advisory committee, PALS class, Teen Leadership class</p>	<p>Johnson County Special Ed. SSA</p> <p>Trainer of Trainers</p>	<p>Training schedules</p>	<p>Semester</p>
<p>4.4 Character education will be implemented within the classroom by all teachers, Grades K-12. Character education will be especially stressed in the following areas. (Component 9)</p> <ol style="list-style-type: none"> 1. Principals advisor committee 2. Teen leadership class 3. PALS peer mediation class 4. Daily announcements 5. Class meetings 	<p>Student feedback</p> <p>Teacher feedback</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals – Rich Dear, Leigh Brown</p> <p><u>Reporter</u> Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff</p>	<p>Character Ed. Curriculum</p> <p>Title IV funds (Safe and drug-free funds) Local funds</p>	<p>Lesson plans</p> <p>Counselor’s log</p>	<p>Weekly</p> <p>Daily</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time line
<p>4.5 Participate in Keene ISD’s DAEP for long-term disciplinary placement. (Component 9)</p> <ol style="list-style-type: none"> 1. Student performance will be monitored in the following areas <ol style="list-style-type: none"> a. Student groups served b. Attendance rates c. Pre- and post-assessment results d. Dropout rates e. Graduation rates f. Recidivism rates 	<p>Student behavior records</p> <p>AEIS</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p>Principals -Rich Dear, Leigh Brown</p> <p><u>Reporter</u> School Board</p>	<p>SCE funds</p>	<p>DAEP Referrals</p>	<p>6 weeks</p>
<p>4.6 Maintain, monitor, and evaluate facilities to provide an environment that is conducive to learning. (Component 1)</p> <ol style="list-style-type: none"> 1. Complete the Band and Ag Facility. 2. Implement ADA plans for compliance. 3. Provide adequate maintenance personnel to meet the needs of all campuses. 4. Install additional cameras to monitor facilities. 	<p>Student behavior records</p> <p>Campus climate feedback</p>	<p>All populations with special focus on identified low performing sub-pops.</p>	<p><u>Reporter</u> Superintendent - Paul Smithson, Campus Administrative Team</p>	<p>Local funds</p> <p>Facility Needs Assessment</p> <p>Principals</p>	<p>Facility Progress Reports</p> <p>Maintenance records</p> <p>School board meetings/minutes</p>	<p>Monthly</p>
<p>4.7 Maintain, monitor, and evaluate a comprehensive dating violence strategy. (Component 10)</p> <ol style="list-style-type: none"> 1. The district adopted dating violence policy shall be implemented as part of the health curriculum. 2. Implement STAR (Students Taking Action for Respect) curriculum in PALS class. Training PALS students to become student mentors. 3. STAR presentation at class meetings 4. Parent / community information meetings. 	<p>Counselor records</p>	<p>All populations with special focus on at risk students.</p>	<p><u>Reporter</u> Principal – Rich Dear, Counselor – Cheryl Villanueva, Health Teacher – Todd Weese</p>	<p>Local funds</p> <p>Safe and Drug free funds</p>	<p>Lesson Plans</p> <p>Counselor logs</p>	<p>Semester</p>
<p>4.8 Maintain, monitor, research new challenges and emerging trends, and evaluate a comprehensive program to educate students and parents about technology / ciber-safety.</p> <ol style="list-style-type: none"> 1. Principal advisory committee input / climate survey 2. Class meetings <ol style="list-style-type: none"> a. Sexting b. My Space / Facebook c. Posting content online 3. Parent / community meetings 	<p>Student behavior records</p> <p>Campus climate feedback</p>	<p>All populations</p>	<p><u>Reporter</u> Principal – Rich Dear, Counselor – Cheryl Villanueva</p>	<p>Local funds</p> <p>Safe and Drug free funds</p>	<p>School climate survey</p> <p>Counselor logs</p> <p>Focus groups</p> <p>P.A.C. feedback</p>	<p>Semester</p>

Goal 5

Godley High School will develop and maintain a positive environment that promotes successful student learning.

Performance Objective:

- GHS will strive to have resources and supplies needed for teachers, faculty and staff to carry out learning activities to meet campus, district, and state and federal goals and objectives.

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time line
<p>5.1 Provide necessary basic supplies as identified by classroom teachers, faculty, and staff, and program design to facilitate learning activities to meet campus, district, and state and federal goals and objectives. (Component 9)</p> <ol style="list-style-type: none"> Complete all P.O.'s referencing the Campus Improvement strategy used. All moneys spent will be directly linked to the campus improvement plan. 	<p>Program audit</p>	<p>Teachers, Staff, and Faculty</p>	<p>Principals – Rich Dear, Leigh Brown, Debbie McFarlin</p> <p><u>Reporter</u> Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff</p>	<p>GHS Budget</p>	<p>Comprehensive needs assessment</p>	<p>Semester</p> <p>Yearly</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Time line
<p>5.2 Address identified needs in the extra-curricular, co-curricular, fine arts and UIL programs including, but not limited to, band, athletics, cheerleading, student leadership, FCCLA, NHS, Choir, Theater, PALS, VASE and FFA.</p> <ol style="list-style-type: none"> 1. Coordinate and integrate extra-curricular programs with academic program. 2. Offer extra-curricular & co-curricular classes. 3. Ensure accurate PEIMS coding. 4. Promote extra-curricular and co-curricular participation. 5. Update computer hardware and software. 6. Provide updated textbooks, equipment, and other resources. 7. Provide opportunities for teachers, sponsors, coaches and students to attend training, workshops, seminars and competitions. 8. Provide opportunities for students and or faculty to receive additional support from outside coaches, clinicians, technicians, consultants or other persons with expertise in the desired area of interest. 9. Provide resources to support individual participant and team activities. 	Needs Assessment #	Extra-curricular / co-curricular students	Principals – Rich Dear, Leigh Brown <u>Reporter</u> High School Principal – Rich Dear, Directors, Coaches, sponsors, Campus Administrative Team, Campus Improvement Committee, Campus Department Heads, Teaching Staff	Campus budget	Lesson Plans Principals Observations Coordinated/ Integrated Meetings and Projects Career Plans	Weekly Weekly 6 weeks Semester
5.3						