

Georgetown Independent School District

Wagner Middle School

2023-2024 Campus Improvement Plan



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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.	23
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.	25
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wagner Middle School continues to be a growing community with increasing housing development within our zone. Currently, our enrollment is about 986 students - 329 6th grade students, 346 7th grade students, and 311 grade students. Our campus serves a diverse population with our campus demographic report indicating the following - 49.6% Hispanic, 34.3% White, 5.9% African American, and 5.7% Asian. Our campus also serves the following populations - 7.2% gifted and talented, 22.5% bilingual emergent, 16% special education, and 15.8% 504. Additionally, 43.7% of our students utilize Free or Reduced lunch and are therefore identified as "economically disadvantaged".

Wagner Middle School is home to 105 staff members, including 4 administrators, 72 teachers, 14 educational aides, 7 clerical support staff, and 8 professional support staff. Of our teachers, 33 teachers are new to our campus, with 26 new to Georgetown ISD, this year. Additionally, on our campus 17 teachers are new to their content, with 10 teachers being new to the profession.

Demographics Strengths

Our student enrollment reflects the diversity within our community.

The addition of a campus-based School Based Therapist, along with 11 teaching positions helps to provide more real-time supports for our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Wagner enrollment is the largest of our GISD middle schools and continues to increase annually. **Root Cause:** The Wagner community is continuously growing with the increase in housing developments in our attendance zone.

Problem Statement 2 (Prioritized): High variation in Wagner teachers' content knowledge and/or understanding of design process and ability to provide real-time intervention. **Root Cause:** Nearly 1/2 of our Wagner teachers are new to our campus, with about 1/3 being new to their content. As a whole, teachers are at varying levels of understanding and skillset based on their number of years of teaching experience and their tenure in our district.

Student Learning

Student Learning Summary

Academic:

2022-2023 STAAR results as compared to 2021-2022 STAAR results.

	Approaches	Meets	Masters
6th Reading	+11%	+8%	-4%
7th Reading	+3%	+0%	-7%
8th Reading	+3%	+12%	+2%
6th Math	+12%	+10%	+0%
7th Math	+0%	+3%	-3%
8th Math	+25%	+22%	+8%
8th Science	+9	+4%	-4%
8th Social Studies	+11%	+19%	+6%

2022-2023 MAP Assessment Results - Summary of All Grades:

Subject Tested	Performance Level	BOY MAP	MOY MAP	EOY MAP
Reading	Approaches	77.4%	77.0%	68.6%
Reading	Meets	41.4%	41.6%	34.9%
Reading	Masters	15.6%	15.3%	13.8%
Mathematics	Approaches	62.0%	66.4%	61.3%
Mathematics	Meets	26.3%	23.0%	21.8%
Mathematics	Masters	6.7%	5.1%	5.1%

Behavioral:**The highest disciplinary offenses based on total referrals each semester:**

Disciplinary Offense	Fall Semester 2022	Spring Semester 2023	Change in Semester
Aggression	60	34	- 26
Following Directions	57	105	+ 48
Disrespectful Behavior	48	49	+ 1
Skipping Class	38	95	+ 57
Tardy	16	64	+ 48
Horseplay	38	44	+ 6
Offense Language	36	61	+ 25

Total number of disciplinary referrals:

- Fall 2022: 428 referrals
- Spring 2023: 717 referrals

Attendance:

Campus attendance by six weeks:

- 1st six weeks: 95.68%
- 2nd six weeks: 94.15%
- 3rd six weeks: 92.97%
- 4th six weeks: 94.29%
- 5th six weeks: 93.93%
- 6th six weeks: 93.18%

Overall attendance was 93.97%. This is an increase from the 2021-2022 overall attendance of 91.60%

Student Learning Strengths

Maintained progress, with little regression, in the Fall 2022 semester in both MAP Reading and Math.

Maintained or improved in all STAAR tests in both approaches and meets categories on the newly redesigned STAAR test.

Minimal increase in disciplinary referrals between Fall 2022 and Spring 2023 semesters in following areas: Disrespectful Behavior, Horseplay. Significant decrease in disciplinary referrals between Fall 2022 and Spring 2023 semesters in following area: Aggression.

Overall improvement of campus attendance from 2021-2022 to 2022-2023 school year is nearly 2.4%.

Students feel respected and connected to adults on campus, and are capable of working through conflict within friend groups.

Staff are committed to district's vision, mission, beliefs and feel an overall satisfaction with work and collaborative opportunities.

Parents feel children are appropriately challenged, well-prepared for next school year, and feel well-informed and connected to the campus. Parents feel children have a sense of belonging, are respected and connected, and are safe at school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): General decrease in student academic progress between fall and spring semesters. **Root Cause:** Lack and/or inconsistent use of formative assessments to regularly progress monitor students understanding to drive instructional decisions. Over-reliance on summative assessment data to measure student understanding. Lack of intentionality in unit design/planning to allow for and provide real-time intervention. Regression in academic progress appears to coincide with the increase in student disc.

Problem Statement 2 (Prioritized): High number of disciplinary referrals involving inappropriate social interactions amongst students. **Root Cause:** Lack and/or inconsistent support of student behavior from administrative team. Decrease in teacher morale regarding student behaviors resulting in lack of consistency in implementing campus systems of support for positive student behavior. Students lack coping strategies to appropriately respond to negative feelings.

School Processes & Programs

School Processes & Programs Summary

Leadership & Decision-Making Processes: We believe that the development of leaders is vital to our success. To that end, we believe that all staff are leaders in a variety of ways -- both formally and informally -- and are encouraged to seek out opportunities to develop their leadership skills in the following areas. The following leadership team help support various aspects of our campus work, with many of these teams composed of teacher leaders.

- **Process Champions** - Process Champions are a selected group of campus teachers that are models for and provide support on our campus' Capturing Kids' Hearts (CKH) implementation. These teachers embrace and consistently model the skills and behaviors of Capturing Kids' Hearts and receive additional training focused on leading campus growth in Capturing Kids' Hearts concepts and skills. Process Champions meet monthly.
- **Design Team** - Design Team members are a selected group of campus teachers that are models for and provide support on our Campus Pathway implementation. These teachers act as change agents, are good listeners, continual learners, and consistently model teacher attributes that support our Campus Pathway. Design Team meets bi-weekly.
- **Department Heads** - Department Heads consist of a selected teacher that will serve as a leader and resource for their respective content areas. These content areas include: Math, Science, English Language Arts/Reading, Social Studies, Intervention, Special Education, PE/Athletics, Fine Arts, and Future Ready Electives. Department Heads meet as a full team monthly, as well as facilitate their respective department meetings weekly.
- **Team Leads** - Wagner Academic Teams are interdisciplinary, collaborative groups composed of one math, one science, one English Language Arts/reading, and one social studies teacher that collectively share a group of students. Team Leads facilitate their respective team meetings twice/weekly.
- **Instructional Leadership Team** - The ILT team consists of campus administration, the learning design coaches, and the librarian. This team meets weekly to determine/develop needed teacher supports and develop appropriate plans for coaching.
- **Administrative Team** - The administrative team consists of the principal and three assistant principals. This team meets weekly to discuss progress towards campus initiatives, determine/develop needed campus supports, and to collaborate as a PLC. In addition, this team meets with the counseling team weekly and additionally on an "as needed" basis.
- **Mentors** - Mentors are selected campus teachers that provide support to our new Wagner staff. These teachers are champions of the Wagner Way and feel passionate about ensuring new staff feel welcomed, informed, and supported as they learn the Wagner Way. Mentors meet with their mentees on "as needed" basis with the exception of induction year teachers who meet several times per year with support for our district.

Curriculum & Instruction: Our campus has developed a Picture of Success that states the following: Wagner is a learning organization that grows all learners in content and Learner Profile through aligned instruction, intentional use of data, consistent feedback, and goal-setting/reflection. To continue our growth towards the full realization of this statement our campus and teachers are committed to the following:

- building strong, authentic relationships
- designing engaging work in alignment to the state standards and our district's Learner Profile
- assessing student understanding consistently
- utilizing assessment data to inform instructional decisions in real-time.

All teachers have common design/conference time with a grade-level/content colleague to promote collaborate and professional growth. Teachers are expected to utilize: 1) the four critical questions of a PLC (see below) to design aligned, engaging instruction for students, and 2) their design time to receive support and/or professional learning around these questions.

- What do we want students to learn?
- How will we know each student has learned it?
- How will we respond when some students do not learn it?

- How will we respond when some students already know it?

While teachers are committed to leveraging the above questions during the design process, they have varying levels of ability and/or content knowledge with this process. While several teachers or teams of teachers regularly assess student mastery and use this data to make instructional decisions, our campus has lacked a system to support all teachers in this.

Professional Learning: Wagner Middle School is home to 103 staff members, including 4 administrators, 73 teachers, 11 educational aides, 7 clerical support staff, and 8 professional support staff. Of our teachers, 33 teachers are new to our campus, with 26 new to Georgetown ISD, this year. Additionally, our campus 17 teachers are either new to their content, with 10 teachers being new to the profession.

Professional learning of Wagner staff varies dependent on the experience of the teacher and how long the teacher has worked in our district or campus. Generally, returning staff have received professional learning around designing engaging work, content alignment and unpacking of state standards, and assessment practices. Newer staff will require this learning with some of it provided through campus professional learning days, regular design time or faculty meetings, or intentional scheduling of professional learning during the school day. All staff have been trained in Capturing Kids' Hearts with supports regularly provided through our Process Champion team.

School Processes & Programs Strengths

Our campus seeks to involve all staff in collaborative decision making and provides a variety of structures to encourage staff involvement.

The master schedule is designed in a way to promote collaboration and embedded professional learning and supports.

Teachers are focused on designing instruction that is tightly aligned to their state standards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Leadership groups lack cohesiveness across groups to share ownership of campus priority work which can lead to groups working in isolation.

Root Cause: Structure of leadership groups focuses on groups in isolation without opportunities for wider collaboration. Ability to monitor progress across campus is limited to one team and lacks involvement from teacher leaders.

Perceptions

Perceptions Summary

Student Experience Survey:

Our students participated (~87%) in a student experience survey in spring of 2023. This survey was conducted in class, during the school day, to allow students the opportunity to share feedback and perceptions of the Learner Profile traits. Students responded to these questions using a 3 point scale. This data was then categorized into three general Learner Profile groupings and one Environmental grouping which seeks to measure the ability for the school to offer a learning environment where a student can develop the Learner Profile traits.

This data was compared to other GISD middle school students' responses and categorized as either exceeded, on-level, or below, as shown below:

1. Creates and innovates, obtains knowledge through inquiry and exploration, applies critical thinking

- Exceeded: Given opportunity to learning in variety of way and given choices on how to show their learning.
- On-Level: Learned exciting topic(s) that makes excited about possible career.
- Below: Ability to explore interesting topics, Overall feelings of success at school, Ability to look at questions/problems in multiple ways.

2. Develops self-knowledge and personal responsibility, adapts and perseveres

- Exceeded: n/a
- On-Level: Aware of emotions and their affect on body, Develop healthy coping strategies, Continue trying when faced with difficult tasks.
- Below: Take personal responsibility when things not going well, Ability to set and work towards goals, Awareness of strengths, Willingness to ask adult for help when struggling with school work.

3. Communicates, collaborates, builds and models respectful relationships

- Exceeded: Ability to communicate and work conflict with friends.
- On-Level: Have a core group of friends and an adult on campus that cares.
- Below: Ability to positively work through problem with a teacher, Feeling heard by peers during group work, Checking in on another student that appears to be alone/upset.

4. Environmental

- Exceeded: n/a
- On-Level: n/a
- Slightly Below: Students are kind, Can learn without distractions from peers, Overall school is a safe place to learn.
- Significantly Below: Feel accepted at school, Comfortable using restroom without concern, Comfortable using hallways to transition to class, Have at least one adult that feel safe going to get help from, At least one thing that want to go to school for everyday.

Parent Survey:

At the conclusion of the 2022-2023 school year, Wagner parents were provided a survey to examine their perceptions of the three areas listed below. 75 parents completed the survey. This data has been categorized, below, as mostly agree, neutral, mostly disagree. (Note: Individual parent responses varied in each of the categories listed below. Of the parent

responses, the reporting below shows what the majority of the parents reported.)

1. Student Learning, Growth, and Progress:

- Mostly Agree: Child appropriately challenged by curriculum. Child well-prepared for next school year. Child provides useful feedback about their work.
- Neutral: School provides support for child's unique learning needs.
- Mostly Disagree: Child adequately prepared for future success.

2. Student and Staff Well-Being:

- Mostly Agree: Child has a sense of belonging at school. Child looks forward to going to school. School treats child with respect. School responsive to family's culture and language. Child feels connected to adults at school. School is a safe place to learn.
- Neutral: n/a
- Mostly Disagree: n/a

3. Community and Connectivity:

- Mostly Agree: School keeps well-informed of child's progress. School good at staying in touch about all aspects of child's educational experience. Encouraged to be active partner in child's education. Feel welcome and invited at child's school.
- Neutral: n/a
- Mostly Disagree: n/a

Staff Survey:

At the conclusion of the 2022-2023 school year, Wagner staff were provided a survey to examine their perceptions of their work, the workplace environment, and overall satisfaction. 65 staff completed the survey, with 87% being instructional staff. This data has been categorized as: completely agree, mostly agree, somewhat agree, and do not agree. (Note: Individual staff responses varied in each of the categories listed below. Of the staff responses, the reporting below shows what the majority of the staff reported.)

1. Completely and/or Mostly Agree:

- I am committed to GISD's vision, mission, and beliefs. (90%)
- I find my work challenging. (90%)
- I enjoy collaborating with my colleagues. (89%)
- I find my work interesting. (86%)
- I feel welcomed at work. (78%)
- My supervisor trusts me. (75%)
- I have the authority to make decisions necessary for my day to day work. (75%)
- I find my work satisfying. (74%)
- I trust my supervisor. (69%)
- I am encouraged to share my ideas openly. (63%)
- I feel safe at work. (61%)
- My work is valued by my supervisor. (61%)
- I have the resources needed to get my work done. (60%)
- There are opportunities for me to grow professionally in GISD. (59%)
- Good work is recognized in my campus/department. (57%)

- I am encouraged to express my concerns openly. (57%)
- In general, I am satisfied with my current job. (52%)

2. Somewhat and/or Do Not Agree:

- I am hesitant to speak up because of fear of retaliation. (69%)

Perceptions Strengths

High levels of staff commitment to district's vision, mission, and beliefs, along with feelings of empowering and satisfaction.

Students have opportunities for choice in their learning.

Students have ability to to appropriately work through conflict in their friend groups.

Parents feel children are appropriately challenged and well-prepared for the next school year.

Parents feel they are encouraged to be active partner in child's education and feel welcome and invited at child's school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: High levels of distraction in learning environments make student learning/engagement difficult. **Root Cause:** Increase in low-level student behavior that was not consistently addressed. Students and teachers not consistently held accountability to meeting campus-wide expectations.

Problem Statement 2: Consistent decrease in staff morale throughout school year, leading to decrease in school culture. **Root Cause:** Staff lack skills/strategies to appropriately support/respond to individual student behavior/needs.

Priority Problem Statements

Problem Statement 1: High variation in Wagner teachers' content knowledge and/or understanding of design process and ability to provide real-time intervention.

Root Cause 1: Nearly 1/2 of our Wagner teachers are new to our campus, with about 1/3 being new to their content. As a whole, teachers are at varying levels of understanding and skillset based on their number of years of teaching experience and their tenure in our district.

Problem Statement 1 Areas: Demographics

Problem Statement 2: General decrease in student academic progress between fall and spring semesters.

Root Cause 2: Lack and/or inconsistent use of formative assessments to regularly progress monitor students understanding to drive instructional decisions. Over-reliance on summative assessment data to measure student understanding. Lack of intentionality in unit design/planning to allow for and provide real-time intervention. Regression in academic progress appears to coincide with the increase in student disc.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: High number of disciplinary referrals involving inappropriate social interactions amongst students.

Root Cause 3: Lack and/or inconsistent support of student behavior from administrative team. Decrease in teacher morale regarding student behaviors resulting in lack of consistency in implementing campus systems of support for positive student behavior. Students lack coping strategies to appropriately respond to negative feelings.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Leadership groups lack cohesiveness across groups to share ownership of campus priority work which can lead to groups working in isolation.

Root Cause 4: Structure of leadership groups focuses on groups in isolation without opportunities for wider collaboration. Ability to monitor progress across campus is limited to one team and lacks involvement from teacher leaders.

Problem Statement 4 Areas: School Processes & Programs

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.

Evaluation Data Sources: Minor Change. See Addendum "Goal 1, Performance Objective 1" attached.
Aligned to Prioritized Problem Statements 1 & 2.

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: Major Change. See Addendum "Goal 1, Performance Objective 2" attached.
Aligned to Prioritized Problem Statements 1, 2, & 4.





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.

Evaluation Data Sources: Wagner parents report at least 60% agreement to the following statement on the EOY survey: "My child is being adequately prepared for future success (including college/career/life ready)."

Wagner students report at least an average response of 2.5 on the Student Experience Survey to the following: "I learned something this year that makes me excited about a possible career."

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will meet with all students to discuss various elective course, specifically those eligible for high school credit to include: Spanish, Health, Project Lead the Way, Teen Leadership, Computer Science.</p> <p>Strategy's Expected Result/Impact: Increased awareness of high school pathways, Increased student engagement, Increased opportunities for students to discover and explore areas of interests</p> <p>Staff Responsible for Monitoring: Couneslors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.

Evaluation Data Sources: Evidence pertaining to STAAR assessment results will be updated pending receipt of results on August 11, 2023.

As compared with other district middle school students, Wagner students' responses average at or above on the Student Experience Survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: All core and intervention teachers will engage in collaborative PLC conversations at least three times per week. Teachers will receive regular support and/or feedback from our district's Content Coordinators and our campus' Learning Design Coaches during this time.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement, Increase in student proficiency of state standards</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Design Coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be scheduled into inter-disciplinary teams. Each interdisciplinary team of teachers will meet at least twice per week to provide academic, behavior, and social-emotional supports for students.</p> <p>Strategy's Expected Result/Impact: Increased interdisciplinary collaboration around instruction and student supports, Increased behavioral and academic supports for students, Decrease in discipline referrals and/or classroom disruption, Increase opportunity for student recognition, Increase in team-parent communication</p> <p>Staff Responsible for Monitoring: Assistant Principals, Core Teams</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be assessed in each core class, three times annually. Teachers will use this assessment information during PLC time to determine intentional spiraling of concepts and needed student interventions</p> <p>Strategy's Expected Result/Impact: Increased student engagement, Increased student proficiency of state standards</p> <p>Staff Responsible for Monitoring: Principal, Learning Design Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Individualized intervention will be provided to all students who did not meet standard on their previous year's Math and/or Reading STAAR test, in accordance with HB1416.</p> <p>Strategy's Expected Result/Impact: Increase student proficiency with state standards</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Design Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 5 Details	Reviews			
<p>Strategy 5: Students will consistently engage in independent reading, at their reading level, throughout the day, several times per week. Teachers will engage in conferencing conversations with students around this reading.</p> <p>Strategy's Expected Result/Impact: Increase in student's reading comprehension</p> <p>Staff Responsible for Monitoring: Principal, Librarian, ELAR Teachers, Learning Design Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: High variation in Wagner teachers' content knowledge and/or understanding of design process and ability to provide real-time intervention. Root Cause: Nearly 1/2 of our Wagner teachers are new to our campus, with about 1/3 being new to their content. As a whole, teachers are at varying levels of understanding and skillset based on their number of years of teaching experience and their tenure in our district.</p>
Student Learning
<p>Problem Statement 1: General decrease in student academic progress between fall and spring semesters. Root Cause: Lack and/or inconsistent use of formative assessments to regularly progress monitor students understanding to drive instructional decisions. Over-reliance on summative assessment data to measure student understanding. Lack of intentionality in unit design/planning to allow for and provide real-time intervention. Regression in academic progress appears to coincide with the increase in student disc.</p> <p>Problem Statement 2: High number of disciplinary referrals involving inappropriate social interactions amongst students. Root Cause: Lack and/or inconsistent support of student behavior from administrative team. Decrease in teacher morale regarding student behaviors resulting in lack of consistency in implementing campus systems of support for positive student behavior. Students lack coping strategies to appropriately respond to negative feelings.</p>

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.

High Priority

Evaluation Data Sources: Major Change. See Addendum "Goal 2, Performance Objective 1" attached.
Aligned to Prioritized Problem Statement 3 & 4.

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.

Evaluation Data Sources: Wagner staff report at least 80% agreement to the following statements on the EOY survey:

- "My work is valued by my supervisor."
- "I find my work satisfying."
- "I find my work interesting."

Strategy 1 Details	Reviews			
<p>Strategy 1: All campus professional learning will be designed to provide staff with opportunities for intentional learning, collaboration, and connection to available supports, in alignment to our campus goals.</p> <p>Strategy's Expected Result/Impact: Increased staff connection to GISD vision, mission, beliefs, and Learner Profile, Increase in staff capacity towards campus goals, Increased staff connection to campus and campus work.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Design Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Staff recognition opportunities will include annual Wagner Commitment (i.e. relationships, collaboration, and effective instruction) awards, monthly Teacher of the Month awards, and regular staff affirmations. Recognition opportunities focus on a commitment to our GISD Vision, Mission, Beliefs, & Learner Profile, our Wagner Leader Profile, our Wagner Social Contract, and our Wagner beliefs.</p> <p>Strategy's Expected Result/Impact: Positive reinforcement of desired habits and behaviors, Improved relationship and connection between stakeholder group, Improved morale.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Process Champions</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Current efforts around leadership collaboration and problem-solving include the following regularly scheduled meetings: Instructional Leadership Team, Process Champions, Department Heads & Department Meetings, & Teaming.</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Wagner students report at least an average response of 2 on the Student Experience Survey on the statements pertaining to the school environment.

Wagner staff report at least 80% agreement to the following statements on the EOY survey: "I feel safe at work."

Strategy 1 Details	Reviews			
<p>Strategy 1: Wagner teachers will be trained in and implement Capturing Kid's Hearts strategies to develop authentic relationships with their students and to build a positive campus culture.</p> <p>Strategy's Expected Result/Impact: Increased student perception of a safe/welcoming campus culture, Increased use of affirmations, Consistent use of CKH strategies, Increase in student engagement/learning due to increased positive classroom culture.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Process Champions</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors will provide quarterly classroom guidance to help students build the skills needed for self regulation, conduct small groups, and support equipping staff with trauma informed practices.</p> <p>Strategy's Expected Result/Impact: Increased student perception of a safe/welcoming campus culture, Increased classroom guidance, Increased small groups.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: High number of disciplinary referrals involving inappropriate social interactions amongst students. Root Cause: Lack and/or inconsistent support of student behavior from administrative team. Decrease in teacher morale regarding student behaviors resulting in lack of consistency in implementing campus systems of support for positive student behavior. Students lack coping strategies to appropriately respond to negative feelings.</p>

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: Wagner staff report at least 80% agreement to the following statements on the EOY survey:

- "In general, I am satisfied with my current job."
- "There are opportunities for me to grow professionally in GISD."
- "Good work is recognized in my campus/department."

Strategy 1 Details	Reviews			
<p>Strategy 1: Wagner will continue to utilize a hiring process that asks prospective employees to model risk-taking and creativity in alignment with the GISD Learner Profile and our Wagner Commitments (i.e. relationships, collaboration, and effective instruction).</p> <p>Strategy's Expected Result/Impact: Increased in new hire staff connection/commitment to GISD vision, mission, beliefs, and Learner Profile</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: All newly hired Wagner staff and interested returning Wagner staff will participate in a professional learning opportunity (Wagner Academy) to deepen their understanding of and alignment to the GISD Vision, Mission, Beliefs, and Learner Profile.</p> <p>Strategy's Expected Result/Impact: Increased connection to GISD vision, mission, beliefs, and Learner Profile</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Design Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July
 No Progress  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: Wagner parents report at least 75% agreement to the following statement on the EOY survey:





- "The school keeps me well-informed about my child's progress in school."
- "The school is very good at staying in touch with me regarding all aspects of their educational experience (e.g. letters, phone calls, or emails)."

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue and enhance ongoing communication efforts to keep stakeholders informed, connect decisions to the vision/mission/beliefs to the district and our campus, and gather input. Our campus will continue to leverage social media, our campus website, and weekly communication with our staff and parents. We will seek revisions for improvement as needed.</p> <p>Strategy's Expected Result/Impact: Increased input and feedback opportunities from stakeholders; Increased connection to the work and decisions of the district</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.





Strategy 1 Details	Reviews			
<p>Strategy 1: Wagner staff will invite and actively encourage the attendance of our families and community to events showcasing student participation in campus organizations and/or events celebrating student success.</p> <p>Strategy's Expected Result/Impact: Increase attendance at campus events. Increased awareness of campus events celebrating Wagner students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Program Directors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Continued partnership with our Wagner PTA to ensure our families feel informed, connected, and valued. Leverage this partnership as opportunity to collaborate with our families to increase opportunity for campus-community engagement.</p> <p>Strategy's Expected Result/Impact: Increase in PTA enrollment. Increase in participation in PTA meetings. Increase dialogue at PTA meetings.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Wagner parents report at least 75% agreement to the following statement on the EOY survey: "I feel welcomed and invited in my child's school."

Strategy 1 Details	Reviews			
<p>Strategy 1: All office staff members will collaborate around expectations and procedures, on a monthly basis, to ensure campus visitors are appropriated supported through positive interactions.</p> <p>Strategy's Expected Result/Impact: Increased in positive front office interactions. Increase in collaboration and cohesiveness amongst front office staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Administrative Assistant</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums

Priority Area			
Priority Objectives		In GISD, instruction, assessment, and intervention are aligned.	
Desired State		Our system will have the capacity to deliver standards aligned instruction and utilize assessment data to provide intervention to individual learners.	
2023 Q1: (Aug - Oct)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Design and Deliver Aligned Instruction	Unit Plans Schoolology Teacher Feedback Forms Content Support Half Days Observations	All core departments are designing and delivering aligned instruction.	Purpose and expectations clearly communicated with an emphasis on connecting to our GISD/Wagner beliefs. Leverage August PL to introduce individual systems and provide initial supports. Grade-level/content teams collaborately focus on 1) identifying/unpacking essential intervention standards (EIS), 2) designing commons summative/formative assessments, and 3) proactively designing targeted intervention/enrichment for each unit. Protected time provided during design period (at least x2/weekly) with supports provided by Learning Design Coaches and Department Heads. Half-day content support (at least x1/semester) provided with Learning Design Coaches and Content Coordinators.
Design and Deliver Aligned Assessment	Unit Plans Schoolology Teacher Feedback Forms Content Support Half Days Observations Walkthroughs	While the use of formative assessments has increased, teachers report lower confidence (designing, delivering, and analyzing) when compared to summative assessments. The analysis of assessment data was reported by half of core	Leverage weekly departmental meetings to provide supports unique to each department and/or engage in meaningful feedback conversations using Critical Friends protocol. Support provided by Department Heads and Learning Design Coaches.
Design and Deliver Aligned Intervention	Unit Plans Teacher Feedback Forms Content Support Half Days Walkthroughs Weekly PLCs	All core teachers have designed an intervention aligned to a specific essential standard. Teachers expressed varied levels of implementation and/or confidence in their implementation of interventions.	Establish Academic Leadership Team with clear focus on 1) engaging in conversation/learning and 2) monitoring progress towards academic priority objectives. Team will meet monthly and consist of Department Heads, Learning Design Coaches, Librarian, and Principal.
2023 Q2: (Nov - Jan)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Design and Deliver Aligned Instruction			
Design and Deliver Aligned Assessment			
Design and Deliver Aligned Intervention			
2024 Q3: (Feb - April)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Design and Deliver Aligned Instruction			
Design and Deliver Aligned Assessment			
Design and Deliver Aligned Intervention			
2024 Q4: (May - July)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Design and Deliver Aligned Instruction			
Design and Deliver Aligned Assessment			
Design and Deliver Aligned Intervention			

Strategic Change Decision Chart - Wagner

Priority Area			
Priority Objectives		In GISD, we monitor progress toward students' mastery of the content , meeting standards, and developing attributes in the Learner Profile.	
Desired State		Our system will have the capacity to monitor and utilize assessment data to provide meaningful, real-time intervention (and agency?) to learners.	
2023 Q1: (Aug - Oct)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Teachers review data to identify student progress	Design Time Weekly PLCs Teacher Feedback Form	The analysis of assessment data was reported by half of core teachers, although has not been observed in other evidences.	introduce. Develop protocol to build capacity in ability to analyze and respond to assessment data. Introduce protocol and provide professional learning in weekly PLCs. Support provided by Learning Design Coaches, Department Heads, Content Coordinators, and/or Department of Assessment and Feedback. Implement Formative (online) to manage assessment data. Professional Learning provided through weekly PLC with support from Learning Design Coaches and Department Heads. Identify best practices around student goal-setting, data tracking, and conferencing. Develop process for engaging students. Introduce through advisory classes with initial student goal-setting focused on PACK Pride. Establish Academic Leadership Team with clear focus on 1) engaging in conversation/learning and 2) monitoring progress towards academic priority objectives. Team will meet monthly and
Teachers use data to inform future learning activities		Currently have common time to engage in data conversations, but lack system. Teachers expressed varied levels of implementation and/or confidence in their ability to respond to assessment data.	
Students set goals and track progress	Walkthroughs Observations	Currently have shared belief in importance of feedback, goal-setting, and conferences, but lack system.	
Students and teachers engage in conversation around goals and progress		Engage Schoology and Formative as programs to manage assessment data and provide access to students and parents; however, lack system for communicating and leveraging this data with students.	
2023 Q2: (Nov - Jan)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Teachers review data to identify student progress			
Teachers use data to inform future learning activities			
Students set goals and track progress			
Students and teachers engage in conversation around goals and progress			
2024 Q3: (Feb - April)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Teachers review data to identify student progress			
Teachers use data to inform future learning activities			
Students set goals and track progress			
Students and teachers engage in conversation around goals and progress			
2024 Q4: (May - July)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Teachers review data to identify student progress			
Teachers use data to inform future learning activities			
Students set goals and track progress			
Students and teachers engage in conversation around goals and progress			

Strategic Change Decision Chart - Wagner

Teachers review data to identify student progress			
Teachers use data to inform future learning activities			
Students set goals and track progress			
Students and teachers engage in conversation around goals and progress			

Strategic Change Decision Chart - Wagner

Priority Area			
Priority Objectives		GISD students are treated with respect and are respectful to each other and to adults.	
Desired State		Our system will have the capacity to positively impact and support student behavior.	
2023 Q1: (Aug - Oct)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Classroom/campus expectations are clear and reinforced	Walkthroughs	Introduced and revisited PACK Pride throughout year. Unclear the extent to which teachers revisited classroom expectations.	Purpose and expectations clearly communicated with an emphasis on connecting to our GISD/Wagner beliefs. Leverage August PL to introduce individual systems and provide initial supports.
Positive behaviors are acknowledged and reinforced	Campus Brag Board Walkthroughs	Inconsistent use of brag boards campus-wide. Lack of affirmation observed in walkthroughs.	Utilize faculty meetings to collaboratively learn/share strategies to support positive behaviors. Focus on discussing/sharing implementation of monthly strategies, during weekly department meetings. Focus strategies will include: CKH (greetings, good things, social contract), Emergent Tree (core values, brag boards).
Unwanted behaviors are redirected	Walkthroughs Discipline Referrals	Inconsistent use of CKH 4 questions to address behaviors. Significant Increase in low-level referrals in spring semester.	Utilize bi-weekly teaming meetings to collaboratively celebrate/discuss shared students, by implementing our campus CGP processes. Support regularly provided by Assistant Principals, with additional supports available from Learning Design Coaches and Counselors (as needed).
Support provided to address unwanted behaviors	Teaming	Regular collaboration amongst teams/APs using CGP. Increased clarity around CGP process/expectations. Slow implementation of tier 2 processes, including DBRCs.	
Student behavior demonstrates PACK Pride	Campus Brag Board Discipline Referrals Walkthroughs	Increase in low-level behaviors during passing period. Significant increase in low-level referrals in spring semester.	Establish Behavior Campus Leadership Team with clear focus on 1) engaging in conversation/learning and 2) monitoring progress towards behavior priority objective. Team will meet monthly and consist of Process Champions, Counselors, Assistant Principals, and Principal.
2023 Q2: (Nov - Jan)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Classroom/campus expectations are clear and reinforced			
Positive behaviors are acknowledged and reinforced			
Unwanted behaviors are redirected			
Support provided to address unwanted behaviors			
Student behavior demonstrates PACK Pride			
2024 Q3: (Feb - April)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Classroom/campus expectations are clear and reinforced			
Positive behaviors are acknowledged and reinforced			
Unwanted behaviors are redirected			
Support provided to address unwanted behaviors			
Student behavior demonstrates PACK Pride			
2024 Q4: (May - July)			

Strategic Change Decision Chart - Wagner

Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: 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?		
Classroom/campus expectations are clear and reinforced			
Positive behaviors are acknowledged and reinforced			
Unwanted behaviors are redirected			
Support provided to address unwanted behaviors			
Student behavior demonstrates PACK Pride			