Georgetown Independent School District

District Improvement Plan

2023-2024

GEORGETOWN ISD

Home of the most inspired students, served by the most empowered leaders...

Board Approval Date: August 21, 2023

Mission Statement

Inspiring and empowering every learner to lead, grow, and serve.

Vision

Home of the most inspired students, served by the most empowered leaders.

Core Beliefs

We believe public education is the foundation of our community.

Our actions should be student-centered.

It is our responsibility to prepare students for their future.

Developing leaders is vital to our success.

Instruction should be designed based on the needs of the learners.

Community engagement enhances educational experiences.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

GISD continues to be a growing suburban community with increasing housing development, business and industry. Georgetown 2022 population estimate is 86,507 with approximately a total of 15,500 combined staff and students in GISD.

Georgetown ISD serves a diverse and growing population in and around Georgetown, TX with a total student population in grades Pre-K - 12th grade of 13,078 students (Oct 2022). Students in Georgetown ISD represent diverse backgrounds, ethnicities and cultures.

GISD is comprised of 10 elementary schools grades PK-5, 4 middle schools grades 6-8, 2 comprehensive high schools grades 9-12, 1 academic alternative learning high school, 1 disciplinary alternative education program as well as the educational partner of the Successful Transition Education Program (S.T.E.P.) of the Williamson County Juvenile Justice Center.

In 2023-2024 GISD employs 1987 staff members (Aug 2023) that serve in a variety of roles to ensure that GISD learners have all that they need to be successful. 998 classroom teachers, 192 educational aides, 306 administrative and professional staff, and 491 auxiliary staff make up GISD staff members.

Hiring and retaining staff are a challenge in 2023 post-COVID. The table below demonstrates budgeted positions and filled positions as of 8/3/2023.

Position	2023 Budgeted Count	2023 Staff Count
Classroom teachers	1035	998
Educational Aides	207	192
Admin and Professional Staff	319	306
Auxiliary Staff	556	491
Total	2117	1987

Student Demographic data below per GISD PEIMS July 2023

Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Gender		
Female	6,856	48.81%
Male	7,190	51.19%
Ethnicity		

Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Hispanic-Latino	6,177	43.98%
Race		
American Indian - Alaskan Native	54	0.38%
Asian	433	3.08%
Black - African American	910	6.48%
Native Hawaiian - Pacific Islander	25	0.18%
White	5,783	41.17%
Two-or-More	664	4.73%

Student Programs (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
CTE Attendance	4,494	31.99%
Gifted and Talented	912	6.49%
Pregnancy Related Services	9	0.06%
Regional Day School Program for the Deaf	10	0.07%
Section 504	1,656	11.79%
Special Education (SPED)	2,505	17.83%
Bilingual/ESL		
Emergent Bilingual (EB)	2,367	16.85%
Standard or Alternative Bilingual/ESL	1,598	11.38%
Dual Language Immersion/One-Way	80	0.57%
Dual Language Immersion/Two-Way	927	6.60%
Dyslexia		
Dyslexia Indicator Code	1,665	11.85%
Dyslexia Risk Code	1,954	13.91%
Dyslexia Services Code	1,656	11.79%
Title 1 Part A		
Schoolwide Program	3,666	26.10%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	46	0.33%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Foster Care	46	0.33%
IGC Reviewed	109	0.78%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Intervention Indicator	1,597	11.37%
Migrant	6	0.04%
Military Connected	1,626	11.58%
Unschooled Asylee/Refugee	1	0.01%
Economic Disadvantage		
Economic Disadvantage Total	6,016	42.83%
Free Meals	5,092	36.25%
Reduced-Price Meals	921	6.56%
Other Economic Disadvantage	3	0.02%
Homeless Statuses		
Homeless Status Total	136	0.97%
Doubled Up	88	0.63%
Unsheltered	7	0.05%
Hotel/Motel	40	0.28%
Shelter	1	0.01%
Not Unaccompanied Youth	111	0.79%
Unaccompanied Youth	25	0.18%

Demographics Strengths

Georgetown ISD serves a diverse student population with strong family engagement from a variety of cultural and ethnic backgrounds. This diversity creates opportunities for students to learn from others in ways that may be more difficult in a homogenous demographic.

Georgetown, TX continues to experiences historic growth rates exceeding 10% total population growth, this is a strength as with this growth comes opportunity, diversity, and vibrance.

In Georgetown ISD and the larger community, education is a high priority; this is evidenced by strong graduation rates and completion rates year after year. Additionally, the Georgetown, Texas Chamber of Commerce hosts 4 cornerstones of the community, one of which is education.

The community of Georgetown values a rich educational experience; for this reason, GISD is proud to support a variety of growing and successful student programs. These include but are not limited to:

- Advanced Academics
- Career and Technical Education
- Fine Arts
- Athletics
- Underwater robotics, areospace engineering, rocketry
- NJROTC and dozens of student clubs

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): GISD struggles to fully staff all budgeted positions due to student enrollment growth demanding more teachers as well as teacher attrition. **Root Cause:** Unprecedented local and regional growth around GISD have increased the need for more teachers each year and reduced available candidates for hiring; Pandemic related staffing struggles; Higher resignations and retirements than historically typical due to new and increased work related challenges in Post-Covid schooling.

Student Learning

Student Learning Summary

Student Learning

GISD considers evidence of student learning from multiple sources with a focus on growth. In addition to the Texas required assessment, STAAR/EOC, GISD utilizes NWEA MAP Growth Assessment and mClass Amplify Assessment to monitor student growth on an interim basis (beginning, middle and end of year). The COVID 19 pandemic impacted student outcomes much like across the State and Country.

[STAAR 3-8 pending release]

Georgetown ISD									
STAAR EOC		**District**				**State**			
		2019	2021	2022	2023	2019	2021	2022	2023
Biology	Approaches	83	81	80	89	88	81	82	89
	Meets	55	53	54	58	63	54	57	57
	Masters	19	16	16	25	26	22	23	22
Algebra	Approaches	63	62	56	70	84	72	74	78
	Meets	41	28	27	31	62	41	46	45
	Masters	11	16	17	15	39	23	30	24
English I	Approaches	62	60	59	70	63	66	63	70
	Meets	53	43	42	54	49	50	48	54
	Masters	1	10	7	13	12	12	11	14
English II	Approaches	64	68	62	72	67	70	71	74
	Meets	47	55	46	56	51	57	57	56
	Masters	5	8	6	7	8	11	9	9
US History	Approaches	93	88	87	95	93	88	89	95
	Meets	74	69	69	68	75	69	71	71
	Masters	43	44	43	35	47	43	44	39

	Approaches	Meets	Masters
	GISD 2021	**GISD 2021**	**GISD 2021**
3rd Reading	65%	36%	17%
3rd Math	55%	25%	11%
4th Reading	58%	31%	13%
4th Math	54%	31%	17%
5th Reading	70%	43%	30%
5th Math	66%	39%	18%
5th Science	58%	26%	9%
6th Reading	55%	25%	12%
6th Math	57%	17%	2%
7th Reading	68%	43%	24%
7th Math	52%	24%	9%
8th Reading	71%	44%	17%
8th Math	59%	34%	9%
8th Science	63%	37%	19%
8th SS	54%	25%	9%

Our data review affirms a continued focus on developing literacy and numeracy skills at our early grade levels will be crucial to recover from lost learning time due to the pandemic and a slower recovery in mathematics than in reading skills. Additionally, continuing a focus on developing mathematic skill deficits that persisted since the main COVID 19 interruption will be a focus throughout middle school and hight school. Our students who are economically disadvantaged and who are English language learners experienced greater impacts from the pandemic. Identifying learning needs and aligning resources to support reducing those gaps will be instrumental in supporting the identified learning needs.

[insert Board Goal Data here pending September 2023]

College Career Military Readiness (CCMR) is a key priority for GISD. GISD continues to focus on ensuring that all graduates are CCMR by 2025. Focused attention will continue to be on career and technical education pathways aligned to industry based certifications, ample opportunities for students to earn college credit as well as ensuring students are Texas

Success Initiative (TSI) Complete in both reading and math. With the TSI component, CCMR is an additional measure of literacy and numeracy at the graduate level.

Georgetown ISD	2018 Graduates	*2019 Graduates	2019* Graduates	2020 Graduates	2021 Graduates	Prelim 2022 Graduates
Annual Graduates - All Students	844	864	864	906	885	1019
Number of Points Earned CCMR	596.5	667	559	546	655	740
CCMR Rate	**71%**	**77%**	**65%**	**60%**	**74%**	**73%**
Number of Graduates Meeting TSI Criteria ELA/Reading and Mathematics	396	385	385	420	497	527
Rate of Graduates Meeting TSI Criteria ELA/Reading and Mathematics	**47%**	**45%**	**45%**	**46%**	**56%**	**52%**
Number of Graduates Meeting TSI Criteria ELA/Reading	525	550	550	733	666	729
Rate of Graduates Meeting TSI Criteria ELA/Reading	**62%**	**64%**	**64%**	**81%**	**75%**	**72%**
Number of Graduates Meeting criteria withTSIA Reading		238	238	233	88	91
Rate of Graduates Meeting criteria with TSIA Reading		28%	28%	26%	10%	9%
Number of Graduates Meeting Criteria with ACT ELA	102	103	103	83	41	29
Rate of Graduates Meeting Criteria with ACT ELA	12%	12%	12%	9%	5%	3%
Number of Graduates Meeting Criteria with SAT ELA	415	482	482	495	455	489
Rate of Graduates Meeting Criteria with SAT ELA	49%	56%	56%	55%	51%	48%
Number of Graduates Meeting Criteria with College Prep ELA	0	0	0	351	305	368
Rate of Graduates Meeting Criteria with College Prep ELA	0	0	0	39%	34%	36%
Number of Graduates Meeting TSI Criteria Mathematics	422	414	414	440	563	575
Rate of Graduates Meeting TSI Criteria Mathematics	**50%**	**48%**	**48%**	**49%**	**64%**	**56%**
Number of Graduates Meeting criteria withTSIA Mathematics		177	177	165	159	225
Rate of Graduates Meeting criteria with TSIA Mathematics		20%	20%	18%	18%	22%
Number of Graduates Meeting Criteria with ACT Mathematics	101	100	100	78	36	29
Rate of Graduates Meeting Criteria with ACT Mathematics	12%	12%	12%	9%	4%	3%
Number of Graduates Meeting Criteria with SAT Mathematics	302	288	288	301	268	263

Georgetown ISD	2018 Graduates	*2019 Graduates	2019* Graduates	2020 Graduates	2021 Graduates	Prelim 2022 Graduates
Rate of Graduates Meeting Criteria with SAT Mathematics	36%	33%	33%	33%	30%	26%
Number of Graduates Meeting Criteria with College Prep Mathematics	48	31	31	67	225	220
Rate of Graduates Meeting Criteria with College Prep Mathematics	6%	4%	4%	7%	25%	22%
Number of Graduates Meeting Criteria with AP or IB	218	193	193	188	218	193
Rate of Graduates Meeting Criteria with AP or IB	**26%**	**22%**	**22%**	**21%**	**25%**	**19%**
Number of Graduates Meeting Criteria with Dual Course Credits	101	111	111	139	161	208
Rate of Graduates Meeting Criteria with Dual Course Credits	**12%**	**13%**	**13%**	**15%**	**18%**	**20%**
Number of Graduates Meeting Criteria with Industry Based Certification	27	19	19	78	170	351
Rate of Graduates Meeting Criteria with Industry Based Certification	**3%**	**2%**	**2%**	**9%**	**19%**	**34%**
Number of Graduates Meeting Criteria with Level I or II Certificates	0	0	0	0	0	0
Rate of Graduates Meeting Criteria with Level I or II Certificates	0	0	0	0	0	0
Number of Graduates Meeting Criteria with Associate Degree	0	0	0	0	0	0
Rate of Graduates Meeting Criteria with Associate Degree	0	0	0	0	0	0
Number of Graduates Meeting Criteria with OnRamps	0	1	1	9	75	141
Rate of Graduates Meeting Criteria with OnRamps	**0**	**0**	**0**	**1%**	**8%**	**14%**
Number of Graduates Meeting Criteria with IEP Grad Code 04,05,54,55	24	53	53	36	44	43
Rate of Graduates Meeting Criteria with IEP Grad Code 04,05,54,55	3%	6%	6%	4%	5%	4%
Number of Graduates Meeting Criteria with SpEd Adv Grad	19	26	26	25	27	41
Rate of Graduates Meeting Criteria with SpEd Adv Grad	**2%**	**3%**	**3%**	**3%**	**3%**	**4%**

College Career Military Readiness is a measure that is 1 year in lag, meaning that results that are reported in 2023 are based off of students who graduated in 2022.

Additional student learning data attached in the addendums.

Student Learning Strengths

Focused efforts to recover learning time lost due to the COVID 19 pandemic were effective in many regards.

- EOC scores demonstrate improvement in every subject area and in 12 out of 15 indicators.

- Performance in every subject areas matches or exceeds performance from prior to the COVID 19 pandemic in 2019.

- Growth in Industry Based Certifications indicates strong programs in Career and Technical Education

- Growth in OnRamps indicates student success in college level coursework

 STAAR 3-8 pending release August 2023

Areas of focus for 23-24 include: math, high school literacy and numeracy, special education and english language learner outcomes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student outcomes in mathematics lag behind outcomes in reading/language arts.   **Root Cause:** COVID impacts to student learning were greater in math than in language arts, this impact is aligned with a national trend. Specific skills areas were impacted for multiple years in a row with compounded effects to learning outcomes. Skill deficiencies continue to impact math outcomes as the students progress in learning. Gaps in systems, resources and instructional practices have been identified

Problem Statement 2 (Prioritized): Students in special education and emerging bilingual students' learning outcomes lag behind non-special education and non-EB/EL peers.   **Root Cause:** Disproportionate impacts of pandemic on students with specialized and/or linguistic needs. Increasing numbers of students with specialized and linguistic needs; resource and instructional needs identified and targeted.

Problem Statement 3 (Prioritized): Despite growth in academic outcomes, gaps in student learning still exist.   **Root Cause:** Disruptions of learning caused by lost learning time and turnover in teaching staff as well as inconsistent capacity and processes for a multi-tiered system of support (MTSS) at the Tier 2 level.

District Processes & Programs

District Processes & Programs Summary

Georgetown ISD strives to align our work and systems to a set of frameworks developed to ensure we are staying true to who we are. The GISD strategic framework centers our focus on Learning, Engagement, Relationships, Design and the Learner Profile; surrounding those tenets we believe that Leadership plays a crucial role in our ability to live out our intentions. These tenets and leadership is supported by innovative systems, structures, processes and an emphasis on collaboration and communication to ensure our focus is sustained. Finally, the entirety of the framework is rooted in our GISD Vision, Mission and Beliefs.
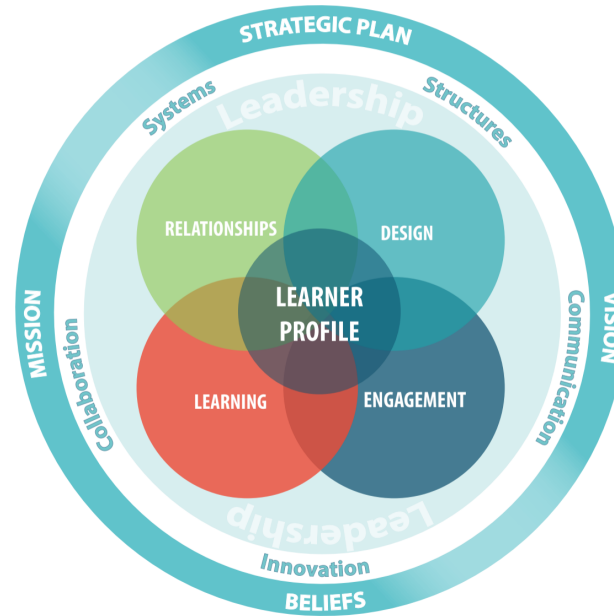
This framework guides our development of additional systems and processes in GISD. You will see this focus throughout the district represented in many different ways.

Instructional

GISD's core instructional framework is rooted in Designing Engaging Work, taking into account the social and academic motives/needs of the learners (the who of the learning) and designing learning to meet the needs of the specific "who". This process is captured in the GISD Leading Learning Document found HERE Additionally, GISD strives to meet the individual needs of students who may need additional time and support to master grade level standards OR students who need extension beyond grade level standards by utilizing a multi-tiered system of support for student learning.

With a focus on early literacy and numeracy, GISD utilizes Reader/Writer Workshop & Math Workshop to create more opportunities for small group instruction and personalized learning. All instruction is focused on standards-aligned practices that engage students in being persistent, committed and attentive, and learning what they need to learn.

Curricular

GISD provides teachers with a comprehensive curriculum for each subject and grade level utilizing the High Priority Learning Standards framework. This framework expands the TEKS/Standards to better represent the content, skills, and cognitive demand for each unit. The curriculum also provides Enduring Understandings, Essential Questions, Suggested Instructional Resources and Activities, Digital lesson samples as well assessment resources. All resources are conventionally located online at the Georgetown Academic Tools for Excellence or The GATE.

Personnel

GISD Believes that leadership development is vital to our success. With that comes a focus on taking care of our people, whether through celebration and acknowledgment, or supporting through coaching and mentoring programs at all levels. Teacher networks are established at the campus level through Professional Learning Communities (PLC); these PLCs are supported by campus administrators, learning design coaches, and department leaders. Campus and district administrators engage in a similar collaborative process with teammates with similar roles supported by supervisors and coaches (examples include monthly principal downloads, HCLL leadership cohorts, assistant principal learning, district leadership team learning, assistant principal preparation academy, etc…).

Organizational

In additional to campus planning efforts, GISD Leaders develop campus and departmental pathway aligned to the strategic work of GISD. Pathways serve as a leading tool for campus and department leaders to plan beyond improvement efforts alone and include efforts of opportunity.

District Processes & Programs Strengths

As GISD emerges from 3+ years of managing the COVID 19 pandemic, many new systems and processes exist as a result of. For example, communications processes occur with far more frequency and diversity of format and media than ever before and flexibility of scheduling and making adjustments to processes occur with much more regularity. Action teams have become a primary function for obtaining diverse input and perspectives when the District is working on complex issue. Multi-tiered systems of support are being designed and activated to support student learning, student behavior, as well as student social and emotion learning needs.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Student services require more time, resources and attention than previous years (impacting staff per student ratios that are historically consistent with meeting historical needs). This need is spreading administrative and teacher staff capacity thin, when coupled with increased student learning needs. **Root Cause:** Increased legislative mandates that require extensive operating procedures in the campus as well as COVID 19 impact on student attendance, discipline, and connection with students. Early implementation of systematic response to increased needs.

Perceptions

Perceptions Summary

Perceptions

Student Experience Survey - Students grade 3-11 participated in a student experience survey in May of 2022. This survey was conducted in class during the school day to allow students the opportunity to share feedback and perceptions in 5 domains. 3 domains of social emotional learning (interpersonal, intrapersonal, cognitive) and 2 domains of environment and engagement. Students responded to questions using a 3 point scale. Results were heat mapped accordingly. Below are the highest and lowest scored questions for each grade set. Additional results are attached as an addendum.

Elementary School Highest Rated

1. I have learned new things this year.(2.75)
2. I have a friend at my school who cares about me.(2.64)
3. My school is a safe place to learn.(2.57)

Elementary School Lowest Rated

1. At my school, kids are kind to each other.(1.78)
2. If I am upset with a friend, I share how I feel so we can work it out.(1.84)
3. When I am angry, I can use a calming strategy to make myself feel better. (1.95)

Middle School Highest rated

1. I have a core group of friends at my school who care about me.(2.5)
2. An adult at my school cares about me.(2.3)
3. There is at least one adult at my school that I feel safe going to for help if I need it.(2.26)

Middle School Lowest rated

1. At my school, students are kind.(1.44)

2. My classrooms are places where I can learn without distractions or interruptions from my classmates.(1.46)
3. When my friends and I aren't getting along, I share how I feel and we work it out. (tied) When I am feeling sad/angry/frustrated, I do something healthy like calming/coping strategies to feel better.(1.64)

 High School Highest Rated

1. I have a core group of friends at my school who care about me.(2.45)
2. I am aware of my strengths.(2.27)
3. An adult at my school cares about me.(2.26)

<u>High School Lowest Rated</u>

1. I feel comfortable utilizing the restroom in my school without concern.(1.42)
2. My classrooms are places where I can learn without distractions or interruptions from my classmates.(1.53)
3. When I have trouble with my school-work, I ask an adult on campus for help.(1.59)

"My current plan after high school is":

- Attend a 4 year college/university: 54%
- Attend a 2 year college/university: 8%
- Military: 3%
- Attend a technical college: 4%
- Workforce or Personal: 8%
- Undecided: 23%

"I feel most connected at my school through":

- Athletics: 54%
- Fine Arts: 20%
- I don't feel connected: 13%
- CTE: 6%
- Core Curriculum: 3%
- Advanced Academics: 3%
- Clubs: 3%
- None of the above: 12%

Staff & Parent Survey

At the conclusion of the 2022-2023 school year GISD staff and parents were provided a survey to examine their perceptions of their work, the workplace environment and overall satisfaction. Administered digitally in both spanish and english. Highlights are shared below, additional results are attached as an addendum.

+1357 parent responses (+800 from last year)

+567 staff responses (+275 from last year)

*parent and staff responses are lower compared to previous years; during this school year GISD surveyed parents, family and community members multiple times as part of the Strategic Direction Refresh from October-March. Those results are attached as an addendum.

Full results of the annual (parent and staff) climate survey as well as the Student Learner Profile survey are attached.

Perceptions Strengths

Overall staff, student and parent perceptions are generally positive. Focusing on strong positive relationships with all stakeholders, positive connections with the campus and cultivating a sense of belonging will remain key focuses for GISD.

Priority Problem Statements

Problem Statement 1: Student outcomes in mathematics lag behind outcomes in reading/language arts.

Root Cause 1: COVID impacts to student learning were greater in math than in language arts, this impact is aligned with a national trend. Specific skills areas were impacted for multiple years in a row with compounded effects to learning outcomes. Skill deficiencies continue to impact math outcomes as the students progress in learning. Gaps in systems, resources and instructional practices have been identified

Problem Statement 1 Areas: Student Learning

Problem Statement 2: GISD struggles to fully staff all budgeted positions due to student enrollment growth demanding more teachers as well as teacher attrition.

Root Cause 2: Unprecedented local and regional growth around GISD have increased the need for more teachers each year and reduced available candidates for hiring; Pandemic related staffing struggles; Higher resignations and retirements than historically typical due to new and increased work related challenges in Post-Covid schooling.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students in special education and emerging bilingual students' learning outcomes lag behind non-special education and non-EB/EL peers.

Root Cause 3: Disproportionate impacts of pandemic on students with specialized and/or linguistic needs. Increasing numbers of students with specialized and linguistic needs; resource and instructional needs identified and targeted.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student services require more time, resources and attention than previous years (impacting staff per student ratios that are historically consistent with meeting historical needs). This need is spreading administrative and teacher staff capacity thin, when coupled with increased student learning needs.

Root Cause 4: Increased legislative mandates that require extensive operating procedures in the campus as well as COVID 19 impact on student attendance, discipline, and connection with students. Early implementation of systematic response to increased needs.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Despite growth in academic outcomes, gaps in student learning still exist.

Root Cause 5: Disruptions of learning caused by lost learning time and turnover in teaching staff as well as inconsistent capacity and processes for a multi-tiered system of support (MTSS) at the Tier 2 level.

Problem Statement 5 Areas: Student Learning

Goals

Goal 1: 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.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

High Priority

HB3 Goal

Evaluation Data Sources: Observational data obtained via campus visits; classroom walk throughs will indicate increased alignment and use of GISD curriculum documents; TELPAS, STAAR, MAP, and mClass data; Campus common summative assessment data; increase % of students passing STAAR or EOC after receiving targeted tutoring intervention; Increase in Emergent Bilingual students reaching 1 year growth or more on TELPAS; Decrease percentage of Emergent Bilingual students in the "Did not meet" category for STAAR or EOC assessments; Data from interventionists on campus MTSS processes; Data reporting from campus/department major change engine documents

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Multilingual department will work on curriculum alignment supporting documents/tools quarterly along with professional development and targeted coaching.	**Oct**	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Teachers will grow in their capacity to provide second language acquisition instruction in order to meet the needs of Emergent Bilingual students. Quarterly teacher collaboration will show evidence of progress towards alignment of curriculum and resources and improve student outcomes.				
Staff Responsible for Monitoring: Director of State and Federal Programs Coordinators for Language Acquisition and Federal/State Programs Bilingual Learning Design Coach				
Funding Sources: Substitutes - 263 Title III LEP - $6,000				

Strategy 2 Details		Reviews			
Strategy 2: During the first nine weeks of school, digital learning team members will meet with campus administrators and teachers to align our work with campus goals and needs.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Through conversations and data collection, campus leaders, teachers, and digital learning coaches will begin the year with a shared vision of how impactful technology supports instruction aligned with campus goals. **Staff Responsible for Monitoring:** Digital Learning Coaches Director of Digital Learning and Library Services					

Strategy 3 Details		Reviews			
Strategy 3: LPAC manual revision/training around all processes to build a more compliant and efficient system of LPAC and EB support.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Campuses will identify and place EB students in most appropriate instructional settings. Shared ownership of EB best practices will be evident in PLC and collaboration meetings around student achievement and growth. **Staff Responsible for Monitoring:** Director of State and Federal Programs Coordinators for Language Acquisition and Federal/State Programs Bilingual Learning Design Coach					

Strategy 4 Details		Reviews			
Strategy 4: Multilingual department will partner with campuses to identify EB students in need of supplemental intervention for language or content and will provide support to organize the tutoring and resources.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase in Emergent Bilingual students reaching 1 year growth or more on TELPAS. Decrease percentage of Emergent Bilingual students in the "Did not meet" category for STAAR or EOC assessments. **Staff Responsible for Monitoring:** Director of State and Federal Programs Coordinators for Language Acquisition and Federal/State Programs **Funding Sources:** Supplemental pay funds - 263 Title III LEP - $75,000					

Strategy 5 Details		Reviews			
Strategy 5: The Assessment & Feedback team will provide formative assessment professional learning for all content coordinators, learning design coaches, digital learning coaches and campus test coordinators.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Formative assessment literacy will increase on campuses, supporting the work of aligning assessment and intervention. **Staff Responsible for Monitoring:** Director of Assessment & Feedback Coordinator of Assessment & Feedback District Data Analyst					

Strategy 6 Details	Reviews			

Strategy 6: The multilingual department will coordinate and collaborate with Region 13 ESC and campuses in order to meet the needs of migrant students.
    Strategy's Expected Result/Impact: Migrant students will receive any supports needed through the Shared Service Agreement with Region 13 ESC Migrant Education Program.
    Staff Responsible for Monitoring: Director of State and Federal Programs
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

Strategy 7 Details	Reviews			

Strategy 7: Collaborate with campuses to support a consistent understanding of the MTSS process to identify aligned Tier 1 instruction to the TEKS and Tier 2 Essential Intervention Standards (EIS).
    Strategy's Expected Result/Impact: Instruction, assessment, and intervention will be aligned to Tier 1 standards and Tier 2 EIS.
    Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Assessment and Feedback
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

Strategy 8 Details	Reviews			

Strategy 8: Develop a Just In Time Professional Learning menu to support MTSS learning around the 4 Professional Learning Community Questions.
    Strategy's Expected Result/Impact: Campuses will have a readily available resource to request professional learning that addresses pin-pointed learning outcomes through the lens of MTSS.
    Staff Responsible for Monitoring: Director of Teaching & Learning, Director of Assessment & Feedback
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

Strategy 9 Details	Reviews			

Strategy 9: GISD elementary teachers will grow in instructional practices such as math workshops, balanced literacy, Knowledge Acquisition Transformation (KAT), and 5E Model of Instruction.
    Strategy's Expected Result/Impact: Teachers in GISD will be better equipped to support Tier 1 instruction resulting in student achievement on formative and summative assessments.
    Staff Responsible for Monitoring: Director of Teaching and Learning and Elementary Content Coordinators
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

Strategy 10 Details	Reviews			

Strategy 10: GISD secondary teachers will grow in instructional practices such as math labs, Knowledge Acquisition Transformation (KAT) training, Argument-Driven Inquiry (ADI), 5E, and balanced literacy.
    Strategy's Expected Result/Impact: Secondary teachers in GISD will be better equipped to support Tier 1 instruction resulting in student achievement on formative and summative assessments. Likewise, campus leaders will be aware of specific "look fors" around these instructional practices.
    Staff Responsible for Monitoring: Director of Teaching and Learning and Secondary Content Coordinators
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

Strategy 11 Details	Reviews			
Strategy 11: Each campus in GISD selected 1 performance objective from Goal 1 to make major change to. This work is managed, documented and monitored via the campus change engine (referenced in comprehensive needs assessment). As each campus is choosing at least 1 performance objective in Goal 1 to make major change, GISD District Staff will work closely and collaboratively with campus leadership to understand and support the needs of each campus as they related to aligning instruction, assessment and intervention. **Strategy's Expected Result/Impact:** Increased capacity and support provided to the campus level to insure that instruction in the classroom is aligned to the state standards, assessments are aligned to instruction/state standards and that intervention systems are aligned to supporting learning the state standards. **Staff Responsible for Monitoring:** Chief Strategists	Formative			Summative
	Oct	Jan	Apr	July

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: 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.

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

High Priority

Evaluation Data Sources: Teachers will be equipped to monitor learning progress toward meeting state standards and GISD Learner Profile; Observations of PLC conversations around common formative assessments; Data reporting from campus/department major change engine documents; Parent survey will indicate that parents are appropriately informed of students learning progress (minimum: 70% favorable response)

Strategy 1 Details	Reviews			
Strategy 1: The Assessment & Feedback team will form a Standards-Based Report Card (SBRC) focus team comprised of district stakeholders to determine current state of SBRC practices and identify strategies to move the work forward.	**Formative**			**Summative**
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Clarity around current SBRC practices will be gained. This information will result in action steps to improve the use of SBRC as a communication tool for student progress towards mastery of the content. **Staff Responsible for Monitoring:** Director of Assesment & Feedback Coordinator of Assessment & Feedback District Data Analyst				

Strategy 2 Details	Reviews			
Strategy 2: GISD will form and utilize an Assessment Design Team to identify and understand the district needs related to classroom level assessment practices. The Assessment Design Team will work collaboratively with the Teaching and Learning Team to design and implement support steps and professional learning for best assessment practices in the classroom.	**Formative**			**Summative**
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased awareness and implementation of standards aligned assessment practices **Staff Responsible for Monitoring:** Chief Strategist for Assessment and Feedback, Director of Assessment and Feedback,				

Strategy 3 Details	Reviews			
Strategy 3: The Assessment & Feedback team will provide formative assessment professional learning for all content coordinators, learning design coaches, digital learning coaches and campus test coordinators.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Formative assessment literacy will increase on campuses, supporting the work of aligning assessment and intervention. **Staff Responsible for Monitoring:** Director of Assessment & Feedback Coordinator of Assessment & Feedback District Data Analyst				

Strategy 4 Details	Reviews			
Strategy 4: Each campus in GISD selected 1 performance objective from Goal 1 to make major change to. This work is managed, documented and monitored via the campus change engine (referenced in comprehensive needs assessment). As each campus is choosing at least 1 performance objective in Goal 1 to make major change, GISD District Staff will work closely and collaboratively with campus leadership to understand and support the needs of each campus as they relate to monitoring progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased capacity and support provided to the campus level to monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile. **Staff Responsible for Monitoring:** Chief Strategists				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: 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.

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

High Priority

HB3 Goal

Evaluation Data Sources: .
% College Career & Military Readiness increase from 73% to 80% overall
% Industry based certifications increase from 34% to 37% overall
% Texas Success Initiative (TSI) Complete in both math/reading increase from 52% to 57% overall
% TSI Complete for reading/language arts increase from 72% to 77%
% TSI Complete for math increase from 56% to 62%
% Meeting CCMR Criteria for Advanced Placement (AP) performance increase from 19% to 25%
Students report increase preparedness for postsecondary readiness via LP survey
Data reporting from campus/department major change engine documents

Strategy 1 Details	Reviews			
Strategy 1: Establish Career and Technical Education (CTE) community advisory group to better understand and meet community workforce needs by aligning CTE programming to those needs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Student programming and industry based certifications in GISD CTE will be aligned to the Georgetown Community's identified needs and desires for a future workforce. **Staff Responsible for Monitoring:** Director of Career and Technical Education				

Strategy 2 Details	Reviews			
Strategy 2: Identify student experiences in Fine Arts that directly support future readiness (most frequently demonstrated from Learner Profile traits), create survey to distribute at the end of each quarter to document the different ways Fine Arts experiences support future readiness and post-secondary success.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Students have consistent opportunities to build readiness for post-secondary success. Increased awareness about how participation in Fine Arts prepares students for future success. **Staff Responsible for Monitoring:** Director of Fine Arts				

Strategy 3 Details	Reviews			
Strategy 3: Each campus in GISD selected 1 performance objective from Goal 1 to make major change to. This work is managed, documented and monitored via the campus change engine (referenced in comprehensive needs assessment). As each campus is choosing at least 1 performance objective in Goal 1 to make major change, GISD District Staff will work closely and collaboratively with campus leadership to understand and support the needs of each campus as they relate to ensuring GISD students are prepared for postsecondary education and workforce. **Strategy's Expected Result/Impact:** Increased capacity and support provided to the campus level to ensure GISD students are prepared for postsecondary education and the workforce. **Staff Responsible for Monitoring:** Chief Strategists	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy 4 Details	Reviews			
Strategy 4: Establish and implement an early recognition system for Texas Success Initiative (TSI) completion in math and reading coupled with intervention and support for students becoming TSI complete. **Strategy's Expected Result/Impact:** Students will demonstrate improved outcomes in the Texas Success Initiative metric for mathematics for College, Career and Military Readiness. **Staff Responsible for Monitoring:** Chief Strategist for Assessment and Feedback, Director of Assessment and Feedback, Coordinator of Future Readiness, Secondary Math Coordinator	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1: 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.

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

HB3 Goal

Evaluation Data Sources: % "meets grade level" on 3rd grade STAAR reading will increase from 46% to 48%
% "meets grade level on 3rd grade STAAR math will increase from 34% to 47%
Increase % of students meeting approaches or above on all STAAR or EOC assessments (pending data file)
Learner Profile Survey results indicate growth in LP attributes
Data reporting from campus/department major change engine documents

Strategy 1 Details	Reviews			
Strategy 1: The district will utilize several feedback loops, including DLT, professional learning meetings, and surveys, to ensure that the activities to be carried out under Title II, Part A are aligned with the challenging State academic standards.	**Formative**			**Summative**
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Teachers will report feeling supported with professional learning and better prepared to facilitate student's demonstration of excellence in the state's academic standards. **Staff Responsible for Monitoring:** Chief Strategist for Learning and Design **Funding Sources:** - 255 Title II, Pt. A				

Strategy 2 Details	Reviews			
Strategy 2: Each campus in GISD selected 1 performance objective from Goal 1 to make major change to. This work is managed, documented and monitored via the campus change engine (referenced in comprehensive needs assessment). As each campus is choosing at least 1 performance objective in Goal 1 to make major change, GISD District Staff will work	**Formative**			**Summative**
	Oct	Jan	Apr	July

closely and collaboratively with campus leadership to understand and support the needs of each campus as they relate to supporting GISD students to demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Strategy's Expected Result/Impact: Increased capacity and support provided to the campus level to support students being able to demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Staff Responsible for Monitoring: Chief Strategists

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: 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 and 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.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

> **Evaluation Data Sources:** Learner Profile Survey; District and campus disciplinary data; Data reporting from campus/department major change engine documents

Strategy 1 Details	Reviews			
Strategy 1: 5 Pilot campuses will implement explicit Learner Profile lessons in the classroom and provide feedback on the lessons for future and/or expanded use.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: The district will better know if the Learner Profile lessons are aligned and effective in supporting student growth in the Learner Profile. **Staff Responsible for Monitoring:** Director of Assessment and Feedback, Coordinator of Future Readiness				

Strategy 2 Details	Reviews			
Strategy 2: The district will partner with Emergent Tree to assist campus administration in creating and implementing plans/procedures for providing comprehensive behavior supports at the Tier 1 and Tier 2 levels.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Learner Profile Survey scores will reflect an increase in areas measuring student perception of respect and safety when compared to the 2022-2023 school year. **Staff Responsible for Monitoring:** Director of Campus Operations				

Strategy 3 Details	Reviews			
Strategy 3: Campus teams, including administrators, will receive training in TBRI principles, positive behavior supports, and Capturing Kids Hearts to ensure a balanced approach to supporting student behavior and creating connections between/ among students and staff.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Learner Profile Survey scores will reflect an increase in the areas of student-campus connectivity when compared to data from the 2022-2023 school year. **Staff Responsible for Monitoring:** Director of Campus Operations and Director of Counseling Services				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: 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 and 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.

Performance Objective 2: GISD employees find meaning and value in their work.

High Priority

HB3 Goal

Evaluation Data Sources: Staff Survey (2023 baseline data: interesting work ~92%; satisfying work ~85%; current job satisfaction ~71%)
Staff Turnover Rates
Conducted Stay Interviews
Data reporting from campus/department major change engine documents

Strategy 1 Details	Reviews			
Strategy 1: Technology Services will increase opportunities for team building and organized meeting/collaboration between team leaders and between teams in order to improve communication, planning, and buy-in.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: We expect improved communication, involvement and collaboration will result in department employees finding more value and meaning in the daily work they are charged with doing as well as the larger picture work they are involved in. **Staff Responsible for Monitoring:** Executive Director of Technology				

Strategy 2 Details	Reviews			
Strategy 2: The Communications Department will implement strategies and activities designed to grow relationships with district departments and campuses that will enhance access to clarity and information about the work happening in the district and the people doing that work, those experiencing success in the organization, or those exemplifying the goals and culture of GISD.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased and aligned storytelling/communication efforts **Staff Responsible for Monitoring:** Executive Director for Communications and Community Engagement Communications Team				

Strategy 3 Details		Reviews			
Strategy 3: The Communications Department will create spotlights and features that: celebrate staff/student work aligned to the vision, mission, and beliefs of GISD, highlight progress toward the goals of the district, show the positive impacts of staff on others, and connect staff/student behaviors to the vision, mission, beliefs, Learner Profile or Strategic Direction.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Storytelling, social media, and media products that make staff feel valued and like their work matters; Products that create clarity or connect staff to GISD's vision/mission/beliefs/Learner Profile/ Strategic Direction **Staff Responsible for Monitoring:** Executive Director for Communications and Community Engagement					

Strategy 4 Details		Reviews			
Strategy 4: Create a new monthly recognition opportunity for staff members that aren't teachers to be recognized by district leadership.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased feelings of value, appreciation, significance for those employees that serve in roles other than teaching **Staff Responsible for Monitoring:** Chief Strategist for Leadership and Culture					

Strategy 5 Details		Reviews			
Strategy 5: Create a new, routine opportunity for public affirmation for all staff members to receive recognition and gratitude for their work.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased feelings of appreciation and value for employees. **Staff Responsible for Monitoring:** Chief Strategist for Leadership and Culture					

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

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Goal 2: 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 and 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.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

> **Evaluation Data Sources:** Learner Profile Survey
> Use of the Inquiry/Referral System for Parents
> District and campus discipline data
> Attendance data
> Safety review data
> Data reporting from campus/department major change engine documents

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with campus and district leaders to make adjustments to the GAP/JJAEP placement guidelines to include appropriate levels of intervention and student training.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: The amount and length of GAP/JJAEP placements will be reduced as a result of students being knowledgeable about the potential consequences of disciplinary offenses and the implementation of early intervention action steps. **Staff Responsible for Monitoring:** Director of Campus Operations, Campus Principals				

Strategy 2 Details	Reviews			
Strategy 2: For the '23 - '24 school year, students/families who seek physiological and psychological support will be provided with an inquiry/referral system to connect families with the best option to meet their specific needs. This system will include: (a) Referral system from GISD school counselors to the GISD school based therapy team for short term, early intervention, transitional, solution focused counseling. (b) Inquiry system to connect families to the Carver Center for Families for support in the physiological needs. (c) Inquiry system to connect families with private resources (i.e. medicaid, private pay, insurance) to local mental health providers. (d) Inquiry system to connect families without private resources to local non-profit mental health providers. (e) Inquiry system to connect families to community options who choose to do so independent of GISD. **Strategy's Expected Result/Impact:** Establish a desire for GISD staff to understand the needs and resources the family has at their disposal. Expedite connecting the family to the best-suited resource within the district or community. GISD staff equipped to provide families with the option that best meets their needs. Students will have the best chance at accessing supports allowing them the best opportunity to come to school ready to learn. **Staff Responsible for Monitoring:** Counseling Services Department	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Vaping prevention action team will implement the action plan developed with stakeholder input, monitor progress, and make adjustments as needed. **Strategy's Expected Result/Impact:** Student vaping will be reduced as a result of involving our community to a greater extent, increasing vaping education for students, having additional preventative measures in place, and assuring appropriate consequences are assigned when vaping occurs. **Staff Responsible for Monitoring:** Director of Campus Operations	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
Strategy 4: Student support plans will be completed when conducting threat assessments and all essential staff members will be actively involved in the process. **Strategy's Expected Result/Impact:** Student support plans will be a coordinated effort to assist students, families and campus personnel in developing positive solutions for a student when the campus threat assessment team believes there is a reasonable threat of harm to self or others. **Staff Responsible for Monitoring:** Director of Campus Operations	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy 5 Details	Reviews			
Strategy 5: GISD will provide a comprehensive support system for our students that addresses drug and substance use prevention through a proactive approach, including the use of drug dogs at secondary campuses, communications with parents regarding proactive measures and consequences, security guards on high school campuses and speakers on substance use and prevention. **Strategy's Expected Result/Impact:** Decrease in referrals for drug and substance-related infractions. Increased safety scores from students on Learner Profile Survey. **Staff Responsible for Monitoring:** Director of Health Services and Executive Director of Student and Campus Services	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy 6 Details	Reviews			
Strategy 6: The Student Health Advisory Committee will investigate evidence based substance use prevention curriculum to implement in GISD schools during the 2024-2025 school year. **Strategy's Expected Result/Impact:** Identification and selection of an evidenced based and GISD aligned substance use prevention curriculum. **Staff Responsible for Monitoring:** Director of Health Services	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy 7 Details	Reviews			
Strategy 7: GISD Athletics must grow their programs and keep student athletes in engaged in these programs for long periods of time. Coaches will seek out non-traditional athletes and find ways to get them connected to a team. Cost and facilities will not be a deterrent or obstacle for student participation. Coaches and coordinators will have the philosophy that the physical and psychological state of a student athlete is not at the expense of winning. Coaches and coordinators will grow student athletes to become leaders of a positive and safe campus culture. **Strategy's Expected Result/Impact:** GISD Athletics will understand the vision / goal that large teams are desired. Not to necessarily make their teams better - but to keep kids involved in activities that will ultimately impact student behavior, attendance and over all school experience. GISD Students will feel valued and connected to their campus programs as well as adults on their campus through their teams. Connection increases physiological and psychological safety. **Staff Responsible for Monitoring:** Director of Athletics	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy 8 Details	Reviews			
Strategy 8: Stakeholders will collaborate to prioritize improvement needs and maximize our resources in order to enhance the physical safety of district facilities. **Strategy's Expected Result/Impact:** Students and staff will feel physically safe in our facilities and our resources will be maximized by prioritizing physical safety improvements. **Staff Responsible for Monitoring:** Director of Campus Operations, GISD Safety and Security Committee, Safety Assistant Principals	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy 9 Details	Reviews			
Strategy 9: Support Services staff will perform regular campus and facilities physical safety inspections and make adjustments at campuses in a quick and timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: We expect members of the Support Services Teams (maintenance, nutrition and custodial) to become diligent, attentive, and proactive to continually improve/maintain physical safety at each facility throughout the district. **Staff Responsible for Monitoring:** Executive Director of Support Services.				

Strategy 10 Details	Reviews			
Strategy 10: Support Services and Operations teams will begin scheduling for protective window tint/film to be placed at all campuses on ground floor windows.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Ground floor windows at school facilities will have protective film added that limits an intruder's ability to break through into the building. **Staff Responsible for Monitoring:** Executive Director of Support Services Executive Director of Campus Operations				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3: 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.

Performance Objective 1: GISD provides competitive compensation and benefits to employees.

> **Evaluation Data Sources:** Annual TASB Salary Study
> Staff Survey
> Retention/Attrition rate
> Data reporting from campus/department major change engine documents

Strategy 1 Details	Reviews			
Strategy 1: Utilize employee survey feedback and information to evaluate our benefit offerings and determine changes or additional offerings that should be included in our benefits package.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Employees view our benefits package positively and it serves as a recruitment / retention tool. **Staff Responsible for Monitoring:** Human Resources				

Strategy 2 Details	Reviews			
Strategy 2: Human Resources will work with Finance and TASB to review GISD's compensation plan so that we will remain competitive, provide compensation to the greatest extent possible while remaining fiscally responsible.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Review TASB's study in the Spring to compare GISD's compensation to plan to our comparable districts and make adjustments based on the data provided in order to remain competitive. **Staff Responsible for Monitoring:** Executive Director of Human Resources, CFO				

Strategy 3 Details	Reviews			
Strategy 3: Finance Department will run financial reports and analyze trends monthly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Analyze and prioritize needs with available resources. Financial reports will be posted to the District's website. **Staff Responsible for Monitoring:** Business Services staff.	**Oct**	**Jan**	**Apr**	**July**

Strategy 4 Details	Reviews			
Strategy 4: Send surveys to District staff upon completion of training and end of year survey.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Learn from staff what we need to improve on and what areas we need to improve in. **Staff Responsible for Monitoring:** Business Services for trainings, End of Year surveys for District-wide.	**Oct**	**Jan**	**Apr**	**July**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Staff Recruitment and Retention

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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.

Performance Objective 2: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff turnover rates
Stay Interview results
Participation at Job Fairs
Job Fill Rate
Sub Fill Rate
Data reporting from campus/department major change engine documents

Strategy 1 Details		Reviews			
Strategy 1: We will actively work to retain GISD employees by providing feedback to 100% of all employees through the evaluation process so that employees find meaning and value in their work.		**Formative**			**Summative**
Strategy's Expected Result/Impact: GISD will retain 80% of all employees for the 2023-2024 school year.		Oct	Jan	Apr	July
Staff Responsible for Monitoring: Human Resources					

Strategy 2 Details		Reviews			
Strategy 2: We will work to recruit and attract talent in GISD by working with communications and researching effective marketing strategies to increase the number of applicants who choose GISD.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We will start the school year with 95% of campus positions filled. Efforts will lead to increased participation in district sponsored events.		Oct	Jan	Apr	July
Staff Responsible for Monitoring: Human Resources					

Strategy 3 Details	Reviews			
Strategy 3: Business Services will analyze resignation data to look at reasons for staff leaving etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The results received will be used to provide training and education to staff for professional and personal growth. **Staff Responsible for Monitoring:** Business Services staff.	**Oct**	**Jan**	**Apr**	**July**

Strategy 4 Details	Reviews			
Strategy 4: Recognize employees for their certifications and accomplishments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Through Leadership Weekly announcements, employees will receive acknowledgement of certifications and accomplishments so employees will feel valued. **Staff Responsible for Monitoring:** District Wide Staff	**Oct**	**Jan**	**Apr**	**July**

Strategy 5 Details	Reviews			
Strategy 5: The special education department will provide onboarding and continued for professional learning for new department staff through PLCs and a new employee cohort that will meet monthly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: New employees will feel supported and that they are a part of a vibrant learning community. They will choose to stay as a result of the support and culture of GISD. **Staff Responsible for Monitoring:** Special Education Director, Coordinators	**Oct**	**Jan**	**Apr**	**July**

Strategy 6 Details	Reviews			
Strategy 6: The Special Education Department will do monthly appreciation tokens, notes, etc. to department staff, special education teachers and paraprofessionals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Department staff will feel appreciated and valued. **Staff Responsible for Monitoring:** Special Education Director, Coordinators	**Oct**	**Jan**	**Apr**	**July**

Strategy 7 Details	Reviews			
Strategy 7: The special education department will fund targeted incentive pay for teachers and paraprofessional in hard to fill positions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Employees feel valued and want to stay. **Staff Responsible for Monitoring:** Special Education Director, HR Director, Finance Department	**Oct**	**Jan**	**Apr**	**July**

Strategy 8 Details	Reviews			

Strategy 8: Explore possibilities via a pilot program in Technology Services for offering remote work options for some types of work/employees. Remote work consideration process would take in account the work, tasks or projects staff members are involved in (directly or indirectly) and determine the ability/possibility of said work to be performed off-premises.
 	
    Strategy's Expected Result/Impact: With a remote work policy and procedure plan, we expect to see a noticeable increase in numbers of applications for jobs (where it applies) as well as current staff reporting higher degrees of job satisfaction and feeling valued at work. We expect written policy exists, is supported by our School Board, distinct leaders and community. The policy clearly outlines who is eligible, the rules and regulations, the accountability measures and the guidelines for corrective action if needed. A system of review and revision exists to make any needed changes as identified.
 	
    Staff Responsible for Monitoring: Executive Director of Human Resources, Executive Director of Technology, Directors and Supervisors
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

Strategy 9 Details	Reviews			

Strategy 9: GISD will re-deploy district-wide first year teacher and mentor teacher training/support.
 	
    Strategy's Expected Result/Impact: New to the profession teachers and their mentors will feel more equipped to meet the needs of students and will be more likely to return next year to GISD.
 	
    Staff Responsible for Monitoring: Chief Strategist for Learning and Design
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

Strategy 10 Details	Reviews			
Strategy 10: Human Resources will collaborate with Federal and Special Programs to evaluate current pay structures, including stipends and targeted incentive pay, for Bilingual and Special Education. In addition, these departments will further develop ways to recruit new to profession and experienced teachers in these hard to fill areas. **Strategy's Expected Result/Impact:** Retention rates increase at the end of the 23-24 school year and fewer vacancies at the start of the 24-25 school year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: 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.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

    Evaluation Data Sources: District website usage reports
Parent survey
Data reporting from campus/department major change engine documents

Strategy 1 Details		Reviews			
Strategy 1: The district will transition to a new website provider and undergo the redesign of new website structure/ organization.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Strategy's Expected Result/Impact: More stakeholders will find the district's website a useful, easy to navigate resource on which to share and find information. **Staff Responsible for Monitoring:** Executive Director for Communications					

Strategy 2 Details		Reviews			
Strategy 2: The district will implement practices to publicly post and/or share summaries or data reports from internal and external feedback/data sources throughout the year.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Additional stakeholders will have access to available information. Those interested in the outcomes of feedback opportunities are able to see the "full picture" of input gathered. **Staff Responsible for Monitoring:** Director of Assessment/Feedback Executive Director of Communications and Community Engagement					

Strategy 3 Details		Reviews			
Strategy 3: The district's progress on the District Improvement Plan will be shared publicly twice this year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Stakeholders will feel informed about the district's progress on the Goals and Objectives of the Strategic Direction.		Oct	Jan	Apr	July
Staff Responsible for Monitoring: Chief Strategist for Assessment and Feedback					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: 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.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

> **Evaluation Data Sources:** Event participation rates; Feedback from community events; Analysis of Let's Talk dialogues; Data reporting from campus/department major change engine documents

Strategy 1 Details	Reviews			
Strategy 1: The multilingual department will offer parent, family, and community engagement opportunities throughout the year. This will provide resources about district and community programs, as well as strategies for math and literacy that families can use at home to support academic and linguistic progress of their emergent bilingual student(s). We will also provide multiple opportunities for adult ESL classes and Ballet Folklorico program for 3rd-5th grade students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased family engagement as seen through increased participation in events and classes. Increased used of provided resources. **Staff Responsible for Monitoring:** Director of State and Federal Programs Coordinators for Language Acquisition and Federal/State Programs Bilingual Learning Design Coach **Funding Sources:** Adult ESL books, contracted pay for teachers, supplies for family nights - 263 Title III LEP - $8,000, Ballet Folklorico supplies and contracted pay for teachers - Title IV funds - 289 Title IV - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Routine events will be held by the district team that bring community leaders, parents and other stakeholders to campuses in small groups to learn more about the district, take tours, and become champions of the district's work and progress.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Community leaders, community members, and parents have greater understand of and support for the work of GISD. **Staff Responsible for Monitoring:** Chief Strategist for Leadership and Culture Executive Director for Communications and Community Engagement Coordinator for Parent and Community Engagement				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: 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.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Event participation rates; Feedback from community events; Parent and community surveys; Analysis of Let's Talk questions; # of community partnerships; Data reporting from campus/department major change engine documents

Strategy 1 Details	Reviews			
Strategy 1: Title 1 Parent Involvement Specialists will develop a strategy to contact/welcome all new families enrolling in Title 1 campuses and provide monthly parent support classes on the campus. They will also support district Parent Learning Community Events and classes to empower families to support their children.	**Formative**			**Summative**
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Parents will feel welcome and invited in GISD Title 1 schools and will feel equipped to support their children. **Staff Responsible for Monitoring:** Director of State and Federal Programs **Funding Sources:** paper for handouts, snacks, childcare costs - 211 Title I, Part A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: The multilingual team will offer parent information sessions on targeted campuses throughout the year for parents in alignment with district parent learning community events.	**Formative**			**Summative**
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Families will have an increased access and participation in learning opportunities provided by the multilingual team. **Staff Responsible for Monitoring:** Director of State and Federal Programs Coordinators for Language Acquisition and Federal/State Programs Bilingual Learning Design Coach **Funding Sources:** refreshments, copies, books, etc - 263 Title III LEP - $5,000				

Strategy 3 Details		Reviews			
Strategy 3: The role of Parent and Community Engagement Coordinator will be established and hired to serve as a key leader and support in the district's work to connect and partner with GISD Parents and the Georgetown community to the district and its campuses.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Parents and community members will feel more informed about the district, will engage in work and partnerships with the district, and will become champions of the district. **Staff Responsible for Monitoring:** Chief Strategist for Leadership and Culture Executive Director for Communications and Community Engagement					

Strategy 4 Details		Reviews			
Strategy 4: An action team will be established to examine barriers to the deployment and/or utilization of willing and/or registered mentors/volunteers in the system.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased partnerships with community members **Staff Responsible for Monitoring:** Executive Director for Communications and Community Engagement Coordinator for Parent and Community Engagement					

Strategy 5 Details		Reviews			
Strategy 5: District leaders will support the coordination and collaboration of principals to establish common practices regarding parent engagement opportunities and protocols on their campuses.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Parents across the district, regardless of campus, will experience similar access and experiences at their child's campus. **Staff Responsible for Monitoring:** Executive Director for Student and Campus Services Executive Director for Communication and Community Engagement					

Strategy 6 Details		Reviews			
Strategy 6: The district will pilot a new customer service strategy and tool within Let's Talk to support the experience of those that call our campuses by phone or visit in person.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Parents, community members, and visitors feel welcome and as though their needs are met in a timely fashion when they interact with our campus staff. **Staff Responsible for Monitoring:** Executive Director for Communications and Community Engagement					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

District Funding Summary

			255 Title II, Pt. A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$0.00
				Sub-Total	$0.00

			263 Title III LEP		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes		$6,000.00
1	1	4	Supplemental pay funds		$75,000.00
4	2	1	Adult ESL books, contracted pay for teachers, supplies for family nights		$8,000.00
4	3	2	refreshments, copies, books, etc		$5,000.00
				Sub-Total	$94,000.00

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	1	paper for handouts, snacks, childcare costs		$5,000.00
				Sub-Total	$5,000.00

|			289 Title IV		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1	Ballet Folklorico supplies and contracted pay for teachers - Title IV funds		$5,000.00
				Sub-Total	$5,000.00

Addendums

Important Points Before We Get Started

- Accountability Refresh 2023 (see March 2023 Board Workshop)
  - New test
  - New ratings system
  - Delayed timeline
- Data is preliminary
- EOC data is for courses for high school credit in Bio, Alg 1, Eng 1 & 2 and US Hist
- EOC Scores emailed to parents 1st week of June
- We don't have grades 3-8 STAAR yet (coming Aug 11th for ISD & Aug 16 to families)
- We will look at performance overall and then by different student groups
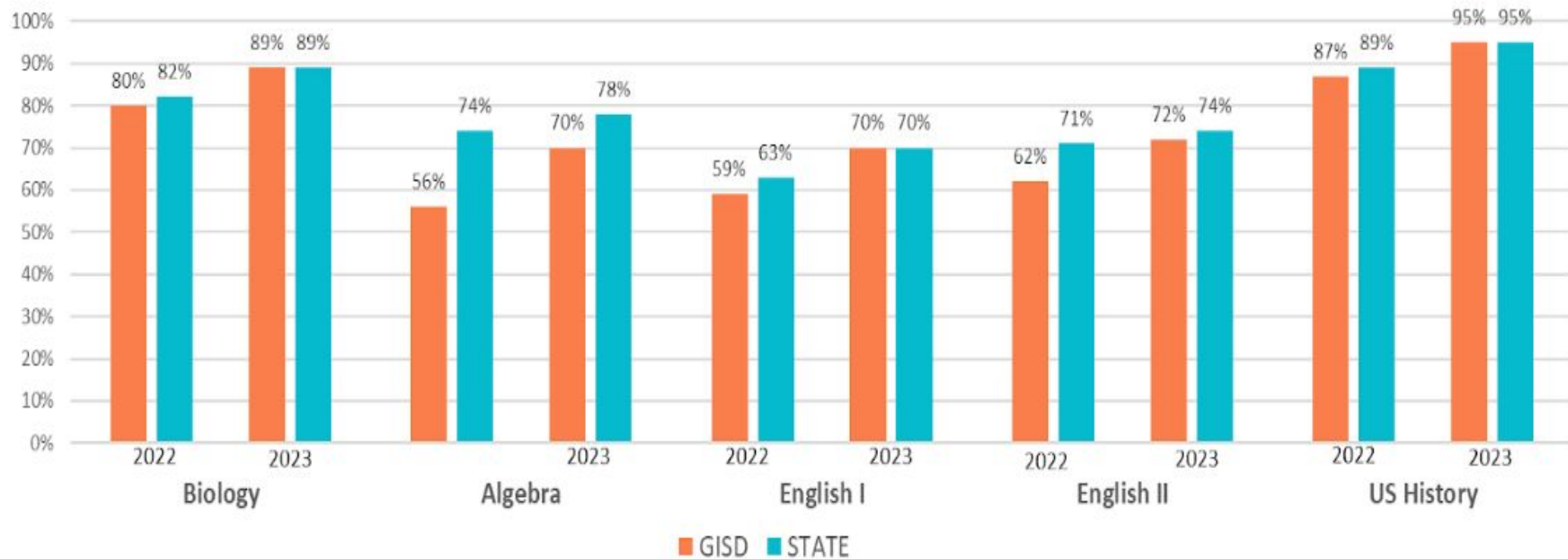
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Overall GISD EOC Performance

GISD STAAR EOC Passing Rates
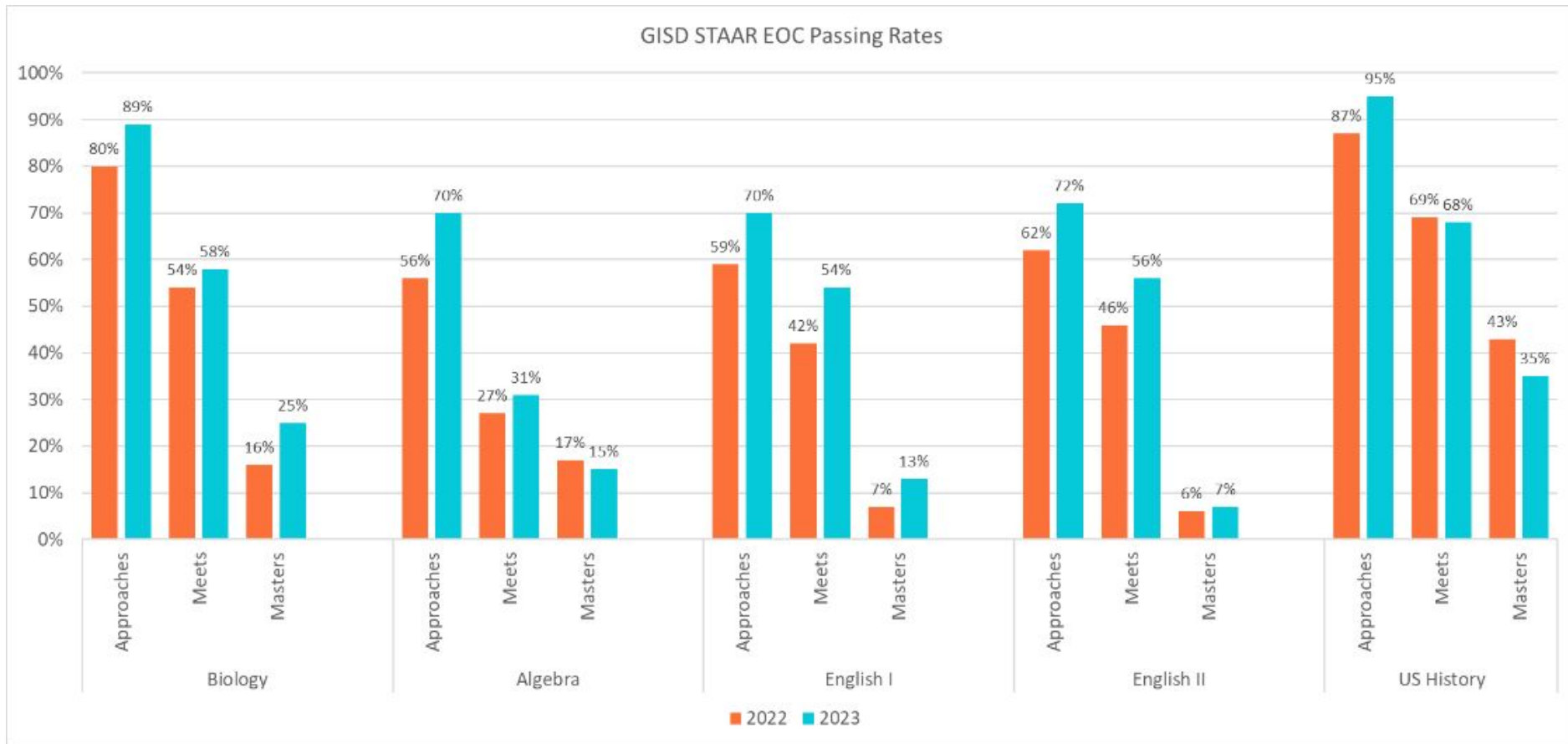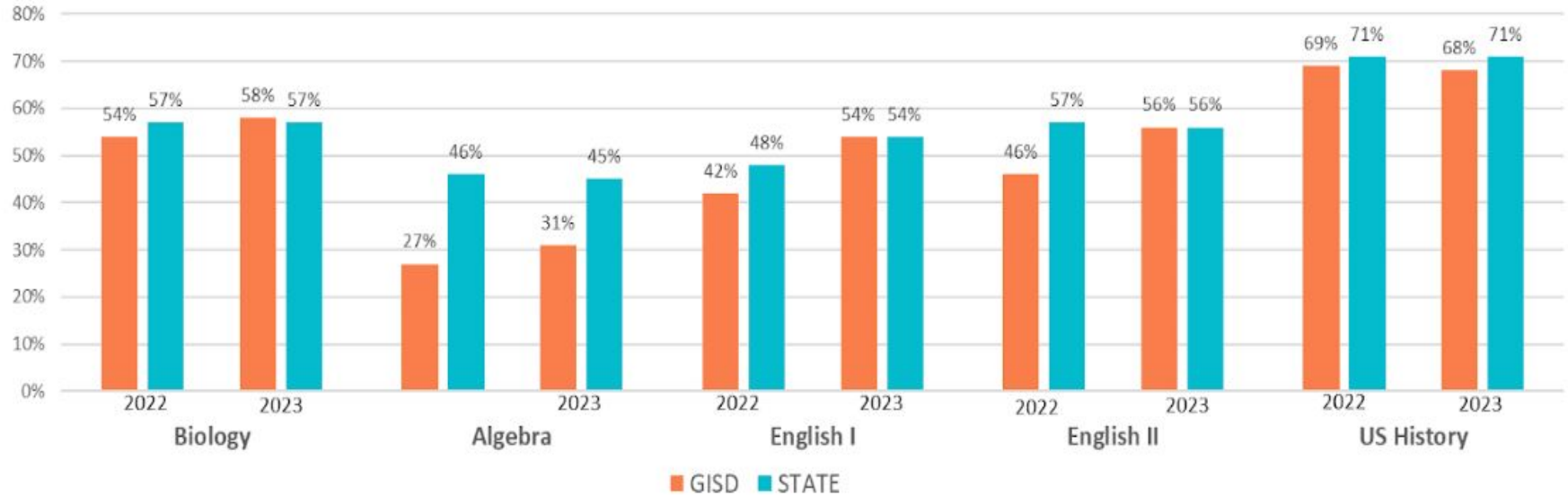
Overall GISD & State EOC Performance
(approaches grade level)

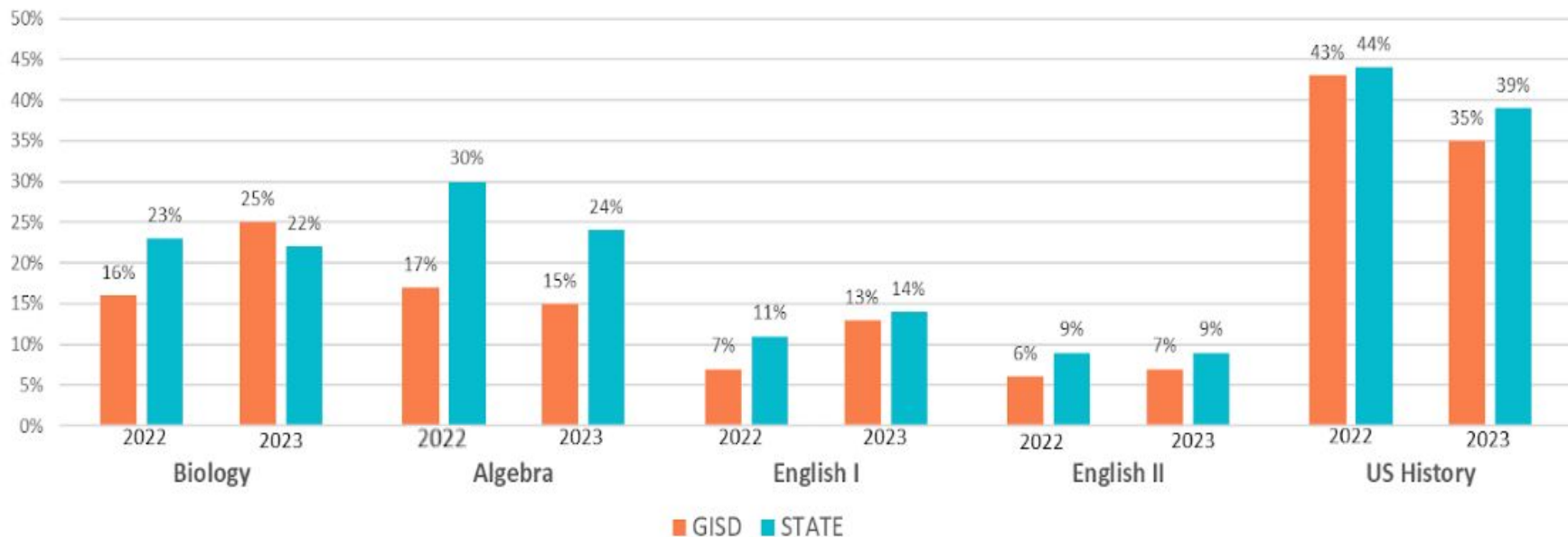

GISD and State STAAR EOC % Passing

Overall GISD & State EOC Performance
(meets grade level)

GISD and State STAAR EOC % Meets Level

Overall GISD & State EOC Performance
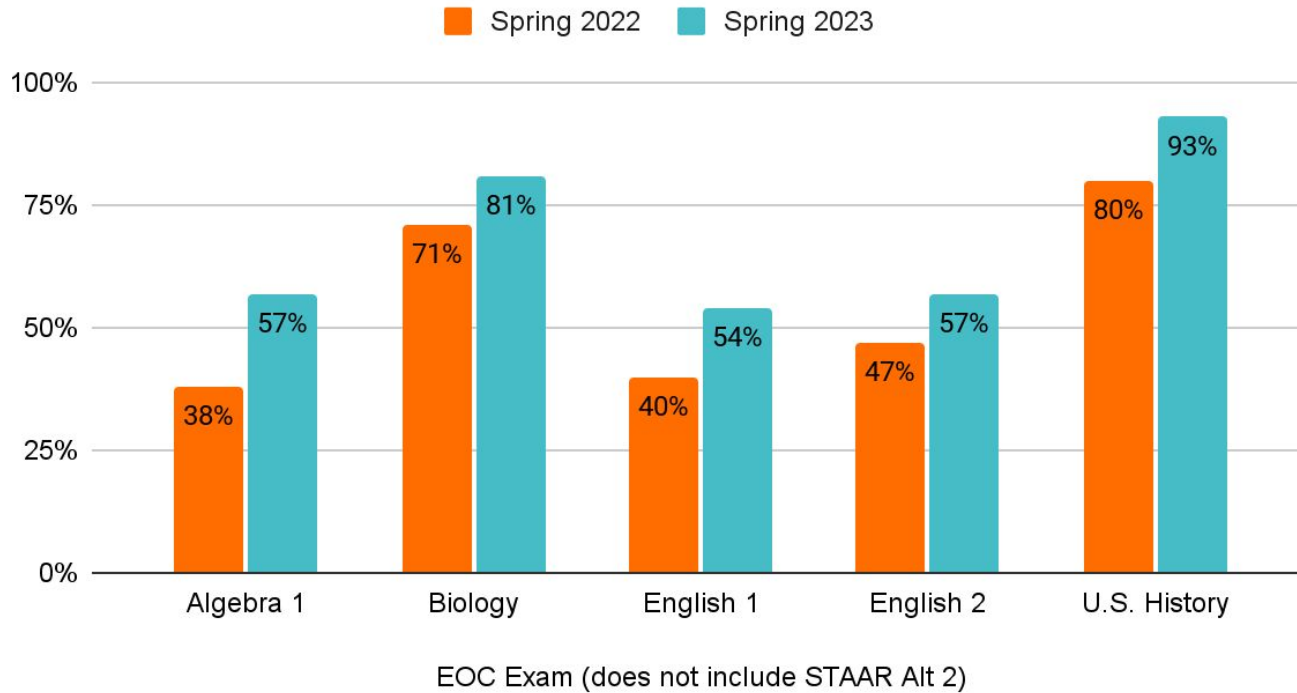## (masters grade level)

GISD and State STAAR EOC % Masters Level

Economic Disadvantaged Student Group: % Passing

Spring 2022 ■ Spring 2023 ■

EOC Exam	Spring 2022	Spring 2023
Algebra 1	38%	57%
Biology	71%	81%
English 1	40%	54%
English 2	47%	57%
U.S. History	80%	93%

EOC Exam (does not include STAAR Alt 2)

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Hispanic Student Group: % Passing

Spring 2022 ▮ Spring 2023 ▮

EOC Exam	Spring 2022	Spring 2023
Algebra 1	46%	62%
Biology	70%	82%
English 1	44%	56%
English 2	50%	59%
U.S. History	80%	93%

EOC Exam (does not include STAAR Alt 2)

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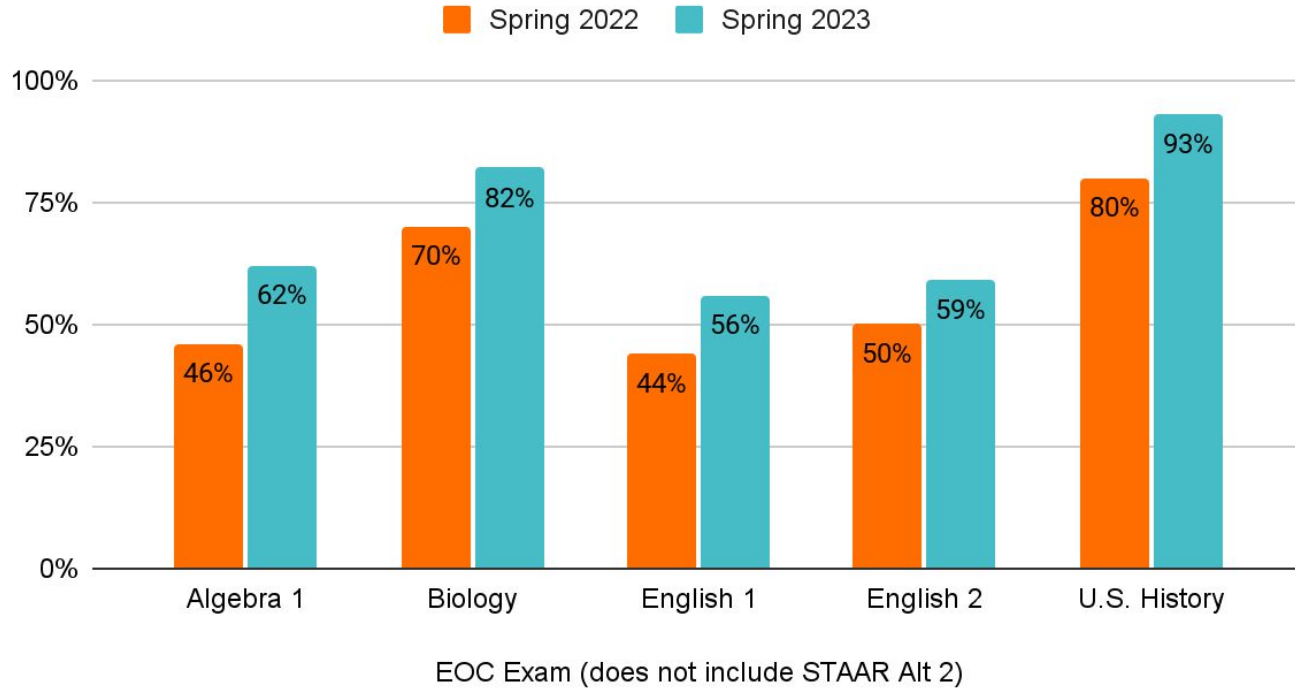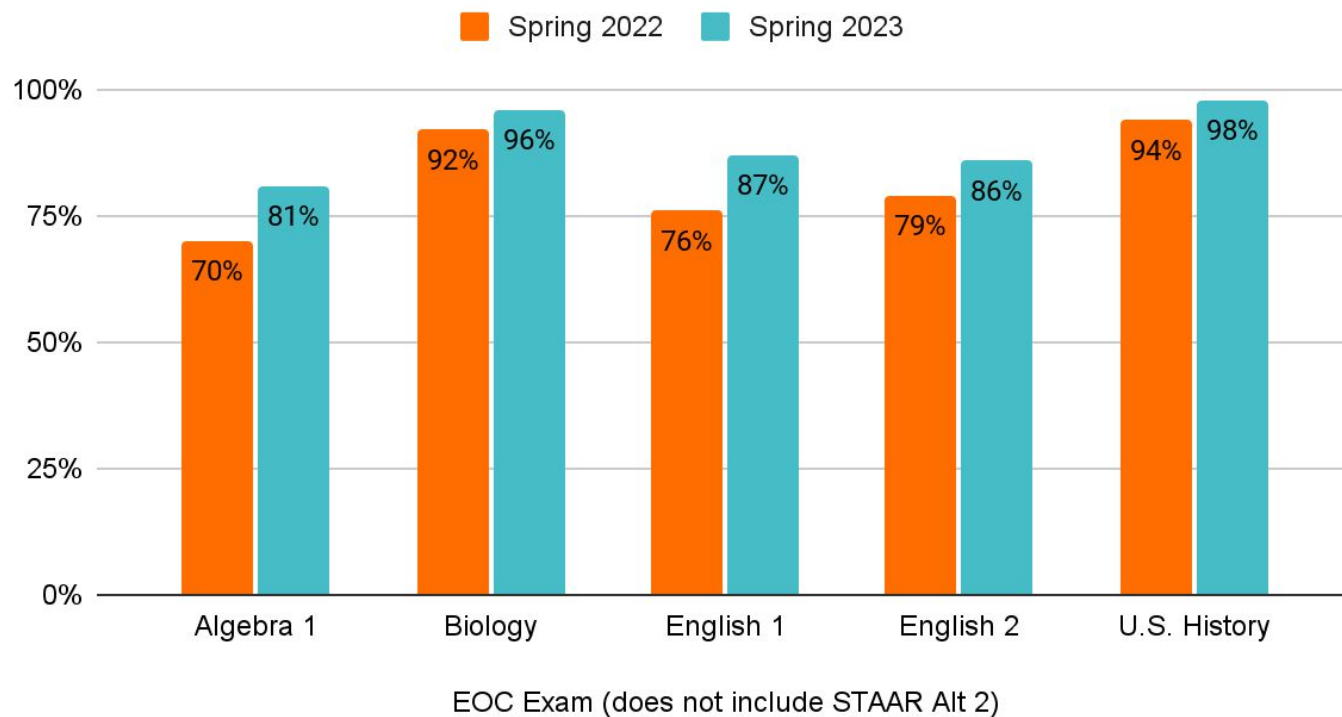
African American Student Group: % Passing
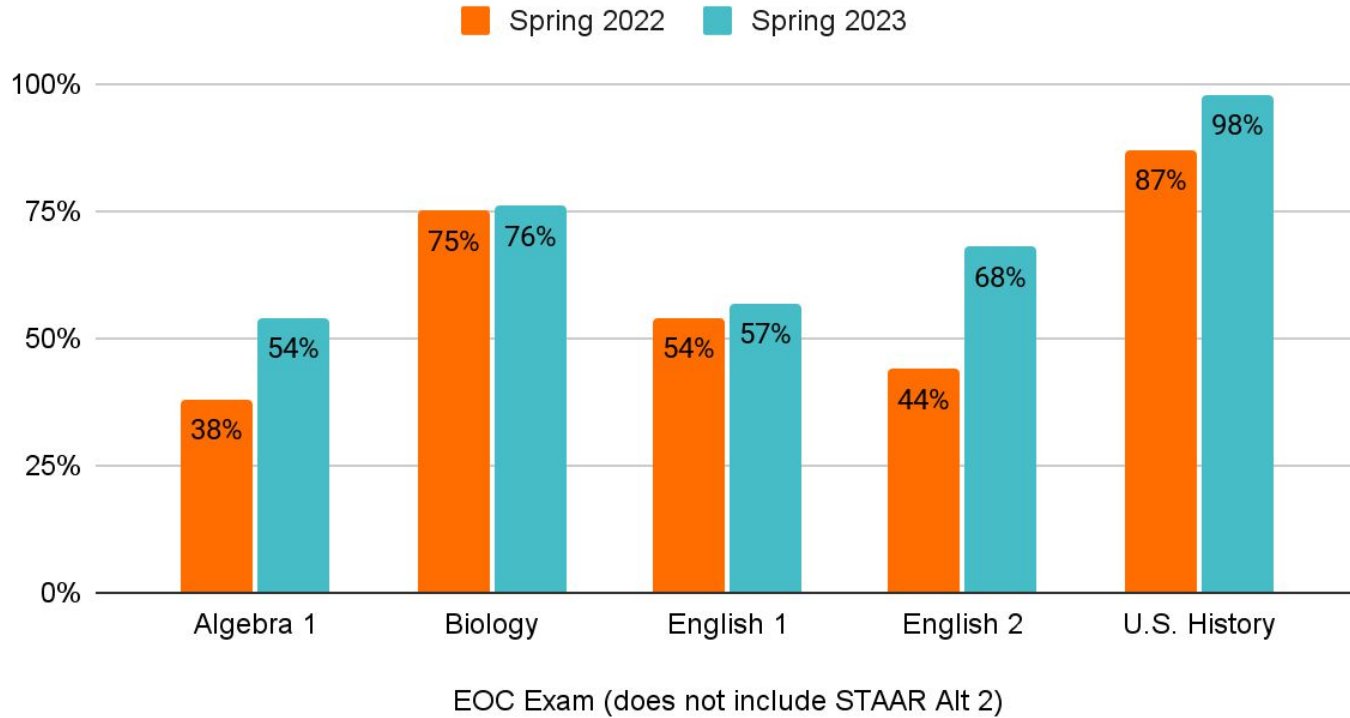
EOC Exam (does not include STAAR Alt 2)
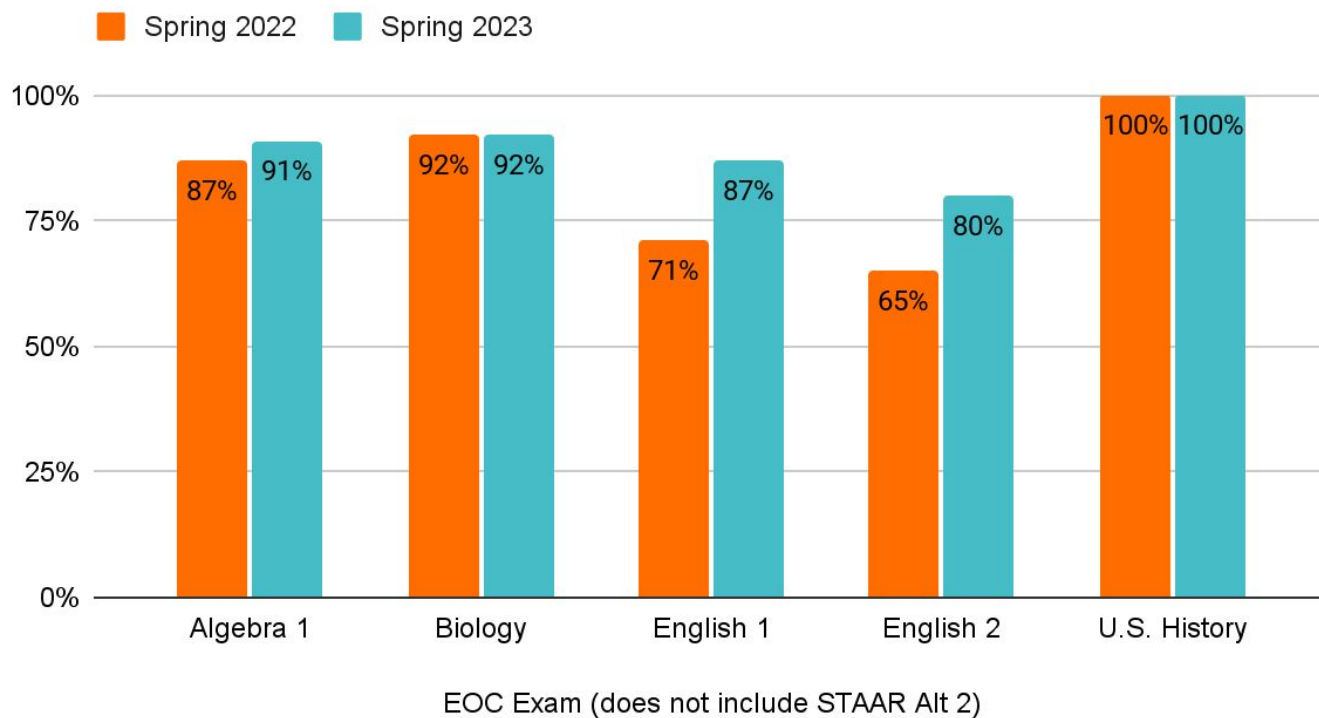
Emergent Bilingual Student Group: % Passing

Spring 2022   Spring 2023

EOC Exam (does not include STAAR Alt 2)

EOC Exam	Spring 2022	Spring 2023
Algebra 1	39%	53%
Biology	61%	69%
English 1	32%	39%
English 2	39%	32%
U.S. History	70%	90%

504 Student Group: % Passing

Spring 2022 ■ Spring 2023

EOC Exam	Spring 2022	Spring 2023
Algebra 1	56%	70%
Biology	80%	89%
English 1	60%	71%
English 2	61%	71%
U.S. History	91%	95%

EOC Exam (does not include STAAR Alt 2)

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SpEd Student Group: % Passing

Spring 2022　　Spring 2023

EOC Exam (does not include STAAR Alt 2)	Spring 2022	Spring 2023
Algebra 1	19%	36%
Biology	55%	67%
English 1	19%	33%
English 2	22%	30%
U.S. History	58%	85%

Curriculum and Instruction

Clarifying points that contributed to the growth in EOC results

- Campus instructional changes
- Intentional instructional strategies through continuous professional learning offerings to enhance literacy skills in all content areas:
  - Balanced literacy
  - 5E Model of Instruction (Engage, Explore, Explain, Extend, Evaluate)
  - Argument Driven Inquiry (ADI)
  - Personalized Learning Collaborative
- Attendance action teams
- Systemic implementation of our GISD curriculum documents and Year at a Glance (YAG) has aided in vertical alignment and a viable and guaranteed curriculum
- Coordinators working on campuses and sharing in PLCs: specific learning published and supported about STAAR/EOC 2.0

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Federal & Special Programs

In addition to effective strategies in curriculum, instruction, and attendance, these Federal & Special Programs strategies have contributed to success:

- Targeted focus for 504 Coordinators to identify student barriers and assign targeted accommodations for students. Emphasizing using accommodations throughout the year.
- There has been deliberate efforts to have more students in mainstream settings. Additionally, our kids have been 1:1 with devices for awhile and have been testing on computers for some time. This normalizes this style of testing and may take some of the anxiety away.
- PLCs were provided for all special education teachers on a monthly basis to focus and improve instruction.
- LDCs specific to Special Education supported teachers by helping with lesson design.
- After school tutoring twice a week for ESL students focused on those who had either failed EOCs or who needed language support.
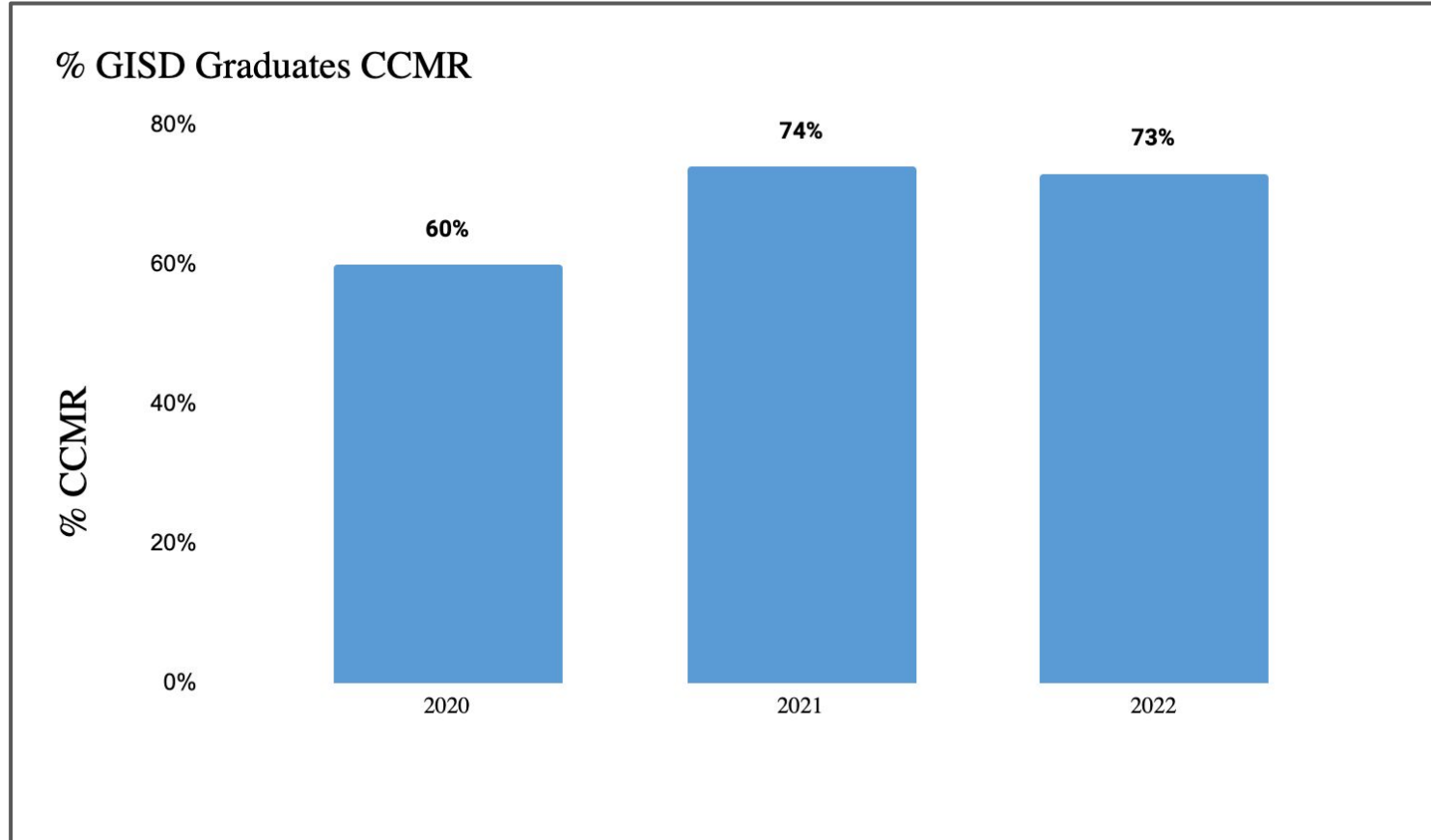
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College Career and Military Readiness

- TEA Accountability metric based on previous year graduates (i.e. 2023 accountability is based on 2022 graduates)
- Indicators
    - Texas Success Initiative (TSI) for Math and Reading (includes TSI Assessment, ACT, SAT, & College Prep Courses) Students must meet both reading and math for TSI or any one below:
    - AP & IB exams
    - Dual Credit Course completion
    - Industry Based Certifications (IBC)
    - OnRamps
    - Associates Degree
    - Special Education Workforce Readiness
    - Special Education Advanced Graduation Plan
- Significant scaling adjustments for 2023 Accountability

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College, Career, and Military Readiness

CCMR by Student Group

Student Group	2021 Graduates	2022 Graduates
All Students	74%	73%
African American	56%	74%
Hispanic	70%	65%
White	80%	79%
Asian	77%	73%
2 or More Races	71%	77%
EcoDis	62%	61%
Emergent Bilingual	51%	54%
SpEd	86%	83%
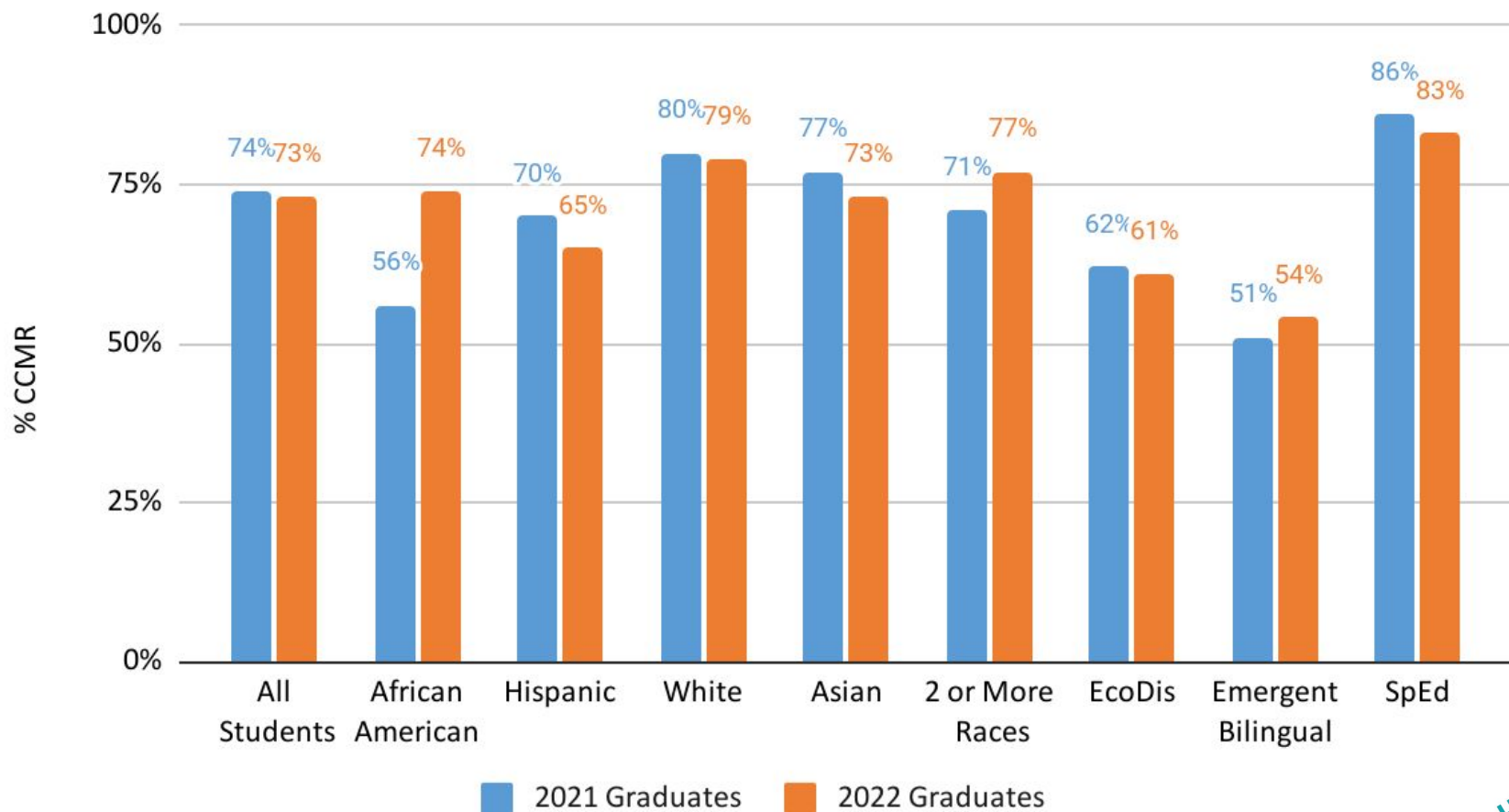
GISD CCMR Indicators Historic
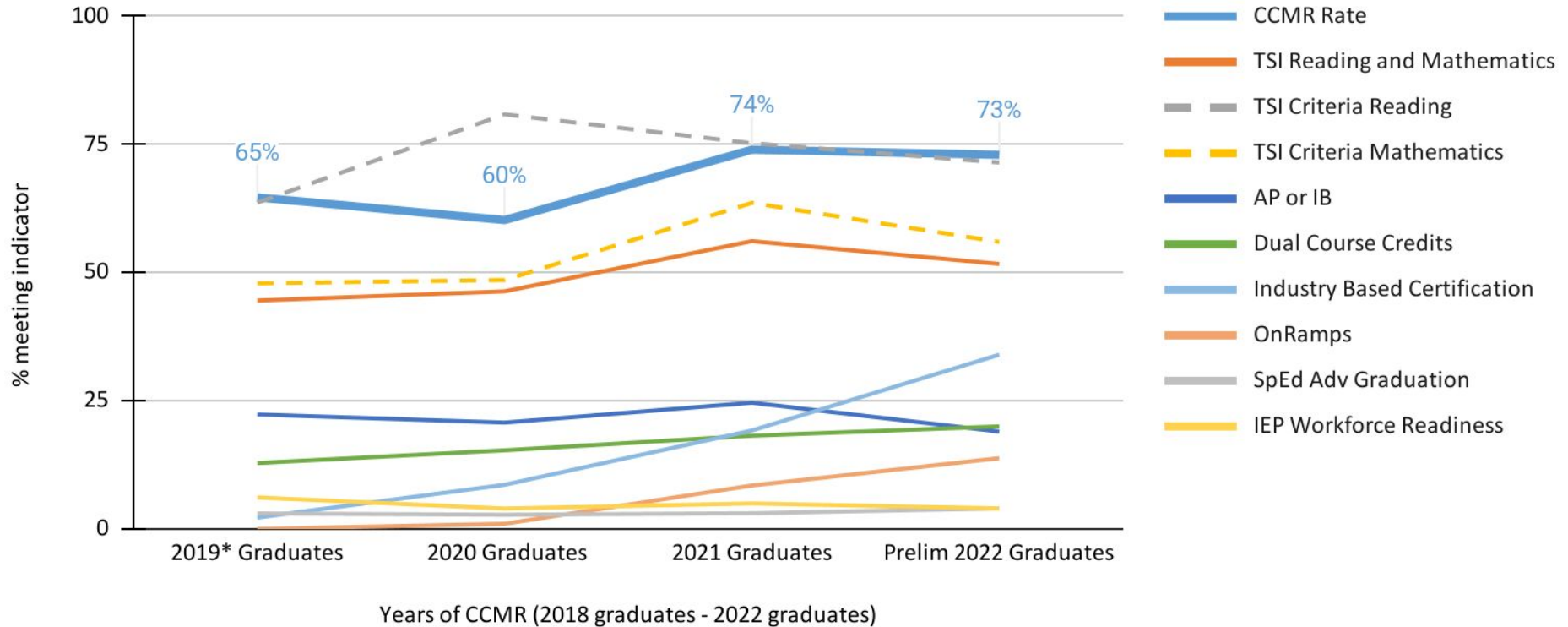
* -TEA calculation methodology change- Military & CTE no longer counted

Georgetown ISD	2019* Graduates	2020 Graduates	2021 Graduates	Prelim 2022 Graduates
Annual Graduates - CCMR / All Students	559 / 864	546 / 906	655 / 885	740 / 1019
CCMR Rate	**65%**	**60%**	**74%**	**73%**
% Graduates Meeting TSI Criteria Reading and Mathematics	45%	46%	56%	52%
% Meeting TSI Criteria Reading	64%	81%	75%	72%
% Graduates Meeting TSI Criteria Mathematics	48%	49%	64%	56%
% Graduates Meeting Criteria with AP or IB Exams	22%	21%	25%	19%
% Graduates Meeting Criteria with Dual Credit Courses	13%	15%	18%	20%
% Graduates Meeting Criteria with Industry Based Certification	2%	9%	19%	34%
% Graduates Meeting Criteria with OnRamps	0	1%	8%	14%
% Graduates Meeting Criteria with IEP Grad Code 04,05,54,55	6%	4%	5%	4%
% Graduates Meeting Criteria with SpEd Adv Grad	3%	3%	3%	4%

Surveys - Parent and Staff Survey + Learner Profile Survey

Parent and Staff Survey

Background info: The survey is administered to all parents of GISD students and to all GISD staff. The survey was open for 3 weeks in May.

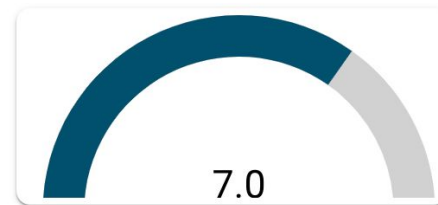**Responses:** Parent: 1,317   Staff: 557

Alignment & Use: The survey items are aligned to the strategic direction focus areas and is used in the comprehensive needs assessment and improvement planning process.

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Georgetown ISD Parent Survey 2023

Completed Surveys
1,317

7.0

How likely is it that you would recommend your student's school to a friend or colleague? (On a scale of 1-10)

Completed Surveys by Grade Level
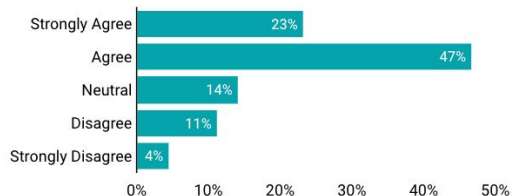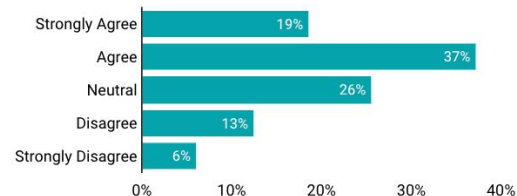
Grade	Count
ECE	2
PreK	25
K	114
1	125
2	88
3	111
4	100
5	93
6	105
7	91
8	91
9	117
10	93
11	85
12	76
Bridges	1
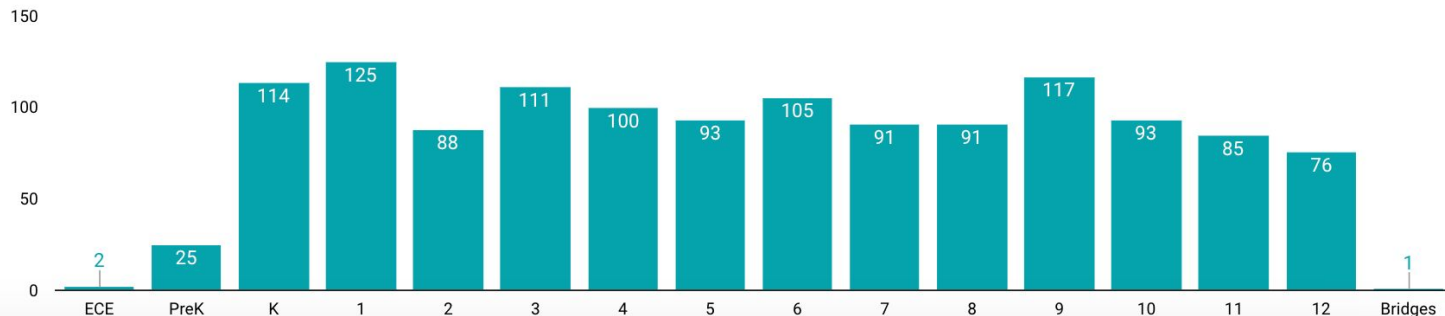
Strategic Priority Area 1: Student Learning, Growth and Progress

My child is appropriately challenged by the school academic curriculum.

Response	Percentage
Strongly Agree	23%
Agree	47%
Neutral	14%
Disagree	11%
Strongly Disagree	4%

My child is being adequately prepared for future success (including college/career/life ready).

Response	Percentage
Strongly Agree	19%
Agree	37%
Neutral	26%
Disagree	13%
Strongly Disagree	6%

The school provides support for my child's unique learning needs.

Response	Percentage
Strongly Agree	23%
Agree	40%
Neutral	22%
Disagree	10%
Strongly Disagree	5%
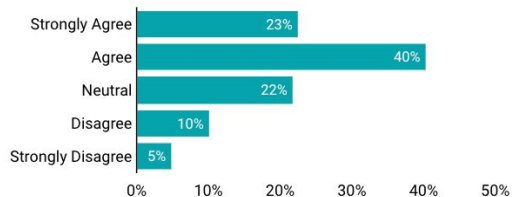
My child is being well-prepared for the next school year.

Response	Percentage
Strongly Agree	24%
Agree	43%
Neutral	18%
Disagree	10%
Strongly Disagree	5%
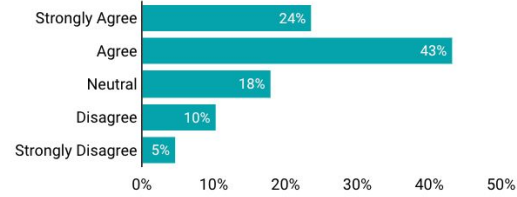
My child receives useful feedback about their work.

Response	Percentage
Strongly Agree	18%
Agree	39%
Neutral	25%
Disagree	13%
Strongly Disagree	6%
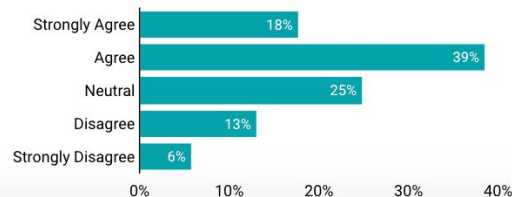
Strategic Priority Area 2: Student and Staff Well-Being

My child has a sense of belonging at their school.

Response	Percentage
Strongly Agree	32%
Agree	41%
Neutral	14%
Disagree	8%
Strongly Disagree	5%
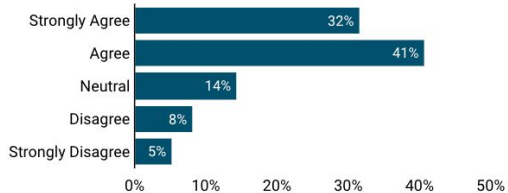
My child looks forward to going to school.

Response	Percentage
Strongly Agree	28%
Agree	37%
Neutral	18%
Disagree	10%
Strongly Disagree	6%
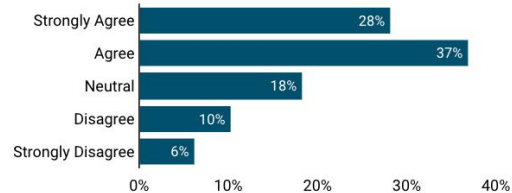
Adults at my child's school treat my child with respect.

Response	Percentage
Strongly Agree	34%
Agree	44%
Neutral	13%
Disagree	6%
Strongly Disagree	3%
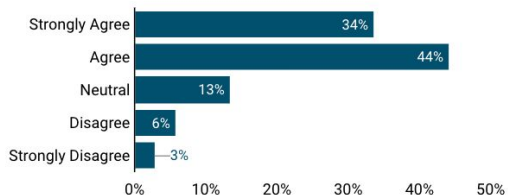
The school is responsive to my family's culture and language.

Response	Percentage
Strongly Agree	31%
Agree	39%
Neutral	24%
Disagree	3%
Strongly Disagree	2%
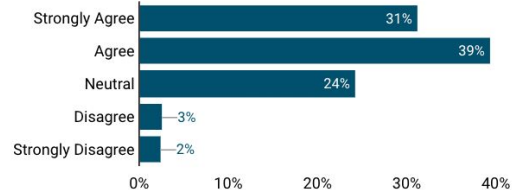
My child feels connected to the adults at their school.

Response	Percentage
Strongly Agree	29%
Agree	42%
Neutral	19%
Disagree	7%
Strongly Disagree	3%
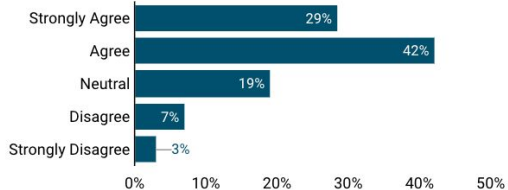
My child's school is a safe place to learn.

Response	Percentage
Strongly Agree	29%
Agree	45%
Neutral	14%
Disagree	8%
Strongly Disagree	5%
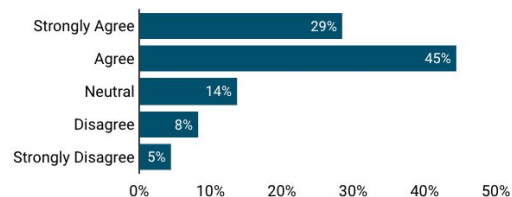
Strategic Priority Area 4: Community and Connectivity

The school keeps me well-informed about my child's progress in school.

Strongly Agree	27%
Agree	37%
Neutral	16%
Disagree	13%
Strongly Disagree	7%
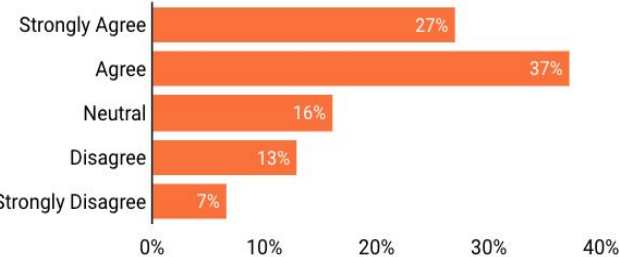
The school is very good at staying in touch with me regarding all aspects of their educational experience (e.g. letters, phone calls, or emails).

Strongly Agree	26%
Agree	36%
Neutral	17%
Disagree	14%
Strongly Disagree	7%
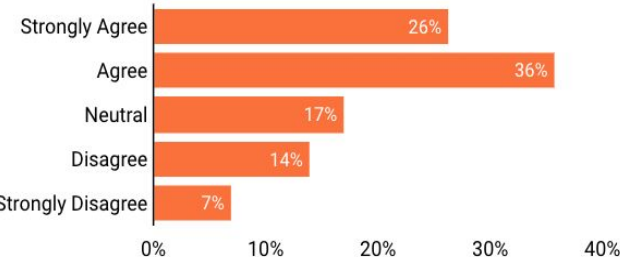
The school encourages me to be an active partner with the school in educating my child.

Strongly Agree	24%
Agree	37%
Neutral	22%
Disagree	11%
Strongly Disagree	6%
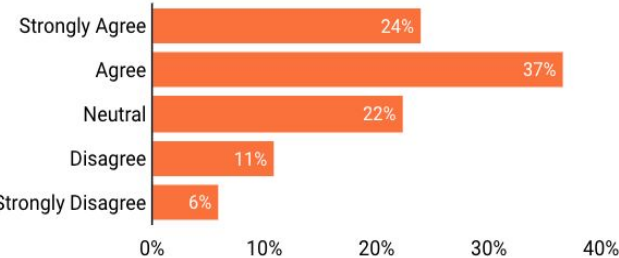
I feel welcomed and invited in my child's school.

Strongly Agree	31%
Agree	38%
Neutral	17%
Disagree	9%
Strongly Disagree	5%
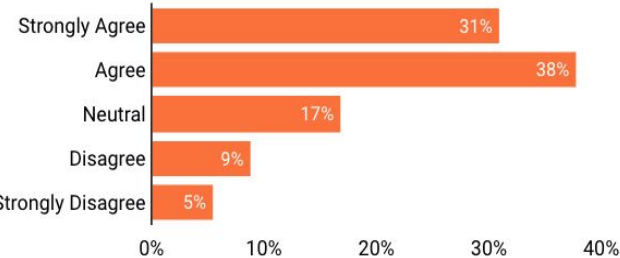
GISD Staff Survey 2023

Completed Surveys

557

How likely is it that you would recommend GISD to a friend or colleague? (On a scale of 1-10)

7.0

26.9%

73.1%
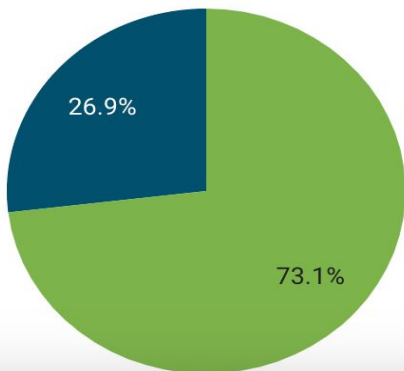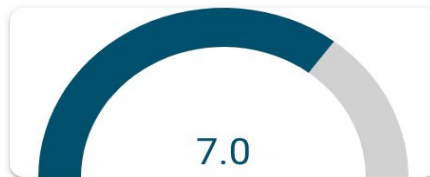
- Instructional staff
- Non-teaching staff

East View High School	65
Wagner Middle School	64
Georgetown High School	59
Hammerlun	42
Benold Middle School	37
Carver Elementary	30
Forbes Middle School	25
Tippit Middle School	25
Cooper Elementary	22
Wolf Ranch Elementary	19
Purl Elementary	19
Frost Elementary	18
Transportation Services	17
Support Services	17
Williams Elementary	16
McCoy Elementary	16
Village Elementary	16
Mitchell Elementary	15
Ford Elementary	13
Bridges	9
STEP	8
Richarte High School	5

GISD Staff Survey 2023

In general, I am satisfied with my current job.

Completely Agree	34%
Mostly Agree	38%
Somewhat Agree	21%
Do Not Agree	7%

0% 10% 20% 30% 40%
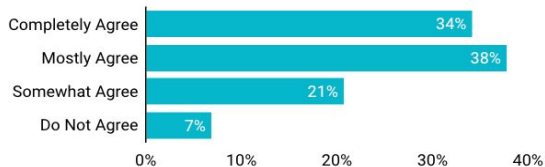
My work is valued by my supervisor.

Completely Agree	49%
Mostly Agree	25%
Somewhat Agree	17%
Do Not Agree	10%

0% 10% 20% 30% 40% 50%
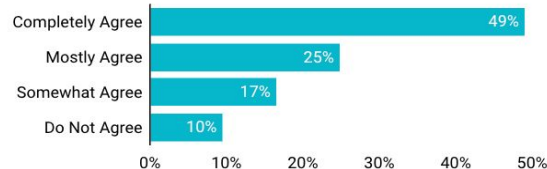
I have the resources I need to get my work done.

Completely Agree	33%
Mostly Agree	39%
Somewhat Agree	20%
Do Not Agree	7%

0% 10% 20% 30% 40%
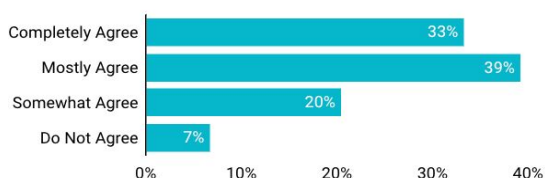
I find my work interesting.

Completely Agree	60%
Mostly Agree	32%
Somewhat Agree	7%
Do Not Agree	1%

0% 20% 40% 60% 80%
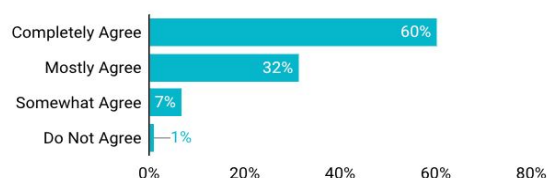
I find my work satisfying.

Completely Agree	51%
Mostly Agree	34%
Somewhat Agree	12%
Do Not Agree	3%

0% 10% 20% 30% 40% 50% 60%
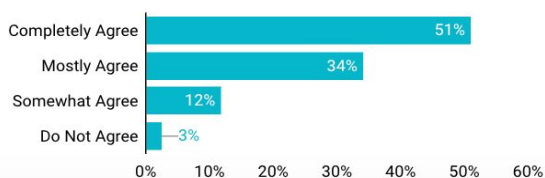
I find my work challenging.

Completely Agree	60%
Mostly Agree	27%
Somewhat Agree	11%
Do Not Agree	2%

0% 20% 40% 60% 80%
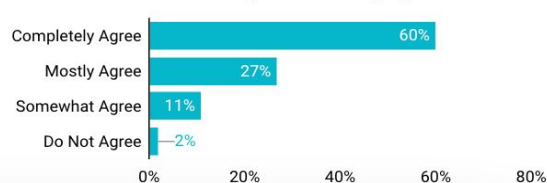
GISD Staff Survey 2023

I enjoy collaborating with my colleagues.

Completely Agree	60%
Mostly Agree	28%
Somewhat Agree	11%
Do Not Agree	2%

0% 10% 20% 30% 40% 50% 60%

My supervisor trusts me.

Completely Agree	62%
Mostly Agree	20%
Somewhat Agree	11%
Do Not Agree	6%

0% 20% 40% 60% 80%

I trust my supervisor.

Completely Agree	53%
Mostly Agree	24%
Somewhat Agree	13%
Do Not Agree	10%

0% 10% 20% 30% 40% 50% 60%
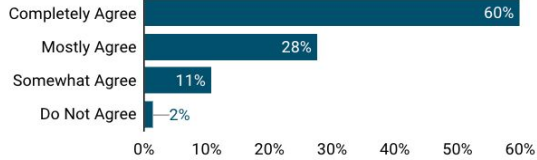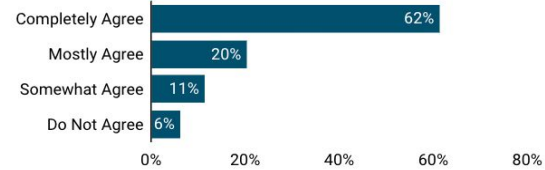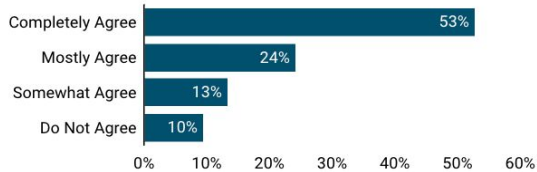
I am encouraged to express my concerns openly.

Completely Agree	41%
Mostly Agree	27%
Somewhat Agree	19%
Do Not Agree	13%

0% 10% 20% 30% 40% 50%
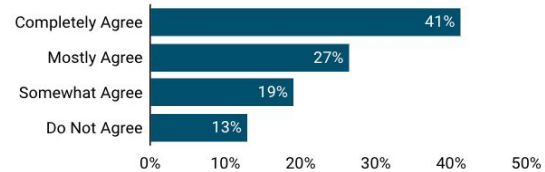
I am hesitant to speak up because of fear of retaliation.

Completely Agree	13%
Mostly Agree	15%
Somewhat Agree	17%
Do Not Agree	55%

0% 10% 20% 30% 40% 50% 60%
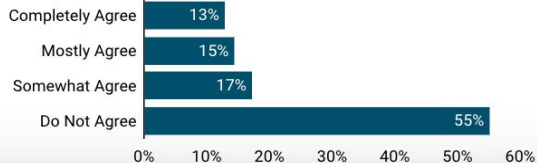
I have the authority to make decisions necessary for my day to day work.

Completely Agree	44%
Mostly Agree	39%
Somewhat Agree	12%
Do Not Agree	5%

0% 10% 20% 30% 40% 50%
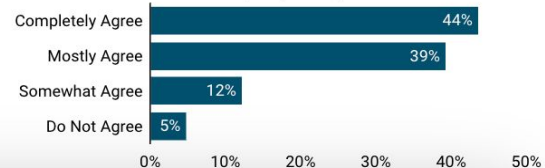
GISD Staff Survey 2023

I feel safe at work.

- Completely Agree: 48%
- Mostly Agree: 28%
- Somewhat Agree: 16%
- Do Not Agree: 7%

(Axis: 0%, 10%, 20%, 30%, 40%, 50%)

I feel welcomed at work.

- Completely Agree: 54%
- Mostly Agree: 29%
- Somewhat Agree: 13%
- Do Not Agree: 4%

(Axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%)
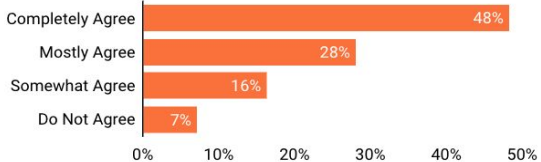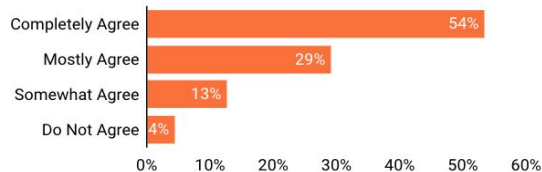
Good work is recognized in my campus/department.

- Completely Agree: 37%
- Mostly Agree: 29%
- Somewhat Agree: 21%
- Do Not Agree: 13%

(Axis: 0%, 10%, 20%, 30%, 40%)
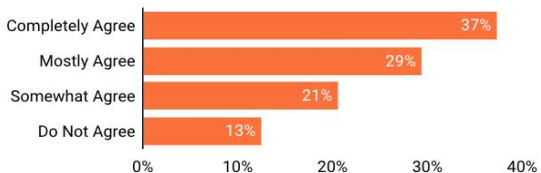
There are opportunities for me to grow professionally in GISD.

- Completely Agree: 33%
- Mostly Agree: 32%
- Somewhat Agree: 23%
- Do Not Agree: 12%

(Axis: 0%, 10%, 20%, 30%, 40%)
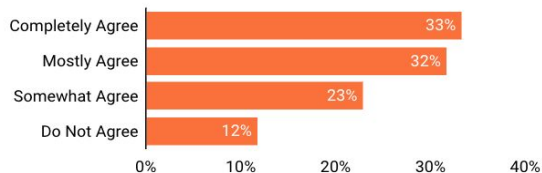
I am encouraged to share my ideas openly.

- Completely Agree: 39%
- Mostly Agree: 30%
- Somewhat Agree: 22%
- Do Not Agree: 9%

(Axis: 0%, 10%, 20%, 30%, 40%)
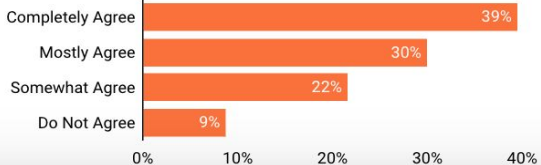
I am committed to GISD's vision, mission and beliefs.

- Completely Agree: 65%
- Mostly Agree: 28%
- Somewhat Agree: 6%
- Do Not Agree: 1%

(Axis: 0%, 20%, 40%, 60%, 80%)
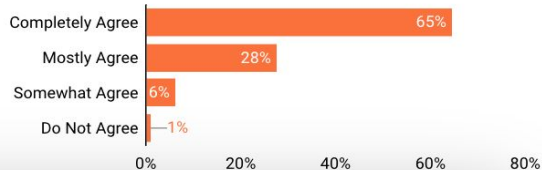
Learner Profile Survey (formerly Student Experience Survey)

- Previously the Student Experience Survey - recognized alignment to GISD Learner Profile domains and rebranded
- Administered to all students willing to participate in grades 3-11
- Parents and students were allowed to preview the questions prior to the survey and allowed to opt out
- Questions are scored 0=never to 3=always
- Administered in English and Spanish

LEAD GROW SERVE

Response Rates & Questions

Campus Level	Total Students	Total Response	Response Rate
Elementary 3-5	2843	2610	91.8%
Middle 6-8	2905	2664	91.7%
High	3167	2526	79.8%

The questions are sorted into 4 domains:

- **Domain One:** Intrapersonal LP Skills - Develops self-knowledge & personal responsibility, adapts & perseveres
- **Domain Two:** Interpersonal LP Skills - Communicates, collaborates, builds & models respectful relationships
- **Domain Three:** Cognitive LP Skills - Creates & innovates, obtains knowledge through inquiry and exploration, applies critical thinking
- **Domain Four:** Environmental Skills - The ability for the school to offer a learning environment where a student can develop their LP Traits

How This Information Is Used

- Campus staff are provided 2 tools for analyzing the data
  - Raw data roster of results by student with ability to sort by demographics
  - Filterable visualization tool to filter by question and demographics
- Campus staff use this information to identify trends in grade levels, student groups, etc
- Campus school counselors use this information as part of their comprehensive program to create data informed goals
- Campus school counselors identify and plan for specific student needs taking care not to over generalize one single data point for the student.

LEAD GROW SERVE

The Highest and Lowest Rated Questions for Elementary School Students

Highest Rated

1. I have learned new things this year.(2.75)

2. I have a friend at my school who cares about me.(2.64)

3. My school is a safe place to learn.(2.57)

Lowest Rated

1. At my school, kids are kind to each other.(1.78)

2. If I am upset with a friend, I share how I feel so we can work it out.(1.84)

3. When I am angry, I can use a calming strategy to make myself feel better. (1.95)

LEAD GROW SERVE

The Highest and Lowest Rated Questions for Middle School Students

Highest rated	Lowest rated

Highest rated

1. I have a core group of friends at my school who care about me.(2.5)

2. An adult at my school cares about me.(2.3)

3. There is at least one adult at my school that I feel safe going to for help if I need it.(2.26)

Lowest rated

1. At my school, students are kind.(1.44)

2. My classrooms are places where I can learn without distractions or interruptions from my classmates.(1.46)

3. When my friends and I aren't getting along, I share how I feel and we work it out. (tied) When I am feeling sad/angry/frustrated, I do something healthy like calming/coping strategies to feel better.(1.64)

LEAD GROW SERVE

The Highest and Lowest Rated Questions for High School Students

Highest Rated

1. I have a core group of friends at my school who care about me.(2.45)

2. I am aware of my strengths.(2.27)

3. An adult at my school cares about me.(2.26)

Lowest Rated

1. I feel comfortable utilizing the restroom in my school without concern.(1.42)

2. My classrooms are places where I can learn without distractions or interruptions from my classmates.(1.53)

3. When I have trouble with my school-work, I ask an adult on campus for help.(1.59)

LEAD GROW SERVE

Future Plans and Connections in High School

"My current plan after high school is:

- Attend a 4 year college/university: 54%
- Attend a 2 year college/university: 8%
- Military: 3%
- Attend a technical college: 4%
- Workforce or Personal: 8%
- Undecided: 23%

"I feel most connected at my school through:

- Athletics: 54%
- Fine Arts: 20%
- I don't feel connected: 13%
- CTE: 6%
- Core Curriculum: 3%
- Advanced Academics: 3%
- Clubs: 3%
- None of the above: 12%

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SERVE

Campus	Posters from July DLT	Student Learning Growth & Progress				Student & Staff Wellness			Staff Recruitment & Retention		Community & Connectivity		
		In GISD, instruction, assessment, and intervention are aligned.	In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in 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.	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 schools and classrooms are physically and psychologically safe.	Georgetown ISD provides competitive compensation and benefits to employees.**	Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.	GISD is transparent with reporting progress and providing access to information.	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.
East View HS (EVHS)	EVHS	Major Change	Major Change	Maintain Direction	Major Change	Minor Change	Major Change	Major Change		Maintain Direction	Maintain Direction	Maintain Direction	Maintain Direction
Georgetown HS (GHS)	GHS	Major Change	Minor Change	Maintain Direction	Maintain Direction	Minor Change	Major Change	Maintain Direction		Maintain Direction	Maintain Direction	Maintain Direction	Minor Change
Richarte HS (RHS)	RHS	Minor Change	Maintain Direction	Major Change	Maintain Direction	Maintain Direction	Maintain Direction	Maintain Direction		Maintain Direction	Minor Change	Major Change	Maintain Direction
Benold MS (BMS)	BMS	Major Change	Maintain Direction	Maintain Direction	Maintain Direction	Minor Change	Maintain Direction	Maintain Direction		Minor Change	Minor Change	Minor Change	Maintain Direction
Forbes MS (FMS)	FMS	Major Change	Minor Change	Maintain Direction	Maintain Direction	Maintain Direction	Maintain Direction	Maintain Direction		Minor Change	Maintain Direction	Maintain Direction	Maintain Direction
Tippit MS (TMS)	TMS	Major Change	Minor Change	Maintain Direction	Minor Change	Maintain Direction	Maintain Direction	Maintain Direction		Maintain Direction	Minor Change	Maintain Direction	Minor Change
Wagner MS (WMS)	WMS	Minor Change	Major Change	Maintain Direction	Maintain Direction	Major Change	Maintain Direction	Maintain Direction		Minor Change	Maintain Direction	Maintain Direction	Maintain Direction
Ford Elementary (Ford)	Ford	Major Change	Maintain Direction	Maintain Direction	Minor Change	Maintain Direction	Maintain Direction	Minor Change		Maintain Direction	Maintain Direction	Maintain Direction	Minor Change
Frost Elementary (Frost)	Frost	Major Change	Minor Change	Maintain Direction	Minor Change	Minor Change	Minor Change	Minor Change		Maintain Direction	Major Change	Minor Change	Minor Change
Cooper Elementary (Cooper)	Cooper	Major Change	Maintain Direction	Maintain Direction	Maintain Direction	Maintain Direction	Maintain Direction	Maintain Direction		Maintain Direction	Major Change	Maintain Direction	Maintain Direction
Village Elementary (Village)	Village	Minor Change	Major Change	Maintain Direction	Maintain Direction	Minor Change	Maintain Direction	Minor Change		Maintain Direction	Minor Change	Maintain Direction	Minor Change
McCoy Elementary (McCoy)	McCoy	Major Change	Major Change	Maintain Direction	Maintain Direction	Minor Change	Minor Change	Minor Change		Maintain Direction	Maintain Direction	Maintain Direction	Maintain Direction
Carver Elementary (Carver)	Carver	Minor Change	Major Change	Maintain Direction	Maintain Direction	Major Change	Maintain Direction	Maintain Direction		Maintain Direction	Minor Change	Maintain Direction	Maintain Direction
Mitchell Elementary (Mitchell)	Mitchell	Major Change	Maintain Direction	Maintain Direction	Minor Change	Maintain Direction	Maintain Direction	Minor Change		Maintain Direction	Maintain Direction	Maintain Direction	Minor Change
Williams Elementary (Williams)	Williams	Minor Change	Major Change	Maintain Direction	Minor Change	Major Change	Minor Change	Maintain Direction		Maintain Direction	Minor Change	Maintain Direction	Minor Change
Wolf Ranch Elementary (Wolf Ranch)	Wolf Ranch	Major Change	Major Change	Maintain Direction	Maintain Direction	Minor Change	Maintain Direction	Maintain Direction		Minor Change	Maintain Direction	Maintain Direction	Minor Change
Purl Elementary (Purl)	Purl	Major Change	Minor Change	Maintain Direction	Maintain Direction	Maintain Direction	Maintain Direction	Minor Change		Maintain Direction	Maintain Direction	Minor Change	Maintain Direction
GAP	GAP	Major Change	Major Change	Maintain Direction	Minor Change	Maintain Direction	Maintain Direction	Minor Change		Maintain Direction	Minor Change	Minor Change	Maintain Direction
STEP	STEP	Maintain Direction	Minor Change	Major Change	Maintain Direction	Maintain Direction	Maintain Direction	Maintain Direction		Minor Change	Minor Change	Maintain Direction	Maintain Direction

Maintain Direction	Maintaining current efforts to continue getting desired results.
Minor Change	Making minor adjustments to efforts and using campus resources to get different results
Major Change	Making major adjustments to efforts and using external resources to get different results

GISD

Early Literacy Board Outcome Goal

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 37% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 (Target)
37%	COVID	39% (36%)	42% (50%)	45% (47%)	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American Target (Actual)	Hispanic Target (Actual)	White Target (Actual)	American Indian Target (Actual)	Asian Target (Actual)	Pacific Islander Target (Actual)	Two or More Races Target (Actual)	Special Ed Target (Actual)	Eco. Disadv. Target (Actual)	Special Ed (Former) Target (Actual)	EL Target (Actual)	Cont. Enrolled Target (Actual)	Non-Cont. Enrolled Target (Actual)
2019 (Baseline)	34%	23%	51%	-	57%	-	43%	20%	20%	32%	18%	38%	35%
2020 (COVID)													
2021 (COVID)	38% (16%)	28% (23%)	53% (50%)	-	58% (44%)	-	46% (38%)	25% (18%)	37% (17%)	42% (31%)	39% (11%)	25% (37%)	23% (0%)
2022	44% (45%)	34% (37%)	55% (62%)	-%	59% (79%)	-	50% (41%)	32% (18%)	42% (27%)	47% (68%)	44% (34%)	32% N/A	30% (50%)
2023	49% (35%)	42% (34%)	58.% (59%)	- (67%)	61% (71%)	-	54% (46%)	40% (19%)	48% (33%)	51% (45%)	50% (27%)	40% N/A	38% (47%)
2024	56%	52%	60%	-	62%	-	58%	50%	55%	57%	56%	50%	49%
GISD Targets 2025	63%	63%	63%	-	63%	-	63%	63%	63%	63%	63%	63%	63%
Texas Domain 3 Closing the Gaps Targets	32%	37%	60%	-%	74%	-	56%	19%	33%	36%	29%	46%	42%

Early Numeracy Board Outcome Goal

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 35% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 Target
35%	COVID	38% (25%)	41% (34%)	44% (37%)	47%	51%

Closing the Gaps Student Groups Yearly Targets

	African American Target (Actual)	Hispanic Target (Actual)	White Target (Actual)	American Indian Target (Actual)	Asian Target (Actual)	Pacific Islander Target (Actual)	Two or More Races Target (Actual)	Special Ed Target (Actual)	Eco. Disadv. Target (Actual)	Special Ed (Former) Target (Actual)	EL Target (Actual)	Cont. Enrolled Target (Actual)	Non-Cont. Enrolled Target (Actual)
2019 (Baseline)	9%	22%	49%	-	57%	-	57%	26%	17%	27%	17%	36%	30%
2020 (COVID)													
2021 (COVID)	13% (6%)	27% (13%)	52% (38%)	-	58% (19%)	-	58% (24%)	31% (12%)	32% (9%)	40% (13%)	35% (9%)	22% (26%)	22% (20%)
2022	20% (24%)	34% (21%)	54% (47%)	-	59% (57%)	-	59% (24%)	37% (13%)	38% (13%)	45% (33%)	40% (20%)	29.% N/A	29.% (34%)
2023	29% (33%)	41% (26%)	57% (47%)	-	61% (69%)	-	61% (42%)	44% (16%)	45% (23%)	50% (38%)	47% (16%)	N/A	37% (37%)
2024	43%	51%	60%	-	62%	-	62%	53%	53%	56%	54%	48%	48%
GISD Targets 2025	63%	63%	63%	-	63%	-	63%	63%	63%	63%	63%	63%	63%
Texas Domain 3 Closing the Gaps Targets	31%	40%	59%	-	82%	-	54%	23%	36%	44%	40%	47%	45%

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 71% to 100% by August 2025.

Yearly Target Goals

2019 Baseline	2020 (Actual)	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 Target
71%	75% (77%)	80% (**60%)	67% (74%)	80% (73%)	90%	100%

Closing the Gaps: Student Groups Yearly Targets for 5-Year Goal

	African American Target (Actual)	Hispanic Target (Actual)	White Target (Actual)	American Indian Target (Actual)	Asian Target (Actual)	Pacific Islander Target (Actual)	Two or More Races Target (Actual)	Special Ed Target (Actual)	Eco. Disadv. Target (Actual)	EL Target (Actual)
2019 Baseline	43%	66%	75%	-	71%	-	75%	58%	58%	71%
2020	49% (60%)	71% (74%)	79% (81%)	80% (80%)	75% (94%)	-	79% (64%)	64% (92%)	64% (70%)	75% (61%)
2021	57% (39%)	76% (49%)	83% (72%)	84% (100%)	80% (73%)	-	83% (39%)	70% (81%)	70% (50%)	80% (42%)
2022	62% (56%)	70% (69%)	85% (80%)	87% (-)	85% (76%)	-	62% (71%)	76% (86%)	70% (62%)	65% (51%)
2023	80% (74%)	80% (65%)	90% (79%)	91% (-)	90% (73%)	-	80% (77%)	83% (83%)	80% (61%)	80% (54%)
2024	90%	90%	95%	96%	95%	-	90%	91%	90%	90%
2025 Target	100%	100%	100%	100%	100%	-	100%	100%	100%	100%