

**Georgetown Independent School District**

**Forbes Middle School**

**2023-2024 Campus Improvement Plan**



# 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

# Value Statement

GISD Learner will Communicate, collaborates, and applies critical thinking. Creates and Innovates Obtains knowledge through inquiry and exploration Adapts and perserveres.  
Develops self-knowledge and personal responsibility. Builds and models respectful relationships.

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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.	16
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.	19
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.	20
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Forbes Middle School serves students in 6th-8th grades. We have approximately 670 students and are fed by Cooper Elementary and McCoy Elementary. Our population percentage breakdown of students is:

Hispanic-Latino	42.54
American Indian - Alaskan Native	0.15
Asian	1.64
Black - African American	5.07
Native Hawaiian - Pacific Islander	0.15
White	46.12
Two-or-More.	4.33

A few special program highlights 14% of our population being 504 identified, 17% of our population being special education identified, and 17% of our population being served by ESL. Economically Disadvantaged accounts for 40% of our student population and 41% of our student population is labeled At-Risk.

Forbes Middle School will have 25% new to campus teachers this upcoming school year. Of those teachers, 60% are brand new to the profession. Like most schools, Forbes has experienced more turnover recently than in years past. However, our new to the profession teachers bring diverse workforce experiences.

### Demographics Strengths

Forbes is a diverse campus with diverse learning needs. A strength for Forbes is our campus culture. Forbes is a school teachers want to work in. Another strength for Forbes is our campus induction plan that puts new teachers in cohorts of learning that spans multiple years. We offer engaging additional opportunities for students including high school credit courses and are a four time capturing kids hearts showcase school and a solution tree model plc school.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Forbes has an increasingly diverse student population that increased student program needs. **Root Cause:** Feeder schools have seen an increase in student programming needs due to learning disruptions in recent years.

# Student Learning

## Student Learning Summary

Students at Forbes Middle School have made improvements in Reading and Math achievement this year on NWEA Map Assessments. On 2023 State Assessments, we saw an increase in students passing the state assessment for reading by 7%. Additionally, we saw a 7% increase in the number of students at the "meets" and "masters" level. In math, we saw an overall increase in students passing the state exam by 11%. Our "meets" and "masters" totals also saw an increase of total students by 3% this school year. Students in every sub-population have access to multiple layers of academic intervention (tutorial period, before school tutorials, retired teacher student pull-outs, after school tutorials, and traditional intervention courses). One area to highlight is we have double the amount of students needing special education services coming into 6th grade than we had leaving to go to 9th grade. We have advanced courses for core content areas and high school credit classes for Math, Spanish, Health, etc. Our student campus attendance rate increased last year by 2% for the school year.

## Student Learning Strengths

Forbes strength in student learning is our multiple layers of intervention provided by teachers and community members for the students of Forbes Middle School. We have again seen growth in our Reading and Math state assessment scores again this school year as a result.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Forbes Middle School is lacking a system to assess students mid unit and provide prevention in tier 1 before accessing multiple layers of intervention in tier 2 and 3. **Root Cause:** Forbes leadership has lacked the expectation and training for teachers to implement prevention strategies after mid unit assessments in tier 1.

# School Processes & Programs

## School Processes & Programs Summary

Forbes has essential standards identified, common teacher assessments and a plan for daily interventions and extensions for students built into the regular school day (PLC model). Our campus participates in weekly department based professional learning for core subjects. Our campus has a variety of leadership teams that assist with decision making and provide feedback. Our leadership teams include: campus design team, campus leadership team, process champions team, MTSS team, attendance action team, department chairs and grade level leads. Our additional supports for students include counseling groups, a school based therapist, free and reduced meals, meals over the weekend (backpack buddies), and assistance with other items through the locker. We have a variety of extra-curricular opportunities including sports, band, orchestra, choir, theatre, art, and UIL as well as a host of other clubs such as lego robotics, seaperch, peer buddies, cheerleading, dance, student council, NJHS, and photography. Our campus is 1:1 with all students having a district issued chromebook. Core classes use the learning management system known as schoology.

## School Processes & Programs Strengths

A strength of Forbes Middle school is our commitment to the PLC process (teacher learning, standards, common assessments, intervention and enrichment). Having daily intervention built into the regular school day has been beneficial for our campus. Also, having teachers routinely learn together, give feedback to each other, and review student data together to make intervention plans has been impactful.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Forbes Middle School is lacking some systems to ensure all aspects of the school are functioning at the desired state. **Root Cause:** Some systems were disrupted and adjusted due to requirements recently. Additionally, some poor performing systems have been overlooked due to bandwidth and capacity.

# Perceptions

## Perceptions Summary

Forbes campus typically has low turnover. This year, we added 12 new teachers to our staff. This is high for us , however, we feel we have a solid system and planning in place to help onboard new staff. We have a solid amount of parent involvement and our PTA and coffee with the principals group is growing. The culture of the campus is family oriented and staff generally want to work here. On recent surveys, we received solid ratings from staff and parents. Additionally, I met with teachers before summer break to gain even more insight into the campus culture and desires of the staff. We've worked this summer with focus groups and campus staff to make improvements and adjustments on items of concern listed in surveys and through teacher end of year meetings.

## Perceptions Strengths

Our campus is a school teachers want to work at. Our team does a good job creating a culture that teachers and staff want to be a part of. Our coffee with the principals parent group has been a great asset to us as a way to get feedback and stay connected with our families.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Perceptions that individuals from disadvantaged backgrounds are less capable. **Root Cause:** Historic achievement correlations and misinformed mindsets have contributed to this opinion, however, student achievement is on the rise.



# Priority Problem Statements

**Problem Statement 1:** Forbes Middle School is lacking a system to assess students mid unit and provide prevention in tier 1 before accessing multiple layers of intervention in tier 2 and 3.

**Root Cause 1:** Forbes leadership has lacked the expectation and training for teachers to implement prevention strategies after mid unit assessments in tier 1.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Forbes Middle School is lacking some systems to ensure all aspects of the school are functioning at the desired state.

**Root Cause 2:** Some systems were disrupted and adjusted due to requirements recently. Additionally, some poor performing systems have been overlooked due to bandwidth and capacity.

**Problem Statement 2 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# 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**

**Evaluation Data Sources:** See attached addendum

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> See Attachment.</p> <p><b>Strategy's Expected Result/Impact:</b> These change efforts will align our instructional practices with GISD's Strategic Direction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Grade Level Leads, Learning Design Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** Teacher Generated Common Assessments, Learner Profile BOY Lessons, Learner Profile Survey





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will monitor progress of student mastery by implementing common formative assessments and deploying prevention strategies to catch struggling students in tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> This action will decrease the number of students needing Tier 2 intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Core Teachers, Admin, LDC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> At the end of each unit, students will take an end of unit common assessment. Performance on these assessments will determine what students need additional support in Tier 2 SOAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing real time remediation will be more beneficial to for students learning and mastering the content.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, LDC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Forbes Middle School will use our student experience survey to gauge students development of learner profile attributes. Staff will also complete the survey about students to give us a 360 of our student population and their learner profile development.</p> <p><b>Strategy's Expected Result/Impact:</b> This will help us see what skills our students are best and worst at and being able to see down to the student in critical areas.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Campus Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July
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**Goal 1:** Student Learning, Growth and Progress

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> FMS Counselors will advise students in Personal Graduation Plans at least 5 times each year in 8th grade classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of 8th students will complete PGP's in 8th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will communicate CTE showcase night at GHS through multiple sources including: Coffee with the Principal(s), PTA meetings, our campus newsletter to parents, video announcements to students and 8th grade teacher conversations with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of CTE offerings in high school. Success will be measured by a campus generated feedback form sent to students after the CTE showcase.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team, 8th Grade Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
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**Goal 1: Student Learning, Growth and Progress**

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

**High Priority**

**Evaluation Data Sources:** State Assessment Score Data, Learner Profile Student Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Forbes Middle School will identify, provide instruction, assess and intervene on essential standards for Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Forbes Middle School will see a 5% increase in student performance on State Assessments in Math and a 3% increase in student performance in Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Learning Design Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Forbes Middle School will identify and celebrate students exhibiting learner profile attributes through counselor driven and teacher nominated SOAR awards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be recognized amongst their peers for displaying learner profile attributes on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
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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 1:** GISD students are treated with respect and are respectful to each other and to adults.

**Evaluation Data Sources:** CKH Implementation, Emergent Tree Behavior Support Implementation, Office Referrals





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Forbes Middle School will continue to implement Capturing Kids Hearts with fidelity across the campus.  <b>Strategy's Expected Result/Impact:</b> Students will feel respected, valued and connected to adults. Staff will model respectful relationships to students and peers.  <b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Forbes Middle School will continue implementation of Emergent Tree Tier 1 and 2 Behavior Strategies.  <b>Strategy's Expected Result/Impact:</b> Implementing these strategies will teach students desired behaviors and build relationships.  <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
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**Performance Objective 2:** GISD employees find meaning and value in their work.

**Evaluation Data Sources:** Connections in PLC's, TTESS conversations, Collaboration Opportunities

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Make connections and provide learning around our districts newly adopted strategic direction.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will make connections between work we are doing on campus and how it fits into GISD's strategic direction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Engage staff in research based best practices to improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and skills to serve a diverse student population.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
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**Goal 2: Student and Staff Well-Being**

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

**High Priority**

**Evaluation Data Sources:** Learner Profile Student Survey, Parent Survey, Staff Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Forbes Middle School will continue to implement Capturing Kids Hearts with fidelity across the campus.  <b>Strategy's Expected Result/Impact:</b> To establish intentional relationship building systems and trust with students.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Process Champions</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Forbes Middle School will analyze the Student Experience Survey (Learner Profile Survey) data and make adjustments according to student response trends.  <b>Strategy's Expected Result/Impact:</b> Survey data will reflect students feeling more safe physically and psychologically at school.  <b>Staff Responsible for Monitoring:</b> Campus Leadership</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
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



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

**Evaluation Data Sources:** Low Teacher Turnover, Staff Survey





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> When Forbes Middle School hires new employees we look for individuals that match our vision, mission and beliefs.</p> <p><b>Strategy's Expected Result/Impact:</b> To recruit professionals aligned to our mission, vision and beliefs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Forbes Middle School provides support to new teachers aligned to our districts strategic direction.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide direction and support to retain quality new professionals.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, LDC</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** Parent Surveys, Parent Feedback





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Forbes Middle School will have open site based committee meetings at monthly morning meetings that are open to family and community members.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a culture of transparency with regard to reporting school progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Forbes Middle School will provide families with weekly newsletters with upcoming information and important dates and reminders.</p> <p><b>Strategy's Expected Result/Impact:</b> Open dialogue, clear, repeatable communication plan to keep parents and community members informed.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

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**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:** Parent Surveys, Parent Feedback, Community Feedback





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Forbes Middle School will invite community members and GISD staff to events and mentoring opportunities to connect with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community involvement and awareness of campus events.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>ESF Levels:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Forbes Middle School will reach out to community members for tutorials for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Remediation of essential standards during the school day.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Math and RLA teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levels:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** Parent and Community Feedback, Parent Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Forbes Middle School will continue Coffee with the Principal(s) to give families and community members face time with campus leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> The purpose of this is to create strong parent partnerships and provide an opportunity for parents to have face time with campus leadership.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Additionally, we will continue having mentors on campus like "watch dogs" and "attendance mentors" in addition to strategically reaching out to parents and community members for certain campus events.</p> <p><b>Strategy's Expected Result/Impact:</b> Engaging community members in school functions and establishing positive relationships with students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

# Addendums



How to use this document <a href="#">Click HERE</a>			
<b>Priority Area</b>	Student Learning, Growth and Progress		
<b>Priority Objective Desired State</b> (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	At Forbes Middle School instruction, assessment and intervention are aligned.		
2023-2024 Q1: (Aug - Oct)			
<b>Evidence:</b> What will you see and/or observe and how will you gather the evidence? <a href="#">Evidence Thinking Guide</a>	<b>Findings / Current State</b> What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		<b>Priority Work:</b> In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
<b>Unit Plans</b>	<b>Teacher PLC's</b>	We are implementing Unit Planning together in PLC's BOY. This is a new action for us in PLC's.	Allocate time and space for teacher partners to unit plan together. Facilitate learning around highly effective unit planning.
<b>Common Assessments</b>	<b>Teacher PLC's</b>	We are working with content partner to create common assessments (this has been in place). Our addition here is a common formative assessment mid unit.	Learning around common formative assessment creation.
<b>Systemic Interventions</b>	<b>Prevention Work/SOAR Rotations</b>	We have a systemic tier 2 intervention system (SOAR). We are adding mid unit common assessments to attempt prevention strategies to lower the number of students needing Tier 2 intervention. Our Tier 2 intervention will be based on essential standards only.	Learning around prevention strategies (Tier 1) identified in "Taking Action." Implementing prevention strategies within the regular classroom. SOAR interventions (Tier 2) based on essential standard remediation need.
2023-2024 Q2: (Nov - Jan)			
<b>Evidence:</b> What will you see and/or observe and how will you gather the evidence?	<b>Findings / Current State</b> What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		<b>Priority Work:</b> In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023-2024 Q3: (Feb - April)			
<b>Evidence:</b> What will you see and/or observe and how will you gather the evidence?	<b>Findings / Current State</b> What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		<b>Priority Work:</b> In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023-2024 Q4: (May - July)			
<b>Evidence:</b> What will you see and/or observe and how will you gather the evidence?	<b>Findings / Current State</b> What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		<b>Priority Work:</b> In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		