



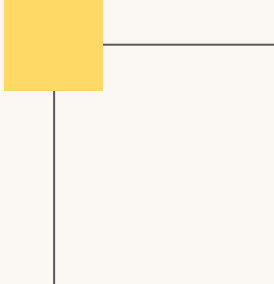
District Performance Committee

October 10, 2023



Agenda



1. Good Things and Introductions
 2. Overview of DPC
 3. 2024-2025 School Calendar Creation Process
 4. Review GISD Strategic Direction
 5. Review of the District Improvement Plan
 6. Next Meeting Dates and Future Topics
 7. Exit Ticket and Closing
- 

Good things and Introductions

- Name & Affiliation/Role

What is the purpose and role of the District Performance Committee?

The District Performance Committee serves a very important role at GISD. Two of the primary functions of this committee are to work with the district to provide guidance on the District Improvement Plan and provide input on the district calendar prior to submission to the Board of Trustees.

January

Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

August

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Calendar Creation Process

Now - Nov 1	We will send out a survey and get the results into a usable format
Meeting Nov 1	You will review the survey feedback and help us decide on most important factors to consider when creating calendar options
Nov 1 - 15	We will meet and review the DPC's input and create several calendar options to bring to the November 15 th meeting
Meeting Nov 15	You will help us select 3 calendar options
Nov 15 - Dec 6	You will present the 3 calendar options to those you represent (i.e. campus, other parents, etc.) and land on a calendar selection
Meeting Dec 6	You will vote for the calendar as selected by your constituents
Dec 6 - 18	We will present the selected calendar to the Board and expect to have final approval at the board meeting on December 18th



Clarifying Questions?





GISD Strategic Direction 2023



The Process

- Gathering Input
 - **Discovery Committee [October 2022] - 65 participants**
 - Included students, staff, parents and community members
 - **Extended Discovery Focus Groups [November 2022] - 225 participants**
 - Included students, staff, parents and community members
 - **Survey [December 2022] - 871 respondents**
 - Included staff, parents and community members
- Analyzing Input, Reflecting on Prior Strategic Plans/Current Needs, Creating Draft Strategic Priorities + Draft Pictures of Success [January 2023]

The Process



- Sharing and Receiving Feedback on Drafts + Collecting Inputs for Actions [February 2023]
 - Discovery Committee
 - District Leadership Team [District Department Leads + Campus Principals]
- Making Revisions, Updating the Board + Preparing for Final Recommendation and Adoption [February + March 2023]

Strategic Direction:



- Strategic Priority Areas
 - Pictures of Success
 - Objectives



Four Strategic Priority Areas

Student Learning, Growth, and
Progress

Student and Staff Well-Being

Staff Recruitment and
Retention

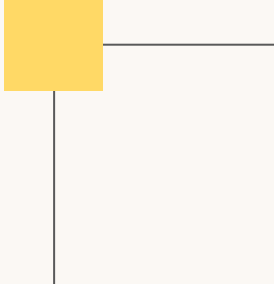
Community and Connectivity

Student Learning, Growth, and Progress



Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided – work that results in all students learning what’s expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile.

Resources are provided to support students’ varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.



Student Learning, Growth, and Progress Objectives

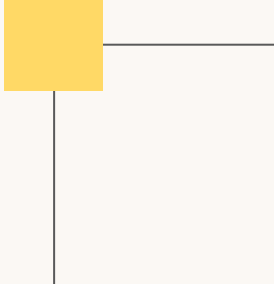
- GISD students engage in challenging, inquiry-based, personalized learning experiences.
- GISD students become competent, confident, independent learners.
- GISD students find meaning and value in the work provided to them.
- GISD students demonstrate excellence in the state's academic standards and the GISD learner profile attributes.
- In GISD, instruction, assessment, and intervention are aligned.
- GISD learners' progress is reflected in a way that makes it easily understood to all audiences.
- In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.
- GISD provides resources to support students of varying abilities and interests.
- GISD students develop habits of lifelong learners.
- GISD students think about and plan for their future.
- GISD students are prepared for postsecondary education and the workforce.

Student and Staff Well-Being



Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance, mental health support, and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident.

GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.



Student and Staff Well-Being Objectives


- Georgetown ISD's students want to come to school.
- GISD students are treated with respect and are respectful to each other and to adults.
- Students feel GISD schools and classrooms are physically and psychologically safe.
- GISD students have negligible fear of harm, harassment, or demeaning comments occurring in Georgetown schools and classrooms.
- In GISD, caring adults advocate for students and help them make safe, healthy choices.
- GISD students have access to guidance and mental health support and resources.
- In GISD, students participate in extracurricular activities and academic support opportunities.
- GISD students' growth in adaptability, perseverance, and personal responsibility is evident.
- GISD employees find meaning and value in their work.
- GISD staff feel physically and psychologically safe at work.
- GISD staff have the resources they need in order to be successful in their role.
- GISD employees feel connected to their colleagues, their district, and the community.
- In GISD, resources exist to support staff wellness.

Staff Recruitment and Retention



Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.



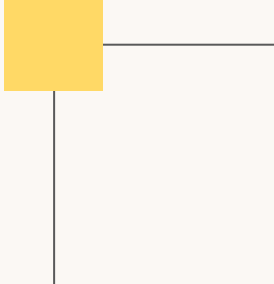
Staff Recruitment and Retention Objectives

- Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.
- A culture of engagement and continuous professional growth exists in GISD.
- Peer connection, support, and collaboration are part of the culture in GISD.
- GISD offers an attractive, inviting, and safe work environment.
- Georgetown ISD provides competitive compensation and benefits to employees.
- In GISD, recruitment and induction systems are utilized to attract, support, and retain new and existing employees.
- In GISD, induction experiences are focused on developing an understanding of and appreciation for the core business of the district.
- GISD's professional learning experiences are engaging to adult learners.
- GISD's professional learning experiences include collaboration with and an opportunity to learn from colleagues.
- In GISD, professional learning communities thrive across the organization.

Community and Connectivity



Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

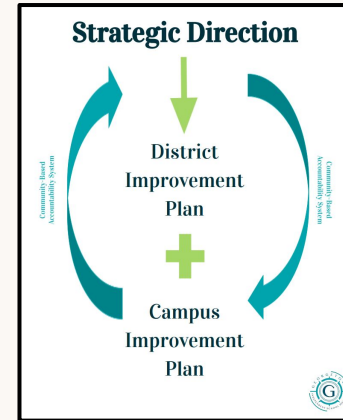


Community and Connectivity Objectives

- GISD staff and school board trustees serve as community leaders.
- GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.
- Parents and community members feel welcome and invited in GISD schools.
- Parents and community members are advocates for the needs of Georgetown ISD.
- GISD fosters a sense of cohesiveness through strategically aligned partnerships.
- GISD is responsive to its community.
- GISD is adaptable to changing needs.
- GISD is transparent with reporting progress and providing access to information.

The Work After Adoption

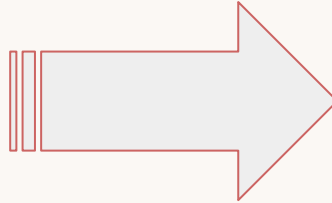
August Board Meeting	District + Campus Improvement Plans Adopted
August Board Workshop	Share District + Campus Improvement Plans
July	Work Time: Needs Assessment, Improvement Plans, Progress Monitoring Process <i>[Time Provided at July DLT]</i>
June	Work Time: Needs Assessment, Improvement Plans, Progress Monitoring Process <i>[Time Provided on Day 2 of June DLT]</i>
May	Work Time: Needs Assessment, Improvement Plans, Progress Monitoring Process
April	District-Wide Priority Objectives Finalized
March	Board Adopts a Strategic Direction; District Leaders Work Toward Identifying Priority Objectives <i>[At March DLT]</i>



Moving in that direction

2023 GISD Strategic Direction

41 objectives
identified in 4
main focus areas



2023 GISD District Improvement Plan

Objectives from each
focus area have been
prioritized and are being
operationalized. 12
Prioritized objectives
for 2023-2024






Student Learning, Growth, and Progress

In GISD, instruction, assessment, and intervention are aligned.

In GISD, we monitor students' progress toward mastery of the content, meeting standards, and developing attributes of the Learner Profile.

GISD students are prepared for postsecondary education and the workforce.

GISD students demonstrate excellence in the state's academic standards and the GISD learner profile attributes.






Student and Staff Well-Being

GISD students are treated with respect and are respectful to each other and to adults.

GISD employees find meaning and value in their work.

Students feel GISD classrooms are physically and psychologically safe.





Staff Recruitment and Retention

Georgetown ISD provides competitive compensation and benefits to its employees.*

Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.





Community and Connectivity

GISD is transparent with reporting progress and providing access to information.

Parents and community members feel welcome and invited in GISD schools.

GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.



Translation to DIP

Strategic Priority Area



DIP Goal

Priority Objective



DIP Performance Objectives

Priority work of
Departments



DIP Strategies



District Improvement Plan

Goal 1: Student
Learning, Growth &
Progress

Goal 2: Student & Staff
Well-being

Goal 3: Staff
Recruitment &
Retention

Goal 4: Community &
Connectivity



DIP Questions



As you review please consider:

- What questions do you have about the strategies in terms of scope, alignment, impact?
- What evidence would allow you to see progress as it relates to performance objectives and/or strategies?

Please write your notes on the printouts*





Quick Share Out / Questions



Next meeting dates

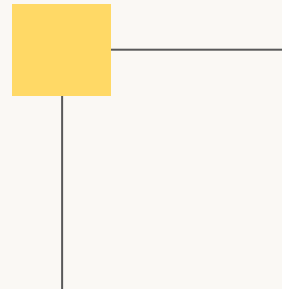
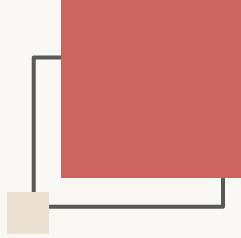
All meetings will be held at the Hammerlun Center for Leadership & Learning from 5:30-7:00pm (dinner provided).

- November 1
- November 15
- Dec 6 (possible virtual)
- Feb 28
- April (if needed/date TBD)

*in the event of additional meetings needed, 2 weeks notice will be provided.

Future Meeting Topics (included but not limited to)

- 2024-2025 School Calendar Feedback
- District Improvement Plan
- Possible 2025-2026 School Calendar Development
- Other topics as requested or as determined



Exit ticket & closing

Please scan this code to complete the feedback survey:

