

GODLEY INDEPENDENT SCHOOL DISTRICT

District Improvement Plan

2009 - 2010

Mission Statement

The mission of Godley Independent School District 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

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1. 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.

1.2. 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.

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

Performance Goal 2: 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.

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

2.2. 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.

2.3. 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.

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

3.1. 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).

3.2. Performance indicator: The percentage of teachers receiving high-quality professional development. (as the term, "professional development," is defined in section 9101(34).)

3.3. Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

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

Performance Goal 5: All students will graduate from high school.

5.1. 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.

5.2. Performance indicator: The percentage of students who drop out of school,

--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.

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

District Executive Improvement Committee

Joe Danna, Chairperson

Teachers

Nichole Rindom
Amy Simons

Wendi James
Hudson, Stacy

Melinda Norman
Erin Rarden

Leslie Young
Stephanie Rodgers

District Staff

Monica Irvin

Jimmy Smith

Jeanne Cobb

Parent, Business, and Community

Wallis, David

Loretta Marable

Devara Delozier

Legend & Glossary of Terms

Data Sources, Programs & Assessment Instruments	Person(s) & Entities Responsible
<p>AAR – Academic Achievement Record ADA – Average Daily Attendance AEIS – Academic Excellence Indicator System AMAO – Annual Measurable Achievement Objectives AMI – Accelerated Math Instruction AP – Advanced Placement AR – At-Risk ARI – Accelerated Reading Instruction AYP – Adequate Yearly Progress CIP – Comprehensive Improvement Plan CTE – Career and Technical Education DYS – Dyslexia DRA – Diagnostic Reading Assessment ECD – Economically Disadvantaged ESC – Education Service Center ESL – English as a Second Language FDA – Focused Data Analysis GT – Gifted and Talented LRE – Least Restrictive Environment TEA – Texas Education Agency 504 – Section 504 of the 1973 Rehabilitation Act IDEA – Individuals with Disabilities Education Act M – Migrant NCLB – No Child Left Behind OEYP – Optional Extended Year Program PIP - Parental Involvement Policy PBMAS – Performance-Based Monitoring System PEIMS – Public Education Information Management System PER – Program Effectiveness Review Rtl – Response to Intervention SCE – State Compensatory Education SDFSC - Safe & Drug Free Schools SHAC – School Health Advisory Council SPED – Special Education SSI – Student Success Initiative SST – Student Support Team TAKS – Texas Assessment of Knowledge & Skills TAKS - A – Texas Assessment of Knowledge & Skills Accommodated TAKS - Alt – Texas Assessment of Knowledge & Skills Alternative TAKS - M – Texas Assessment of Knowledge & Skills Modified TEKS – Texas Essential Knowledge and Skills TELPAS – Texas English Language Proficiency Assessment System TMSDS – Texas Mathematics and Science Diagnostic System TMSFA – Texas Middle School Fluency Assessment TPRI – Texas Primary Reading Inventory</p>	<p>Administrative Team (Principals, Program Directors, PEIMS Personnel, Department Heads) Athletic Director (AD) Assistant Principal Assistant Superintendent Campus Counselor Campus Improvement Plan Campus PEIMS Clerk Classroom Teacher Campus Testing Coordinator Director of Curriculum and Instruction District Dyslexia Coordinator District Testing Coordinator District Improvement Plan Director of Technology District PEIMS Coordinator Executive Director of Finance Elementary Federal Program Director Food Service Director High School Intermediate Maintenance Director Middle School Principal Program Director Superintendent Shared Service Arrangement Student Support Team SRO – School Resource Officer Technology Department</p>

Comprehensive Needs Assessment

Godley Independent School District is composed of 4 Title I School-wide campuses: Godley Elementary is 61% economically disadvantaged; Godley Intermediate is 58% economically disadvantaged; Godley Middle School is 47% economically disadvantaged; and Godley High School is 33% economically disadvantaged.

A comprehensive needs assessment was conducted based on the following formal and informal measures:

- Academic Excellence Indicator System (AEIS) data,
- Adequate Yearly Progress (AYP)
- AEIS IT reports
- Data Integrity Monitoring Systems (i.e. PEIMS, Skyward)
- INOVA data
- Performance Based Monitoring Analysis System (PMBAS)
- State and Federal Agency Requirements (i.e. TEA, No Child Left Behind (NCLB), The Individuals with Disabilities Education Act (IDEA), Section 504 of the 1973 Rehabilitation Act (504))
- Parental Involvement Records
- Program & Policy Evaluations [i.e. Safe and Drug-Free Schools (SDFSC), ESL/Bilingual, Migrant, Career and Technical Education (CTE), Shared Service Arrangements (SSA), Parental Involvement Policy, Homeless Policy,]
- State Performance Plan (LEA Determination)

Data was disaggregated for student groups by ethnicity, socioeconomic status, gender, and populations served by special programs while strengths and weaknesses were identified by disaggregating TAKS data by grade level, subject area and objectives. The needs assessment also consisted of exploring needs for curriculum/instruction, grade level needs, special programs, drop-out rate, integration of technology, discipline management, staff development, parent/community involvement and facilities. Needs were identified in the following areas: certain subject areas, special programs, discipline management, planning, curriculum/instruction, facilities, parent/community involvement. Identified strengths were attendance rates, low drop-out rates, high completion rates, integration of technology, and staff development. To maintain these strengths, the district will continue to provide support in these areas.

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 and addresses all identified priority needs.

Goals and Objectives

Goal 1

Godley Independent School District will meet or exceed all performance objectives prescribed in all federal and state accountability systems while providing a quality education for all students during the 2009 – 2010 AY.

Performance Objectives:

- 1.1 The Administrative Team will provide effective leadership for the district by utilizing data-driven decision making, providing quality technical and program support and increase communication with staff, parents and community.
- 1.2 Students will achieve or exceed grade-level or higher expectations on TAKS and other appropriate assessments via quality research-based instruction, interventions, and enrichment activities.
- 1.3 GISD will maintain vital special population programs including, but not limited to, ESL/Bilingual/Migrant /Dyslexia/GT/SPED/Comp Ed that address district goals for all student groups (African American, White, Hispanic, Economically Disadvantaged, Special Education, Limited English Proficient & At-Risk) to meet or exceed performance objectives set by both federal and state accountability systems.
- 1.4 The attendance rate will be maintained at a minimum of the Gold Performance Level for each campus: Elementary School 97%, Intermediate School 97%, Middle School 96% and High School 95% for the 2009-2010 AY.
- 1.5 The district dropout rate will not exceed 0.7% (goal for Recognized).
- 1.6 Students will be encouraged to take the PLAN, PSAT, ACT or SAT tests in addition to participation in dual credit courses, tech prep courses, certification programs offered and the percentage of graduating seniors attending institutions of higher education will increase.
- 1.7 All students will be exposed to career planning and counseling activities at all grade-levels.
- 1.8 The Godley ISD will retain a completion rate of 85% or greater.
- 1.9 The number of advanced courses offered and the number of students on the Recommended High School Plan (RHSP) and Distinguished Achievement Program (DAP) will increase.
- 1.10 Provide high-quality, on-going staff development to maintain (retain) 100% of classes taught by highly qualified teachers in core academic subject areas to enable children to meet or exceed local, state, and federal academic achievement standards.

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>1.1.1 Collaborate regarding the day-to-day administrative operations of the campuses, ensure the implementation of local, state and federal programs and policies, while recruiting and maintaining highly qualified personnel in all positions and exploring options to enhance student learning. (SW Comp 3, 4, 5)</p>	<p>AEIS, AYP, CIP, PBMAS, PEIMS, CIP, NCLB, TEA</p>	<p>All student groups</p>	<p>Superintendent, Assistant Superintendent, Curriculum Director, Technology Director, Principals, Executive Director of Finance</p>	<p>Local funds, Title I funds, SCE funds</p>	<p>Comprehensive Improvement Plans, Needs Assessments, Highly Qualified Data, Administrative Team Meeting minutes, Personnel files</p>	<p>Bi-monthly, as needed</p>
<p>1.1.2 Disaggregate, analyze, and use district data to guide instruction and provide opportunities for departments to collaborate. (SW Comp 8, 9, 10)</p>	<p>AEIS, AYP, CIP, PBMAS, INOVA, TPRI, AEIS IT Reports, DRA, TMSDS</p>	<p>All student groups & sub pops</p>	<p>Superintendent, Assistant Superintendent, Curriculum Director, Principals, Teachers</p>	<p>Title I Funds, INOVA (5385.99), AEIS IT (4325.00) AIMS Web</p>	<p>Rtl progress monitoring, report cards, lesson plans, departmental meeting agendas and minutes</p>	<p>Daily, weekly, 6 week grading periods</p>
<p>1.1.3 District and Campus Administration will ensure teachers are teaching the TEKS for all foundation and enrichment courses as required by Chapter 74 through a variety of scientifically researched based instructional methods, materials and technology. (SW Comp 2, 8, 9)</p>	<p>Eduphoria Forethought, palm pilots, Forethought lesson planner, curriculum assessment</p>	<p>All student groups</p>	<p>Superintendent, Principals, Curriculum Director, Department Heads/Lead Teachers</p>	<p>Title I Funds, local funds (Forethought 13,000.00) (PDAS 600.00)</p>	<p>PDAS, walk-throughs, Lesson plans with Scope & Sequence on Forethought</p>	<p>Daily, weekly, per semester</p>
<p>1.1.4 Evaluate, coordinate, and collaborate with Johnson County Shared Service Arrangement (JCSSA) regarding the continuum of placement options for SPED population.</p>	<p>AEIS, PBMAS, AYP, PEIMS submission data</p>	<p>Special education students</p>	<p>Johnson County SSA, Superintendent, Curriculum Director, Counselors, Principals, Assistant Principals, SPED Dept. Heads, Diagnosticians</p>	<p>PBMAS, AYP, PEIMS submission data</p>	<p>AEIS, PBMAS, AYP, PEIMS reports</p>	<p>Per semester, as needed</p>
<p>1.1.5 Dyslexia Program Director will implement the District Dyslexia Plan and collaborate with the District 504 Coordinator, ARD committees and campus counselors to screen students, train teachers, head up committees of knowledgeable persons, and make placement decisions for identified students in programs designed to address phonemic awareness. (SW Comp 3, 4, 9)</p>	<p>Consultants, qualified professionals, teachers, principals, students</p>	<p>Students with dyslexic tendencies</p>	<p>Superintendent, Asst Superintendent Principals, Asst. Principals, Curriculum Director, Department Heads, Teachers</p>	<p>Local Funds, Title I funds, ARI & AMI funds, Scottish Rites Rite Flight Program, GORT 4, CTOP, MTA , Certified Academic Language Therapists</p>	<p>Program evaluations, administrative team meeting agendas,</p>	<p>Monthly, per semester</p>
<p>1.1.6 Skyward data management system will be utilized to track financial and student data and communicate with parents. (SW Comp 1, 6)</p>	<p>Skyward Management System, Skylert</p>	<p>All students</p>	<p>Superintendent, Executive Director of Finance, Administrative Team,</p>	<p>Skyward Management System, Skylert</p>	<p>PEIMS reports, student records, financial reports, ADA</p>	<p>Daily</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>1.2.1 Assess student mastery via benchmark assessments and other appropriate assessment tools including the Texas Math & Science Diagnostic System (TMSDS), PASeries, Diagnostic Reading Assessment (DRA), and Texas Middle School Fluency Assessment (TMSFA), Imagination Station and Texas Primary Reading Inventory (TPRI). (SW Comp 2, 8, 9)</p>	<p>AEIS, AYP, AEIS IT reports, benchmarks, grade books</p>	<p>All students</p>	<p>Principals, Teachers, Campus Counselors, Title I Reading Specialists</p>	<p>AEIS-IT, DRA, Op4Scanner, PASeries, TMSDS, TMSFA, TPRI</p>	<p>Benchmark results & Rtl progress monitoring</p>	<p>Weekly, per semester</p>
<p>1.2.2 Train staff and utilize INOVA data for planning and mentoring activities. (SW Comp 2, 8, 9)</p>	<p>AEIS, AYP</p>	<p>All students</p>	<p>Teachers, Campus Counselors, consultants, Department Heads, Curriculum Director</p>	<p>INOVA Data</p>	<p>Scenario Grids, Tutorials, Principal Observations</p>	<p>Annually, as needed</p>
<p>1.2.3 Provide tutorials, remediation and enrichment opportunities based on progress monitoring results associated with Response to Intervention (Rtl), classroom assessments utilizing research-based materials and programs. (SW Comp 2, 8, 9, 10)</p>	<p>Report cards, progress reports, failure lists</p>	<p>All identified students</p>	<p>Teachers, Principals</p>	<p>TAKS remediation, materials, Study Island, DRA, Imagination Station</p>	<p>Progress monitoring</p>	<p>Daily</p>
<p>1.2.4 Provide continued professional development for all staff and participation in the Texas Regional Collaborative (TRC) for Excellence in Science and Mathematics Teaching. (SW Comp 3, 4, 5)</p>	<p>AEIS, AYP, PBMAS, SPP</p>	<p>All professional staff</p>	<p>Superintendent, Principals, Curriculum Director, ESC 11, Consultants, Teachers</p>	<p>ESC 11, consultants, workshops, collaborative participation</p>	<p>Attendance records, certificates, meeting agendas</p>	<p>Throughout the year as appropriate</p>
<p>1.2.5 Each campus will desegregate local, state, and federal assessment data. (SW Comp 1, 8, 10)</p>	<p>AEIS, AYP, PBMAS, SPP, PEIMS reports</p>	<p>All students</p>	<p>Campus Counselors, Teachers, Principals, Curriculum Director, CTE Director, ESL Director</p>	<p>AEIS, AYP, PBMAS, Skyward</p>	<p>Aggregated reports</p>	<p>As reports are released</p>
<p>1.2.6 The high school campus will explore scheduling and course selection options designed to enhance student learning while providing information regarding the Texas Virtual School Network (TxVSN) offerings in accordance with House Bill 3646. (SW Comp 2, 10)</p>	<p>PBMAS, AAR, master course schedules</p>	<p>All students</p>	<p>Campus Counselors, Teachers, Principals, Curriculum Director, PEIMS Clerks, CTE Director</p>	<p>Skyward Scheduling, CTE</p>	<p>Report Cards, AAR</p>	<p>Per semester</p>
<p>1.2.7 Identify students as homeless and provide services according to the district's homeless plan in accordance the McKinney-Vento Homeless Education Assistance Act of 2001. (SW Comp 10)</p>	<p>PEIMS data, Student Residency Questionnaires</p>	<p>Homeless students</p>	<p>GISD Homeless Liaison, PEIMS Clerks</p>	<p>ESC 11, GISD Homeless Policy, McKinney Vento Act</p>	<p>Homeless Program Evaluation, PEIMS data</p>	<p>As students are identified</p>
<p>1.2.8 Provide General Education Homebound services to eligible students. (SW Comp 2, 3)</p>	<p>PEIMS data</p>	<p>Homebound students</p>	<p>Principal, Homebound Teacher, Teachers</p>	<p>Classroom materials and resources</p>	<p>Homebound Program Evaluation</p>	<p>As students are identified</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
1.2.9 The district will provide opportunities, including distance learning, for students to learn about the world outside of the classroom. (SW Comp 2, 3)	CTE meeting minutes, student surveys	All students	Teachers, Technology Department	Weatherford College, Hill College, ESC 11	AAR, class participation roster	As appropriate
1.2.10 The district will provide and maintain the necessary equipment, supplies and research-based materials and programs to equip teachers in successfully increasing student learning. (SW Comp 1)	Campus & District meeting minutes and needs assessments	All students	Principals, Technology Director, Curriculum Director	Local Funds, Title I, Part A, SCE Funds	Purchase orders, classroom inventories	Per semester as needed
1.2.11 The district will provide opportunities for students to participate in athletics, band, and other extra-curricular activities to provide well-rounded educational opportunities. (SW Comp 1, 10)	Student interest inventories, Skyward scheduling	All students	Athletic Director, Teachers, Principals, Sponsors, Coaches	Transportation, equipment, local funds, Transfinder, UIL Academic	Student participation rosters, Course Completion Records	Per semester as needed
1.2.12 The district will provide and maintain campus libraries that meet the needs of the 21 st century student. (SW Comp 2)	Librarian reports, Student interest inventories, teachers	All students	District Librarians, library personnel	Vendors, ESC 11, online resources, Follett	Follett reports	Daily
1.2.13 The district will provide remediation for At-Risk students including, but not limited to summer school, after school tutorials, OdysseyWare credit recovery and Study Island. (SW Comp 2, 3, 5)	Failure lists, Student Support Team meeting minutes	All students	Teachers	OdysseyWare, Study Island, OEYP Funds, SCE funds, local funds, Title I, Part A funds	Final program evaluation reports, report cards	

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>1.3.1 Teachers in core subject areas will be ESL certified on the elementary and intermediate campuses and either ESL certified or trained in sheltered instruction at the MS and HS. (SW Comp 2, 4)</p>	PEIMS data	LEP students	Principals, ESL Director, Teachers, ESC 11, consultants	ESL Certification Programs, SIOP trainings, Tarleton State University, ESC 11, local funds, weighted state funds	ESL Program Evaluation, TEA Program Compliance Report, Certificates	Annually
<p>1.3.2 Teachers will be trained and research-based materials and programs will be implemented to address students in need of targeted assistance and small group instruction; technology will be utilized as needed. (SW Comp 2, 3, 8, 9)</p>	Report cards, student progress reports, Rtl documentation	Identified LEP, Dyslexic students, At-Risk	ESL Director, Technology Department, Teachers, paraprofessionals	Dyned, Rosetta Stone, Rite Flight Program, MTA Alphabetic Phonics, Study Island	TELPAS, AEIS, AYP, AMAO, Report cards, progress reports	Daily, weekly
<p>1.3.3 Special Education teachers will be trained and research-based materials and programs will be implemented to address students in need of targeted assistance and small group instruction including Multisensory Teaching Approach strategies; technology will be utilized as needed. (SW Comp 2, 3, 8, 9)</p>	Administrative Team Meeting notes	Identified SPED Dyslexic students	SPED Teachers, Dyslexia Coordinator, Curriculum Director	SPED ARRA Funds	TELPAS, AEIS, AYP, Report cards, progress reports	Annually
<p>1.3.4 Professional development activities to enable teachers to properly address the needs of district ESL/Bilingual/Migrant/Dyslexic/GT/SPED/Comp Ed students. (SW Comp 4)</p>	PEIMS data, student records	ESL students	SPED Teachers, ESL Director, Curriculum Director, District Dyslexia Coordinator, GT Coordinator	ESC 11, consultants, local funds, weighted state funds, federal funds TIA, TIC, TIIA, TIII	Benchmark evaluations, progress monitoring	Each semester
<p>1.3.5 Selected teachers will be trained in all aspects of administering the TELPAS. (SW Comp 4)</p>	PEIMS data, Occupational Surveys	ESL/Bilingual Students	Teachers, ESL Director, District Testing Coordinator, Campus Testing Coordinators, Technology Dept.	ESC 11, consultants, campus technology	TELPAS training documentation	Annually
<p>1.3.6 GISD will maintain its present Shared Service Arrangement (SSA) with ESC 11 regarding the Migrant Education Program and adhere to the Priority for Service Action Plan in order to meet the needs of any identified Migrant students in the district (<i>see appendix A</i>) to address the following seven areas of focus: parental involvement, early childhood education, secondary credit accrual, graduation enhancement, identification and recruitment, new generation system, and migrant services coordination.</p>	Migrant assessment and PEIMS documentation	Migrant students	Superintendent, District Migrant Coordinator, ESC 11 SSA, Campus Counselors, Principals	ESC 11, consultants, Migrant Funds TIC	Report cards, progress reports	Annually, as students enroll
<p>1.3.7 ESL Director will conduct a Program Effectiveness Review. (SW Comp 1)</p>	ESL program data	LEP students	ESL Program Director	Program Effectiveness Review Template	Program Evaluation, TELPAS, AMOAS, LPAC documentation	Annually
<p>1.3.8 Support Services including Comprehensive Education Homebound Instruction (CEHI) will be made available to pregnant students during the prenatal and postpartum period in order to help students adjust academically, mentally, physically and graduate on time.</p>	Counselor documentation, At-Risk lists	Pregnant students	Counselors, Nurses, Principals, Homebound teacher	Teachers, time, supplies, homebound teacher expenses	Student attendance records, grades, graduation	As situations arise

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>1.4.1 School officials will stay abreast of students' attendance, maintain contact with the parent according to policy; truancy court will be utilized as necessary to adhere to Compulsory Attendance Laws. (SW Comp 10)</p> <p>1.4.2 High attendance will be encouraged on each campus and incentives will be offered as appropriate at the campus level.</p>	<p>Attendance records, PEIMS 400 report</p> <p>Attendance records, PEIMS 400 report</p>	<p>All students</p> <p>All students</p>	<p>Principals, Teachers, School Resource Officer, PEIMS Clerks</p> <p>Principals, Teachers</p>	<p>Skyward attendance records, teacher grade books PEIMS 400 report, truancy court</p> <p>Incentives appropriate on each campus</p>	<p>Skyward attendance records, AEIS, PEIMS 400 report</p> <p>Skyward attendance records, AEIS, PEIMS 400 report</p>	<p>Every 10 absences or less</p> <p>6 week grading period, per semester</p>
<p>1.5.1 Track students and follow-up on all students that have withdrawn or are no shows.</p> <p>1.5.2 Campuses will utilize drop-out prevention strategies. (SW Comp 10)</p>	<p>Drop-out and leaver data</p> <p>Drop-out and leaver data</p>	<p>All withdrawn and mobile students</p> <p>All students</p>	<p>Principals, Campus Counselors, PEIMS Clerks, Assistant Superintendent, District PEIMS Coordinator, Campus Registrars, Assistant Superintendent</p> <p>Teachers, Principals</p>	<p>Leaver records, TRex System, PET PID Tracking System, Records requests, TEASE website, TEA, enrollment records</p> <p>Program materials</p>	<p>AEIS Data, PEIMS 203 Record</p> <p>AEIS Data, PEIMS 203 Record</p>	<p>Fall PEIMS submission, as needed</p> <p>Fall PEIMS submission, as needed</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>1.6.1 Counselors will provide students on the high school campus information regarding assessments, assist in the registration process, and advise regarding SAT/ACT prep courses. (SW Comp 8)</p> <p>1.6.2 Keep parents and students abreast of dual credit courses, tech prep courses, certification programs available, and virtual school offerings; code and advise students accordingly. (SW Comp 2, 3, 6)</p> <p>1.6.3 GISD will seek agreements with institutions of higher education to develop plans to increase the percentage of the district's graduating seniors enrolling in institutions of higher education according to HB 400. (SW Comp 10)</p>	<p>Parent and student surveys</p> <p>Parent informational meetings</p> <p>AEIS data, Texas Higher Education Coordinating Board (THECB)</p>	<p>All Students</p> <p>All Students</p> <p>Graduating seniors</p>	<p>Principals, HS Campus Counselor, parents/guardians, CTE Director, Teachers,</p> <p>Principals, HS Campus Counselor, parents/guardians, CTE Director</p> <p>HS Principal, HS Counselors, Teachers</p>	<p>Testing materials, review packets, appropriate applications, Internet, test prep courses,</p> <p>Personal graduation plans, articulation agreements, dual credit agreements with colleges,</p> <p>HB 400 Plan, Kuder Career Planning System</p>	<p>Official score reporting, AEIS Data, AAR, report cards, course scheduling records</p> <p>Course master schedule, class rosters, CTE documentation records, AAR</p> <p>AEIS Data</p>	<p>Annually</p> <p>Per semester</p> <p>Per semester</p>
<p>1.7.1 Personal Graduation Plans will be developed at the MS and HS for students that did not meet standard on the state assessment instrument. (SW Comp 9)</p> <p>1.7.2 Students will participate in career planning and counseling activities utilizing appropriate grade-level materials to expose students to knowledge and skills necessary for a broad range of career opportunities.</p> <p>1.7.3 Students at all grade levels will be offered opportunities to participate in CTE and related activities and the district will supplement resources for those classes with federal funds such as but not limited to the Carl Perkins Grant.</p> <p>1.7.4 High school will continue to investigate and offer non-traditional course offerings and students will be encouraged to participate. (SW Comp 10)</p>	<p>AEIS IT reports, AEIS</p> <p>Kuder Career Planning System reports</p> <p>Student interest inventories</p> <p>PBMAS reports</p>	<p>Identified students</p> <p>All students</p> <p>All students</p> <p>All high school students</p>	<p>Campus Counselors</p> <p>Principals, Campus Counselors, CTE director, Teachers</p> <p>Campus Counselors, CTE Director, Teachers</p> <p>Principals, CTE director, teachers</p>	<p>AEIS IT reports, PGP component</p> <p>ACHIEVE TEXAS Curriculum, career planning resources, AEIS IT, Kuder-Career Assessment & Career Planning</p> <p>State-weighted funds, local funds, college & career readiness materials, Kuder-Career Assessment & Career Planning, Hill College</p>	<p>PGP</p> <p>Campus level documentation</p> <p>Conference attendance, meeting agendas, certifications</p> <p>PBMAS reports</p>	<p>Fall</p> <p>Annually</p> <p>Per semester</p> <p>Annually</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>1.8.1 At Risk students will be monitored closely and campus implementation of credit recovery will be offered to targeted students at high school and middle school. (SW Comp 2, 8, 9)</p>	<p>Failure lists, student support team meetings</p>	<p>At-Risk students</p>	<p>Principals, Teachers, Campus Counselors</p>	<p>OdysseyWare credit recovery lab, tutorial programs, SCE funds, Title I, Part A funds, FTEs</p>	<p>Report cards, failure lists, course completions</p>	<p>Per semester</p>
<p>1.9.1 The HS will continue to explore viable options in course offerings, coherent sequences, scheduling and staffing to increase the number of students on the Recommended High School Plan (RHSP) and Distinguished Achievement Plan (DAP).</p> <p>1.9.2 The importance of students' participation in a challenging course schedule will be stressed by Campus Counselor and Administration. (SW Comp 1)</p> <p>1.9.3 Explore creative scheduling possibilities at the Middle School and High School to address the needs of identified Gifted & Talented students. (SW Comp 2)</p>	<p>State initiatives, PBMAS reports</p> <p>State initiatives, PBMAS reports</p> <p>PEIMS data</p>	<p>All students</p> <p>All students</p> <p>GT students</p>	<p>MS and HS Principals, Campus Counselors, Curriculum Director, Teachers, Technology Department, Diagnosticians</p> <p>Principals, Campus Counselors, Curriculum Director, Teachers, CTE Director, Parents</p> <p>Principals, Teachers, Curriculum Director, Department Heads, GT Director</p>	<p>4 Year Graduation Plans, master schedule, state weighted funds</p> <p>Open House, counseling opportunities</p> <p>Vendor fairs, ESC 11</p>	<p>Student schedules, AAR, AEIS Data, PBMAS Data</p> <p>Student schedules, AAR, AEIS Data, PBMAS Data</p> <p>Student schedules, Report Cards</p>	<p>Annually, per semester</p> <p>Annually, Per semester</p> <p>Annually, Per semester</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>1.10.1 Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status and ensure that lowest achieving students are being taught by the most highly qualified teachers and paraprofessionals. (SW Comp 3, 4)</p>	Highly Qualified Report	At Risk, All students	Administrative personnel staff, Superintendent, Principals, Teachers	Highly Qualified Report, PEIMS, AEIS	AEIS	Per semester
<p>1.10.2 Maintain an effective teacher-mentoring through the use of departmental lead teachers in order to retain highly qualified staff. (SW Comp 3, 4, 5)</p>	Departmental meeting notes	At Risk, All students	Principals, Teachers	TxBess Mentoring Program, ESC 11	AEIS	Annually
<p>1.10.3 Assist teachers in attaining or maintaining certifications. (SW Comp 3, 4, 5)</p>	Personnel files	At Risk, All students	Principals, administrative personnel staff, Title II Part A	Certification programs, SBEC, TExES Examinations	Certifications, appropriate documentation	As needed
<p>1.10.4 Provide staff development opportunities to assist staff in meeting highly qualified status and increasing personal growth and capacity in addition to leadership opportunities for department heads. (SW Comp 3, 4)</p>	Personnel files	At Risk, All students	Principals, Superintendent, Curriculum Director	ESC 11, consultants, qualified professionals, collaborative opportunities, local funds, state funds, Title I, Part A funds	Certifications, SBEC documentation	Per semester
<p>1.10.5 Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified. (SW Comp 4)</p>	Personnel files	At Risk, All students	Administrative Personnel Staff, Principals	Personnel files	Highly Qualified Report, AEIS	Per semester
<p>1.10.6 Substitute teachers will be trained to enhance classroom success. (SW Comp 4)</p>	Personnel files	All students	Administrative Personnel Staff, Principals	Region 12 Substitute Training materials	Classroom documentation	As substitutes are hired

Goal 2

Parents, community members and educators at Godley Independent School District will be active partners in the education of our students.

Performance Objectives:

- 2.1 Volunteers and parental involvement will continue to increase for the 09-10 AY.
- 2.2 School/Parent information meetings will increase on each campus for the 09-10 AY.
- 2.3 Federal programs and other special program collaborative meetings will consist of at least one (1) meeting to cover the programs for the 09-10 AY.
- 2.4 The district will provide and maintain methods for teachers and administrators to effectively communicate with parents and the community including, but not limited to, the district's website, Skyward Family Access, informational handouts, and the voice-over-IP phone system while maintaining Skyward student and financial management technology to improve efficiency and increase communication.

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>2.1.1 Provide a facility for parental involvement activities sponsored by Parent Teacher Organizations (PTO). (SW Comp 6)</p> <p>2.1.2 Enlist parents' assistance in SDFSC program. (SW Comp 6)</p> <p>2.1.3 Review the district's Parental Involvement Policy annually and solicit parental input. (SW Comp 6)</p>	<p>Parent surveys</p> <p>Program guidelines</p> <p>Program guidelines</p>	<p>All students</p> <p>All students</p> <p>All students</p>	<p>Principals, Teachers, Campus Counselors</p> <p>Campus Counselors, Principals, SDFSC Coordinator, campus nurses</p> <p>District Parental Involvement Coordinator, Principals</p>	<p>Facilities, Local Funds</p> <p>ESC 11, Program Resources, consultants</p> <p>Region 10 training opportunities, Skyward Family Access</p>	<p>Parental Surveys, Skyward Family Access</p> <p>Program Evaluations, ICR Reports, Federal application and compliance report</p> <p>Parental Involvement records</p>	<p>As needed</p> <p>Annually</p> <p>Annually, 3 week intervals, as needed</p>
<p>2.2.1 Provide opportunities for campuses to conduct parent-teacher conferences at least twice a year. (SW Comp 6)</p> <p>2.2.2 Telephones will be installed in classrooms to facilitate parental involvement and provide options for emergency communication between classrooms and office; parent emails will be entered into the Skyward data base for teacher to further enhance parental contacts. (SW Comp 6)</p> <p>2.2.3 Conduct parent training opportunities in Skyward Family Access and parenting classes. (SW Comp 6)</p> <p>2.2.4 Parent training opportunities will be scheduled in accordance with SDFSC program. (SW Comp 6)</p>	<p>Title I program guidelines</p> <p>Parental Involvement records</p> <p>Parental Involvement records</p> <p>SDFSC program guidelines</p>	<p>All students</p> <p>All students</p> <p>All students and parents</p> <p>All students and parents</p>	<p>Principals, Teachers</p> <p>PEIMS Clerks, Campus Counselors, Principals</p> <p>Principals, teachers, Campus Counselors</p> <p>Campus SDFSC Team, SDFSC Program Director</p>	<p>Facilities, Local Funds</p> <p>Open Houses, scheduled conferences, local parent training opportunities and informational meetings</p> <p>Skyward, training materials</p> <p>Consultants, ESC 11</p>	<p>Local documentation, sign-in sheets, meeting agendas, Parent Surveys</p> <p>Parent surveys, Skyward documentation</p> <p>Skyward records, campus records</p> <p>Title IV documentation</p>	<p>Per semester</p> <p>3 week intervals, as needed</p> <p>Annually</p> <p>Annually</p>
<p>2.3.1 Federal Program meeting will be announced, publicized and conducted annually. (SW Comp 6, 10)</p>	<p>Title program guidelines</p>	<p>All students and parents</p>	<p>Federal Programs Director, SDFSC Coordinator</p>	<p>Program Materials</p>	<p>Meeting minutes, agendas and sign-in sheets</p>	<p>Annually, as needed</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>2.4.1 Teachers will keep personal webpage updated with assignments and pertinent information including an email address, conference times, and voicemail options for parental communication. (SW Comp 6)</p>	<p>Campus staff meeting minutes</p>	<p>All students and parents</p>	<p>Principals, Teachers, District Technology Department, Campus Counselors</p>	<p>District Technology Resources including Servers, Voice-over IP system</p>	<p>Website monitoring, Parental contact records</p>	<p>Daily, weekly</p>
<p>2.4.2 Teachers will be trained on the Skyward grade book application and keep grade books updated for viewing on Skyward Family Access. (SW Comp 6)</p>	<p>Parental involvement documentation</p>	<p>All students</p>	<p>Principals, Teachers, Technology Director</p>	<p>Skyward Family Access, Skyward grade book</p>	<p>Skyward grade book, parental involvement records</p>	<p>3 weeks, 6 weeks, per semester, annually</p>
<p>2.4.3 Department Heads will utilize the Skyward financial management system to submit purchase orders for supplies and resources to enhance student performance.</p>	<p>Skyward documentation</p>	<p>All students</p>	<p>Principals, Department heads, lead teachers, Executive Director of Finance</p>	<p>Skyward Financial Management System</p>	<p>Skyward financial records</p>	<p>As needed</p>
<p>2.4.4 The district will provide, by methods such as School Messenger and VOIP and analog phones, emergency notification and non-emergency communication to parents, guardians and the community regarding school-related situations. (SW Comp 6)</p>	<p>Parental involvement documentation</p>	<p>All students</p>	<p>Superintendent, Principals, Teachers</p>	<p>Skyward, Skylert Communication Module, Website, Email, text Messages, phone calls</p>	<p>Skyward Documentation</p>	<p>As needed</p>

Goal 3

The Godley Independent School District will remain a clean, safe, well-maintained and orderly environment while meeting the students' physiological needs to promote successful student learning

Performance Objectives:

3.1 Godley ISD will continue to adhere to the principles of effectiveness outlined for Safe and Drug-Free Schools.

3.2 Godley ISD will not condone or tolerate acts concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, in school vehicles, or at school sponsored events.

3.3 Godley ISD will strive to create safe and secure campuses with necessary enhancements to ensure the safety of all students, employees, and visitors.

3.4 The district will budget funds that includes staff, food and equipment replacement and repair to provide breakfast and lunch meals for students.

3.5 The district will maintain the School Health Advisory Council to ensure local community values are reflected in the district's health education instruction.

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>3.1.1 Safe & Drug Free Schools Coordinator (SDFSC) will attend meetings and trainings at ESC 11 to stay abreast of program considerations and opportunities.</p>	<p>According to program guidelines</p>	<p>All students</p>	<p>SDFSC Coordinator, CT, Health Teacher,</p>	<p>Title IV Funds, local funds, SHAC</p>	<p>Program Evaluation, PER</p>	<p>per 6 weeks, annually</p>
<p>3.1.2 Conduct a SDFSC Program Effectiveness Review.</p>	<p>Compliance report</p>	<p>All students</p>	<p>SDFSC Coordinator, Campus Counselors, Teachers, SDFSC Team</p>	<p>Campus documentation</p>	<p>Program Effectiveness Review</p>	<p>Annually</p>
<p>3.1.3 Implement the Crisis Management Plans with components including: conflict resolution, suicide prevention, violence prevention, discipline, code of conduct, classroom management and dating violence. Provide training on the contents in the Crisis Plan and update based on needs identified during the training. Copies of Crisis Plan will be placed in all classrooms and bus evacuations will be scheduled as needed.</p>	<p>According to program guidelines</p>	<p>All students</p>	<p>Principals, Assistant Superintendent, School Nurses</p>	<p>Code of Conduct, bullying materials,</p>	<p>Program Effectiveness Review and Focused Data Analysis</p>	<p>Annually</p>
<p>3.1.4 Provide a comprehensive alcohol education, drug education, tobacco education, violence prevention/intervention (including bullying, physical or verbal aggression), suicide prevention, and conflict resolution. (SW Comp 10)</p>	<p>Title IV program guidelines</p>	<p>All students</p>	<p>SDFSC Coordinator, Campus Counselors, Principals, Health Teacher, School Nurses, SRO</p>	<p>Title IV Funds, Drug Dogs, School-Based Tobacco Use Prevention Program, DAVE, Red Ribbon Week, "Stop the Violence Week", local funds, Arnold Tobacco Program, Project Wisdom, SOS</p>	<p>Program Effectiveness Review, ICR Report</p>	<p>6 weeks, daily, ongoing</p>
<p>3.15 Contract with outside agencies to for periodic contraband inspections. (SW Comp 10)</p>	<p>District policy</p>	<p>MS and HS students</p>	<p>Principals, SDFSC Coordinator, SRO</p>	<p>Canine Services, Title IV funds, Interquest Detection Canines</p>	<p>PEIMS Reports, discipline records</p>	<p>As scheduled periodically</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>3.2.1 To address discipline management, the implementation of Positive Behavior Support strategies derived from the 7 Modules of the Texas Behavior Support Initiative including: School and Classroom Interventions, Positive Behavior Supports, Time Out, Severe Behavior Action Planning, & Restraint Training.</p>	<p>PEIMS reports, Skyward documentation, Campus discipline records</p>	<p>All students</p>	<p>Principals, Campus Counselors, Teachers</p>	<p>Johnson County Special Ed. SSA, Trainer of Trainers</p>	<p>Meeting agenda, certifications</p>	<p>Fall</p>
<p>3.2.2 GISD will remain a Character-Plus District and Character education will be implemented within the classroom by all teachers, Grades K-12. (SW Comp 2)</p>	<p>TEA</p>	<p>All students</p>	<p>Principals, SDFSC Coordinator, Campus Counselors, Teachers</p>	<p>Character Ed. Curriculum, Project Wisdom, Coole School Planners, Title IV funds, local funds</p>	<p>Lesson plans, counselor's log</p>	<p>Daily, weekly</p>
<p>3.2.3 Participate in Keene ISD's DAEP for long-term disciplinary placement.</p>	<p>Discipline records, PEIMS reports</p>	<p>All students</p>	<p>Principals, Assistant Principals, Campus Counselors, Diagnosticians</p>	<p>SCE funds, FTEs</p>	<p>DAEP Referrals, PEIMS discipline records, PBMAS</p>	<p>Annually</p>
<p>3.2.4 The district will maintain an agreement with the Johnson County Sheriff's Department to furnish a School Resource Officer. (SW Comp 10)</p>	<p>Discipline records</p>	<p>All students</p>	<p>DS, SRO, P</p>	<p>Johnson County Sheriff's Department, local funds</p>	<p>Discipline records, PEIMS reports</p>	<p>Annually</p>
<p>3.2.5 Implement a Dating Violence Policy as required by HB 121 and investigate procedures on implementation.</p>	<p>TEA</p>	<p>All students</p>	<p>Principals, Campus Counselors</p>	<p>Dating Violence Policy</p>	<p>PEIMS Reports</p>	<p>Annually</p>

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>3.3.1 Maintain, monitor, and evaluate facilities to provide an environment that is conducive to learning attending to necessary repairs and providing adequate maintenance personnel to meet the needs of all campuses. (SW Comp 1)</p>	Maintenance requests	All students	Superintendent, School Board, ECD, Maintenance Department	Local funds, Facility Needs Assessment, Security Cameras and Equipment	Facility Progress Reports, Maintenance records, School board meetings/minutes	Daily
<p>3.3.2 Utilize Raptor Technology on all campuses to screen visitors and increase student safety.</p>	Campus procedures	All students	Campus Secretaries, Principals	Raptor Technology	Raptor Reports & Computer-Generated Name Badges	Daily, as needed
<p>3.3.3 The district will provide safe and well-maintained buses and staff vehicles to transport students and staff to and from school and supported events.</p>	District policy	All students	Technology Department	Local Funds	Maintenance Records, Travel Logs, Accident Reports	Daily, as needed
<p>3.3.4 Provide Internet content filtering and other methods of monitoring acceptable use of the district's technology.</p>	Campus documentation	All students	Technology Department	ESC11, Technology Plan	Technology Reports, Administrative Team Meeting Minutes	Daily
<p>3.3.5 Implement and provide staff development for the physical fitness assessment for grades 3-12 using FitnessGram. (SW Comp 4)</p>	TEA	All students	CT, School Nurses, Coaches, AD	FitnessGram	FitnessGram Assessments	Annually

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>3.4.1 Food Service Director will adhere to state and federal mandated regulations while preparing menus and ordering food.</p> <p>3.4.2 Equipment and facilities will be maintained to meet health code standards and decrease energy consumption as prescribed by the state.</p>	<p>TEA</p> <p>TEA, State mandates, maintenance documentation</p>	<p>All students</p> <p>All students</p>	<p>Food Service Director, Cafeteria Managers</p> <p>Food Service Director, Maintenance Director</p>	<p>Food Service Director, Cafeteria Managers, Food Vendors, Local Funds, Federal Funds</p> <p>Food Service Director, Maintenance Director, Custodial staff</p>	<p>Menus, Food service documentation</p> <p>Maintenance records and reports</p>	<p>Daily</p> <p>As needed</p>
<p>3.5.1 Custodial staff will clean and maintain the district's facilities in accordance to district policy.</p> <p>3.5.2 Maintenance staff will keep the district's physical plant repaired and updated to meet the safety and physiological needs of the students and staff.</p> <p>3.5.3 The district will maintain and consider the recommendations of the School Health Advisory Council (SHAQ) regarding issues including health education, physical activity, human sexuality, tobacco prevention activities and nutrition.</p>	<p>District policy</p> <p>District policy</p> <p>TEA</p>	<p>All students</p> <p>All students</p> <p>All students</p>	<p>Maintenance Director, Custodial staff, Custodial Supervisor, Principals</p> <p>Maintenance Director, maintenance staff</p> <p>SHAQ Committee, Administration</p>	<p>Janitorial supplies, local funds</p> <p>Vendors, local funds</p> <p>Senate Bills 283, 892, 891, 283 & 3</p>	<p>Maintenance records and reports, monitoring</p> <p>Maintenance records and reports, monitoring</p> <p>Campus records, meeting minutes, documentation, FitnessGram documentation</p>	<p>Daily, as needed</p> <p>As needed</p> <p>4 times annually at a minimum</p>

Goal 4

In order to prepare students to meet 21st century educational demands, the Godley Independent School District is committed to integrate technology into the classrooms and require teachers to develop lesson plans that will engage students and improve learning.

Performance Objectives

4.1 The district will provide current technology and training for all classroom teachers to support the seamless integration of technology into the classroom and enhance their ability to utilize available technology in order to increase student performance and learning.

Strategies	Needs Assessment	Special Population	Person(s) Responsible	Resources	Formative Evaluation & Documentation	Timeline
<p>4.1.1 The district will provide opportunities for the technology staff to receive technology training and evaluate new technology equipment to support and improve the district's infrastructure and to provide quality assistance for teachers in creating technology-driven 21st century lesson plans to engage students.</p>	District policy	All students	Principals, Teachers, Superintendent, District Technology Director, Technology Department	ESC 11 SSA, Title II, Part D, District Technology Plan, consultants	Certifications, training logs	As needed, per semester
<p>4.1.2 All teachers will complete TTCC training through ESC 11. (SW Comp 3, 4)</p>	District policy	All students	Superintendent, Teachers, Principals, District Technology Director, Technology Department	ESC 11 SSA, Title II, Part D, District Technology Plan	Certifications	Annually
<p>4.1.3 Teachers will document technology into their lesson plans for PDAS. (SW Comp 2)</p>	District policy	All students	Principals, Teachers	CIP, technology resources, Eduphoria Forethought	Lesson plans, PDAS Self Report	Annually
<p>4.1.4 The district will provide and maintain current technology including hardware and software for all classroom teachers to support technology integration into the classroom to engage students in learning throughout the useful life of the equipment or product.</p>	District Technology Plan, state mandates	All students	Teachers, Technology Director, Principals	District Technology Plan, State Technology Allotment, local funds	Monitoring	As needed
<p>4.1.5 The district will provide, maintain and improve the district's infrastructure, Internet access, technology equipment, data systems and update administrative software as applicable to support the technology used by teachers, administrators, staff and students.</p>	District Technology Plan, state mandates	All students	Teachers, Technology Director	District Technology Plan, ESC 11, State Technology Allotment, local funds	Monitoring, network reports	Daily