Georgetown Independent School District

District Improvement Plan

2023-2024 Formative Review with Notes

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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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.

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
Strategy 1: 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	**Oct** 25% **October Evidence of Progress** GISD leadership are supporting the specific change/ improvement needs for each campus in the following methods: *August, September and October District Leadership Team Meetings - time for campus and district leaders to collaborate on priority work, document progress and identify resource needs. *1-on-1 coaching model with direct support for improvement work (frequency dependent on campus needs...i.e. weekly, biweekly, monthly). *Teaching, Learning & Assessment teams direct support for improvement work (frequency dependent on campus needs...i.e. weekly, biweekly, monthly and scope of work dependent on campus needs...i.e. working with teacher teams, content areas or campus wide support)
	Jan **January Evidence of Progress**
	Apr **April Evidence of Progress**
	July **July Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: GISD Elementary teachers will engage in training/professional learning aligned to instructional practices such as math workshops, balanced literacy, 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	**Oct** 25% **October Evidence of Progress** During September/October: -Organized ELAR units to provide teachers approximately 12 days to establish routines, procedures, and expectations for Balanced Literacy components. -Instructed teachers on incorporating these components into the Reading and Writing workshop model. -Continued efforts to familiarize teachers with the District's resources and ensure teachers understand how to include these resources in the Balanced Literacy approach. -Participated in Campus Design Days unpacking and planning for upcoming unit instruction/EIS support using district resources. -Participated in Professional development sessions focused on workshop model, math fluency, number talks, standards-based grading, and assessing. -Participated in Vertical alignment committee meetings where teachers discussed learning progression and EIS supports. -PLC supports focused on rekenreks (math strategies), district resource training, and number talks.
	Jan — **January Evidence of Progress**
	Apr — **April Evidence of Progress**
	July — **July Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: GISD secondary teachers will engage in training/professional learning aligned to instructional practices such as math labs, 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	**Oct** 25% **October Evidence of Progress** 1. Sept 18th PL- Middle School content teachers participated in workshop structured classroom experience while learning about various strategies to support Balanced Literacy. 2. Secondary ELAR PLC support for Extended Constructed Response through Dept Pacing Calendars, ECR Scaffolds, ECR Prompt guides, ECR Rubrics 3. Secondary SS PLC support for Short Constructed Response through SCR Scaffolds, SCR Prompt Guides, SCR Rubrics 4. ELAR and SS Design 1/2 days available for departments to unpack upcoming units: Identify EIS, Unpack Standards, Identify Rigor, Plan a common summative and several common formative assessments with identified Tier One interventions. Teachers will create learning progressions and identify engaging activities that will deepen student understanding. 5. PLC with ELAR teams to discuss student choice and book clubs as method for teaching rather than novel studies. **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: The Assessment & Feedback team will provide formative assessment professional learning for all content coordinators, learning design coaches, digital learning coaches and campus test coordinators. **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	**Oct** 50% **October Evidence of Progress** Common formative assessment training has been provided to elementary content coordinators and learning design coaches. Training also was provided to Principals at the October District Leadership Team meeting. The Assessment & Feedback team will continue to provide professional learning around formative assessment at campus request. **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

Strategy 5 Details	Reviews
Strategy 5: 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	**Oct** 25% **October Evidence of Progress** 1. August: Worked with consultant, Nicole Dimich, to support Frost, Village, and Purl in onboarding campus teams with the new learning around T1 and T2 EIS. 2. September: Worked with a consultant, Nicole Dimich, to support, Wolf Ranch, Ford, Village, McCoy, and Williams in onboarding campus teams with the new learning around T1 and T2 EIS. 3. September DLT: Deep dive into the Leading Learning Document aligned to curriculum documents and the new May/Must T1 and T2 documents. 4. October: Invitation to all campuses to participate in T1 Learning Walks in partnership with T&L, Assessment, and Behavior. 5. October LDC PLC: Deep dive into the Leading Learning Document aligned to curriculum documents and the new May/Must T1 and T2 documents. 6. October DLT: Deep dive into PLC supports and Assessment documents to align learning to CFA versus Summative assessments. 7. October: The GATE Newsletter launched and shared district-wide 8. On-going: Campus Instructional Touchdown time
	Jan　　　　　**January Evidence of Progress**
	Apr　　　　　**April Evidence of Progress**
	July　　　　　**July Evidence of Progress**

Strategy 6 Details	Reviews

Strategy 6: 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

Oct — 15%

October Evidence of Progress

1. August: Website draft on The GATE has been created.
2. September: The GATE website was rearranged to reflect Strategic Direction/Goal work to include a new landing page for "Instruction, Assessment, and Intervention" that houses essential documents for easy campus access.

Jan — **January Evidence of Progress**

Apr — **April Evidence of Progress**

July — **July Evidence of Progress**

Strategy 7 Details	Reviews

Strategy 7: Multilingual department will work on curriculum alignment supporting documents/tools quarterly along with professional development and targeted coaching.

    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

Oct — 50%

October Evidence of Progress

DL coordinator and coach have completed the 1st 9 weeks and have made significant progress on the 2nd 9 weeks. Dual language teachers had 1/2 day of collaboration time to work on lessons and ask/answer questions about curriculum. ESL lead teachers have had a full day coaching day with work on curriculum alignment .

Jan — **January Evidence of Progress**

Apr — **April Evidence of Progress**

July — **July Evidence of Progress**

Strategy 8 Details	Reviews
Strategy 8: 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	**Oct** 50% **October Evidence of Progress** Director has attended migrant training (Sept 26) and we have submitted our potential migrant list and updated our list of qualified migrant students and provided all information needed to Region 13 for additional support. **Jan** — **January Evidence of Progress** **Apr** — **April Evidence of Progress** **July** — **July Evidence of Progress**

Strategy 9 Details	Reviews
Strategy 9: LPAC manual revision/training around all processes to build a more compliant and efficient system of LPAC and EB support. **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	**Oct** 50% **October Evidence of Progress** Updated handbook in place and training took place in August. New system of support by director/coordinators implemented. **Jan** — **January Evidence of Progress** **Apr** — **April Evidence of Progress** **July** — **July Evidence of Progress**

Strategy 10 Details	Reviews
Strategy 10: 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. **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	**Oct** 50% **October Evidence of Progress** All secondary campuses have begun targeted Emergent Bilingual after school. They are working with EB students who either haven't passed EOCs/STAAR or are newcomers and need extra language support. 2 elementary campuses have begun EB tutoring at this time . **Jan** — **January Evidence of Progress** **Apr** — **April Evidence of Progress** **July** — **July Evidence of Progress**

Strategy 11 Details	Reviews
Strategy 11: Digital learning team members will meet with campus administrators and teachers to align our work with campus goals and needs. **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	**Oct** **October Evidence of Progress** 15% Digital learning coaches have looked at which Strategic Direction priority area and objective each of their campuses has selected. Digital learning coaches have worked together to create an empathy interview questionnaire for meetings with campus administrators and learning design coaches. Digital learning team has created a Google Form to capture data from these meetings. **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

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.

> **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: 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.

    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

Oct 25%

October Evidence of Progress

GISD leadership are supporting the specific change/improvement needs for each campus in the following methods:

*August, September and October District Leadership Team Meetings - time for campus and district leaders to collaborate on priority work, document progress and identify resource needs.
*1-on-1 coaching model with direct support for improvement work (frequency dependent on campus needs...i.e. weekly, biweekly, monthly).
*Teaching, Learning & Assessment teams direct support for improvement work (frequency dependent on campus needs...i.e. weekly, biweekly, monthly and scope of work dependent on campus needs...i.e. working with teacher teams, content areas or campus wide support)

Jan   **January Evidence of Progress**

Apr   **April Evidence of Progress**

July   **July Evidence of Progress**

Strategy 2 Details	Reviews

Strategy 2: The Assessment & Feedback team will form a Standards-Based Grading (SBG) focus team comprised of district and community stakeholders to determine current state of SBG practices and identify strategies to move the work forward.

    Strategy's Expected Result/Impact: Clarity around current SBG 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 Assessment & Feedback
Coordinator of Assessment & Feedback
District Data Analyst

Oct 20%

October Evidence of Progress

A SBG team has convened to determine the picture of success, driving questions and challenges to overcome. SBG Action Teams have been identified based on specific challenge that needs to be addressed. Future steps include determining who will be part of each action team and scheduling meetings.

Jan   **January Evidence of Progress**

Apr   **April Evidence of Progress**

July   **July Evidence of Progress**

Strategy 3 Details	Reviews

Strategy 3: 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.
 	
    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,
	Oct
	20%
	
	October Evidence of Progress
	The Assessment & Feedback team has developed assessment tools (GISD Balanced Assessment System guiding documents, Common Formative Assessment guiding documents, item type guidance and data protocols), that will provide a foundation as well as support for the Assessment Design Team work.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

Strategy 4 Details	Reviews

Strategy 4: The Assessment & Feedback team will provide formative assessment professional learning for all content coordinators, learning design coaches, digital learning coaches and campus test coordinators.
 	
    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
	Oct
	50%
	
	October Evidence of Progress
	Common formative assessment training has been provided to elementary content coordinators and learning design coaches. Training also was provided to Principals at the October District Leadership Team meeting. The Assessment & Feedback team will continue to provide professional learning around formative assessment at campus request.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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.

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: 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

Oct — 25%

October Evidence of Progress
GISD leadership are supporting the specific change/ improvement needs for each campus in the following methods:

*August, September and October District Leadership Team Meetings - time for campus and district leaders to collaborate on priority work, document progress and identify resource needs.
*1-on-1 coaching model with direct support for improvement work (frequency dependent on campus needs...i.e. weekly, biweekly, monthly).
*Teaching, Learning & Assessment teams direct support for improvement work (frequency dependent on campus needs...i.e. weekly, biweekly, monthly and scope of work dependent on campus needs...i.e. working with teacher teams, content areas or campus wide support)

Jan — **January Evidence of Progress**

Apr — **April Evidence of Progress**

July — **July Evidence of Progress**

Strategy 2 Details	Reviews

Strategy 2: Establish Career and Technical Education (CTE) community advisory group to better understand and meet community workforce needs by aligning CTE programming to those needs.

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

Oct — 15%

October Evidence of Progress
Career Cluster leads have met and discussed the role that a CAG serves in CTE. Beginning to create a list of potential members.

Jan — **January Evidence of Progress**

Apr — **April Evidence of Progress**

July — **July Evidence of Progress**

Strategy 3 Details	Reviews

Strategy 3: 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.
 	
    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
	Oct **October Evidence of Progress**
	25% An enrollment dashboard was created (a work in progress), and the teacher survey was created by the Fine Arts Design Team and distributed department-wide.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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 and ELAR 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, Secondary ELAR Coordinator
	Oct **October Evidence of Progress**
	20%
	- A software program was purchased for College Prep Math teachers that gives teachers and students access to TSI test prep and personalized learning experiences to help identify, predict, and improve gaps in learning.
	- More opportunities to take the TSI were created on each campus. Score reports will be provided to teachers to show strengths and weaknesses of each student.
	-TSI Boot Camps are held the week prior to each TSI exam during morning tutorials.
	-TSI tutorials and testing are scheduled for the spring semester.
	-Students are provided scores and access to reports immediately following each test with free study resources to review before retesting.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

Strategy 5 Details	Reviews

Strategy 5: Eliminate Barriers to assure all students have greater access to Advance Placement exams
 	
   Strategy's Expected Result/Impact: Meet CCMR Criteria for Advanced Placement (AP) performance
   Staff Responsible for Monitoring: Executive Director of Special & Federal Programs, Director of Curriculum & Instruction
	Oct **October Evidence of Progress**
	
	10% The process of student enrollment has just begun, but there are students who have applied for access to the financial assistance. This will raise the number of tests students are able to take.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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.
 	
    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
	Oct **October Evidence of Progress**
	25% Feedback gathered through DLT, LDC meetings, and first year teacher feedback.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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 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	**Oct** **October Evidence of Progress** 25% GISD leadership are supporting the specific change/ improvement needs for each campus in the following methods: *August, September and October District Leadership Team Meetings - time for campus and district leaders to collaborate on priority work, document progress and identify resource needs. *1-on-1 coaching model with direct support for improvement work (frequency dependent on campus needs...i.e. weekly, biweekly, monthly). *Teaching, Learning & Assessment teams direct support for improvement work (frequency dependent on campus needs...i.e. weekly, biweekly, monthly and scope of work dependent on campus needs...i.e. working with teacher teams, content areas or campus wide support) **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

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.
 	
    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
	Oct
	
	10%
		October Evidence of Progress
		Lessons and feedback forms were provided to all five pilot campuses.	

	Jan	**January Evidence of Progress**	
	Apr	**April Evidence of Progress**	
	July	**July Evidence of Progress**	

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.
 	
    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 and Executive Director of Student and Campus Services
	Oct
	
	60%
	
	October Evidence of Progress
	Tier 1/Tier 2 kick-off training in the summer for all campuses. Cycle 1 Emergent Tree Coaching meetings with campuses completed. Each campus received feedback on progress. Data being used to help craft district coaching conversations about supporting behavior at tiers 1 and 2.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

Strategy 3 Details	Reviews

Strategy 3: Campus teams, including administrators, will receive training in Trust Based Relational Intervention (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.
 	
    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: Executive Director of Student and Campus Services
	Oct
	
	80%
	
	October Evidence of Progress
	Beginning of year training on TBRI principles and positive behavior supports. CKH Champion training provided for campuses. New teachers received training on positive behavior supports, CKH, and TBRI during October PD days. Learning Walks underway to observe CKH, TBRI, and positive behavior supports on campuses.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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.

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.
    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
	Oct **October Evidence of Progress**
	15% Monthly technology all-staff meetings included scheduled time for different teams to meet, as well as times for teams to sign up to meet with other teams around a specific topic.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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.
 	
    Strategy's Expected Result/Impact: Increased and aligned storytelling/communication efforts
    Staff Responsible for Monitoring: Executive Director for Communications and Community Engagement
Communications Team
	Oct
	10%
	
	October Evidence of Progress
	Launch Connect & Collab with Comms - listening tour with campuses to explore unique needs and ways we can support.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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.
 	
    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
	Oct
	35%
	
	October Evidence of Progress
	Launched two new video series:
	Get to Know GISD, which aims to make connections to our stakeholders with various staff members who live out our vision, mission and beliefs.
	
	Inside GISD, an inside look at programming, curriculum, safety and more.
	
	Features stories take a deeper dive into how students and teachers are making progress in the areas of the Learner Profile and Strategic Direction.
	
	Expanded how we share student recognitions on the eNews hub at www.georgetownisdnews.org.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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.
 	
    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
		Oct
		
		100%
			October Evidence of Progress
			Team Member of the Month has been implemented across the district. This program encourages each campus and department to nominate GISD staff members to be celebrated and recognized for excellence in work that's aligned to GISD vision, mission, beliefs, and/or Strategic Direction.

		Jan	**January Evidence of Progress**
		Apr	**April Evidence of Progress**
		July	**July Evidence of Progress**

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.
 	
    Strategy's Expected Result/Impact: Increased feelings of appreciation and value for employees.
    Staff Responsible for Monitoring: Chief Strategist for Leadership and Culture
		Oct
		N/A
			October Evidence of Progress
			No progress made on this work yet.

		Jan	**January Evidence of Progress**
		Apr	**April Evidence of Progress**
		July	**July Evidence of Progress**

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 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.
 	
    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
	Oct **October Evidence of Progress**
	70% Campus and district leaders collaborating before the school year began to make adjustments to the GAP/ JJAEP placement guidelines. Campus leaders are communicating potential consequences to students using a myriad of methods such as announcements and class meetings. We have had less GAP and less JJAEP placements at this point in the school year than we did last year at this same time.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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	**Oct** **October Evidence of Progress** 80% As of October 2023, we have established the following internal and external support systems for students: Mental Health Collaborative [external for profit with 30 referrals], Community Collaborative [external non-profit with 23 referrals], Carver Center for Families [external non-profit basic needs with 24 referrals], and the School Based Therapy Team [internal GISD staff with 142 referrals]. A member guide has been created for all external support systems. The inquiry system within and outside systems are being met at a 90% response rate. **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

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
	Oct
	
	60%
	
	October Evidence of Progress
	
	The vaping prevention action team has implemented multiple strategies from the action plan that was developed last year, including: increasing monitoring on restrooms and other common areas, limiting restroom use during specific times, increasing security staffing at our high schools, revamping our disciplinary placement guide, adding drug dog visits as a preventative measure and securing guest speakers to discuss vaping prevention in 6-12 grade. The vaping prevention action team also met in October to monitor the progress of our implementation and make some adjustments to our action plan. Compared to last school year, we are experiencing a decrease in the number of vaping incidents on our campuses
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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.	**Oct** **October Evidence of Progress**
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.	90% — Before the start of school, the Director of Campus Operations presented at the Student and Campus Services Mini-Conference on the topic of Student Support Plans. Attendees included campus administrators, counselors, school based therapists and nurses, who are all members of their campus threat assessment team. Everyone gained knowledge of the threat assessment process and the importance of creating student support plans. Ongoing learning has continued through monthly Safety Assistant Principal meetings. Safety Assistant Principals share information with their threat assessment teams on each campus. In addition, the District Student Support Team, which consists of district administrators from multiple departments including operations, counseling, SPED, 504, health services and SROs, continues to meet bi-weekly to review student support plans and consult, advise and collaborate with campus leaders.
Staff Responsible for Monitoring: Director of Campus Operations	
	Jan **January Evidence of Progress**
	Apr **April Evidence of Progress**
	July **July Evidence of Progress**

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.	**Oct** **October Evidence of Progress**
Strategy's Expected Result/Impact: Decrease in referrals for drug and substance-related infractions. Increased safety scores from students on Learner Profile Survey.	80% — We have had drug dogs on both high school campuses, There are security guards on both high school campuses as well. We have communicated to parents about both of these and upcoming presentations on Substance Use Prevention. There are fewer referrals for THC than this time last year.
Staff Responsible for Monitoring: Director of Health Services and Executive Director of Student and Campus Services	
	Jan **January Evidence of Progress**
	Apr **April Evidence of Progress**
	July **July Evidence of Progress**

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
	Oct
	
	50%
	
	October Evidence of Progress
	5 TEA-approved Substance Prevention curriculums have been identified. SHAC input and student input will be obtained.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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
	Oct
	
	40%
	
	October Evidence of Progress
	Across the district, our athletic teams continue to grow in numbers. There are more seniors playing this year when compared to the 2022-2023 school year.
	
	Jan **January Evidence of Progress**
	
	Apr **April Evidence of Progress**
	
	July **July Evidence of Progress**

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

Oct

30%

October Evidence of Progress

The district has secured building safety grants in order to fund building safety improvements. Input from campus administrators, district administrators and the Safety and Security Committee has aided in the prioritization of campus needs within the grant guidelines. Building improvements such as reinforced glass and additional fencing are in the process of being completed.

Jan   **January Evidence of Progress**

Apr   **April Evidence of Progress**

July   **July Evidence of Progress**

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.

    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.

Oct

45%

October Evidence of Progress

Consistently monitoring work orders, making appropriate adjustments and responding to campus and district needs as communicated.

Jan   **January Evidence of Progress**

Apr   **April Evidence of Progress**

July   **July Evidence of Progress**

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.

    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 Student and Campus Services

Oct

50%

October Evidence of Progress

Protective film has been installed at Elem. Campuses and Secondary Campuses are on track for completion within the next month.

Jan   **January Evidence of Progress**

Apr   **April Evidence of Progress**

July   **July Evidence of Progress**

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.
    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
	Oct
	
	30%
		October Evidence of Progress
		Working with our benefits providers to deliver educational communications to employees on how to better utilize their benefits.

	Jan	**January Evidence of Progress**
	Apr	**April Evidence of Progress**
	July	**July Evidence of Progress**

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. **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	**Oct** **October Evidence of Progress** TASB Fall Survey has been completed. 30% **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

Strategy 3 Details	**Reviews**
Strategy 3: Finance Department will run financial reports and analyze trends monthly. **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** **October Evidence of Progress** Financial reports have been run monthly and an updated budget projection for 2023-2024 has been prepared. 25% **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

Strategy 4 Details	**Reviews**
Strategy 4: Send surveys to District staff upon completion of training and end of year survey. **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** **October Evidence of Progress** N/A No progress yet. **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

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

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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. **Strategy's Expected Result/Impact:** GISD will retain 80% of all employees for the 2023-2024 school year. **Staff Responsible for Monitoring:** Human Resources	**Oct** 10%	**October Evidence of Progress** HR leadership has created a 23-24 timeline to assist leaders in understanding and executing GISD's evaluation process in order to provide employees with feedback.	
	Jan	**January Evidence of Progress**	
	Apr	**April Evidence of Progress**	
	July	**July Evidence of Progress**	
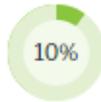
Strategy 2 Details	Reviews	
Strategy 2: We will work to recruit and attract talent in GISD by working with communications and researching effective marketing strategies to increase the number of applicants who choose GISD. **Strategy's Expected Result/Impact:** We will start the school year with 95% of campus positions filled. Efforts will lead to increased participation in district sponsored events. **Staff Responsible for Monitoring:** Human Resources	**Oct** N/A	**October Evidence of Progress** No progress yet.
	Jan	**January Evidence of Progress**
	Apr	**April Evidence of Progress**
	July	**July Evidence of Progress**

Strategy 3 Details	Reviews	
Strategy 3: Business Services will analyze resignation data to look at reasons for staff leaving etc. **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** N/A	**October Evidence of Progress** No progress yet.
	Jan	**January Evidence of Progress**
	Apr	**April Evidence of Progress**
	July	**July Evidence of Progress**

Strategy 4 Details	Reviews	
Strategy 4: Recognize employees for their certifications and accomplishments. **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:** Executive Director and Director of Human Resources	**Oct** ❌	**October Evidence of Progress** Discontinued - see Goal 2, Performance Objective 2, Strategies 2-5
	Jan ❌	**January Evidence of Progress**
	Apr ❌	**April Evidence of Progress**
	July	**July Evidence of Progress**

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. **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** / 25% — **October Evidence of Progress** Onboarding training was completed in August. Monthly PLCs are offered for every job alike group in our department including groups of teachers such as ILC, BCS, etc. **Jan** — **January Evidence of Progress** **Apr** — **April Evidence of Progress** **July** — **July Evidence of Progress**

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. **Strategy's Expected Result/Impact:** Department staff will feel appreciated and valued. **Staff Responsible for Monitoring:** Special Education Director, Coordinators	**Oct** / 25% — **October Evidence of Progress** Goodies (snacks, drink coupons) and hand written notes of appreciation have been delivered to the following campuses: Ford, Frost, Benold, Wagner, Mitchell & Williams **Jan** — **January Evidence of Progress** **Apr** — **April Evidence of Progress** **July** — **July Evidence of Progress**

Strategy 7 Details	Reviews
Strategy 7: The special education department will fund targeted incentive pay for teachers and paraprofessional in hard to fill positions. **Strategy's Expected Result/Impact:** Employees feel valued and want to stay. **Staff Responsible for Monitoring:** Special Education Director, HR Director, Finance Department	**Oct** / 50% — **October Evidence of Progress** Targeted Incentive Pay - one time pay for teachers and paras in hard to fill classes (ILC/BCS). First distribution will be in December paycheck. Retention will be determined at the end of the year. **Jan** — **January Evidence of Progress** **Apr** — **April Evidence of Progress** **July** — **July Evidence of Progress**

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	**Oct** **October Evidence of Progress** N/A No progress **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

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	**Oct** **October Evidence of Progress** 50% 4 first year teacher days were conducted in October. Feedback was gathered from FYTs to determine needs and district staff provided learning and support. Subs days also provided to campuses to use as needed for teacher support days. **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

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. **Staff Responsible for Monitoring:** Human Resources	**Oct** **October Evidence of Progress** 30% Incentive pay was implemented and stipends increased for the 23-24 SY. TBD if this will lead to retention. Data will be evaluated at beginning of the 24-25 SY. **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**

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. 　**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	**Oct** 25%	**October Evidence of Progress** The web governance team (communications and technology) is working on transition timelines, reviewing template options, and creating a communication plan for transition.
	Jan	**January Evidence of Progress**
	Apr	**April Evidence of Progress**
	July	**July Evidence of Progress**
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. 　**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	**Oct** 15%	**October Evidence of Progress** Climate Survey launched in October. Rezoning survey will launch in November. Stakeholders will receive information on results of surveys through various communication channels.
	Jan	**January Evidence of Progress**
	Apr	**April Evidence of Progress**
	July	**July Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: The district's progress on the District Improvement Plan will be shared publicly twice this year. **Strategy's Expected Result/Impact:** Stakeholders will feel informed about the district's progress on the Goals and Objectives of the Strategic Direction. **Staff Responsible for Monitoring:** Chief Strategist for Assessment and Feedback	**Oct** **October Evidence of Progress** 5% The public presentation of progress is planned for early February. **Jan** **January Evidence of Progress** **Apr** **April Evidence of Progress** **July** **July Evidence of Progress**
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. **Strategy's Expected Result/Impact:** Increased family engagement as seen through increased participation in events and classes. Increased use 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	**Oct** 50%	**October Evidence of Progress** Adult ESL classes began in September and are well attended at 3 sites. Ballet Folklorico began Oct. 3 and we are offering our first parent learning community Oct. 19 with multiple sessions including bilingual/ESL and dyslexia along with community resources.	
	Jan	**January Evidence of Progress**	
	Apr	**April Evidence of Progress**	
	July	**July Evidence of Progress**	

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. **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	**Oct** 25% **October Evidence of Progress** The fall semester saw the kick off of a variety of community feedback grounds including: --a Citizens Advisory Committee, charged with reviewing facility needs and making recommendations to accommodate for future growth and aging and evolving facilities and equipment. --a Rezoning Committee, charged with reviewing demographics and providing input on the creation of new attendance zones for schools opening in 2024 as well as adjusting zones to relieve overcrowding as our district grows. The first project funded by the 2021 Bond opened, the Ag Barn at EVHS, and a grand opening community event was planned for early November to celebrate. A superintendent's listening tour was launched to gather feedback from a variety of stakeholders and will run through November.
	Jan **January Evidence of Progress**
	Apr **April Evidence of Progress**
	July **July Evidence of Progress**

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.	**Oct**	**October Evidence of Progress**
	50%	Our specialists have been making constant contact with new families and our families attending parent learning community and adult ESL classes. They have planned parent classes on Title 1 campuses as well.
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	**Jan**	**January Evidence of Progress**
	Apr	**April Evidence of Progress**
	July	**July Evidence of Progress**

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.	**Oct**	**October Evidence of Progress**
	N/A	No progress on this goal yet.
Strategy's Expected Result/Impact: Families will have an increased access and participation in learning opportunities provided by the multilingual team.	**Jan**	**January Evidence of Progress**
Staff Responsible for Monitoring: Director of State and Federal Programs Coordinators for Language Acquisition and Federal/State Programs	**Apr**	**April Evidence of Progress**
Bilingual Learning Design Coach	**July**	**July Evidence of Progress**

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.	**Oct**	**October Evidence of Progress**	
	N/A	No progress made on hiring.	
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.	**Jan**	**January Evidence of Progress**	
	Apr	**April Evidence of Progress**	
Staff Responsible for Monitoring: Chief Strategist for Leadership and Culture Executive Director for Communications and Community Engagement	**July**	**July Evidence of Progress**	

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.	**Oct**	**October Evidence of Progress**	
	N/A	Pending hiring of community engagement coordinator.	
Strategy's Expected Result/Impact: Increased partnerships with community members	**Jan**	**January Evidence of Progress**	
Staff Responsible for Monitoring: Executive Director for Communications and Community Engagement Coordinator for Parent and Community Engagement	**Apr**	**April Evidence of Progress**	
	July	**July Evidence of Progress**	

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.	**Oct**	**October Evidence of Progress**	
	N/A	Pending hiring of community engagement coordinator.	
Strategy's Expected Result/Impact: Parents across the district, regardless of campus, will experience similar access and experiences at their child's campus.	**Jan**	**January Evidence of Progress**	
Staff Responsible for Monitoring: Executive Director for Student and Campus Services Executive Director for Communication and Community Engagement	**Apr**	**April Evidence of Progress**	
	July	**July Evidence of Progress**	

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.
 	
    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
	Oct
	20%
	
	Jan
	
	Apr
	
	July
		October Evidence of Progress
		Wagner Middle School is piloting some new features in Let's Talk to provide improved customer service to their stakeholders.
		
		January Evidence of Progress
		
		April Evidence of Progress
		
		July Evidence of Progress

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