

# **Georgetown Independent School District**

## **East View High School**

### **2023-2024 Campus Improvement Plan**



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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.	21
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# Priority Problem Statements

**Problem Statement 1:** Must improve student EOC performance in nearly all EOC subject areas to be at least on level with rest of the state. Algebra, English I and English II are all below state average passing rate.

**Root Cause 1:** Overall lack of rigor and utilization of best practice instructional strategies.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Must increase number of students in advanced placement courses and taking advanced placement exams.

**Root Cause 2:** Overall lack of rigor and utilization of best practice instructional strategies.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Students expressed in survey not feeling safe in restrooms on campus.

**Root Cause 3:** Lack of resources needed to monitor restrooms effectively.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Curriculum, Instruction and Assessment must be aligned at appropriate rigor level to ensure students achievement and progress.

**Root Cause 4:** Structured time for planning and professional discussion over assessment and standards.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness.

**Root Cause 5:** More robust learning management system needed.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** In effective collaboration focused on curriculum, instruction and assessment.

**Root Cause 6:** Lack of effective structures for professional learning communities.

**Problem Statement 6 Areas:** School Context and Organization

**Problem Statement 7:** Must increase number of students qualifying for CCMR readiness.

**Root Cause 7:** More robust systems needed to ensure all students have multiple opportunities and way to access CCMR readiness.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Teachers do not feel as effective in their roles post pandemic as they did before.

**Root Cause 8:** Changing instructional practices, high teacher turnover, changing needs of students.

**Problem Statement 8 Areas:** Staff Quality, Recruitment, and Retention

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

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

## **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
- SAT and/or ACT assessment data

## **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
- Special education/non-special education population including discipline, progress and participation data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

## **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices





# 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:** Major change. See EVHS Strategic Change Decision Chart.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> See Addendum EVHS Strategic Change Direction <b>Strategy's Expected Result/Impact:</b> .  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1	Formative			Summative
	Oct	Jan	Apr	July
<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>				

## Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Must improve student EOC performance in nearly all EOC subject areas to be at least on level with rest of the state. Algebra, English I and English II are all below state average passing rate. <b>Root Cause:</b> Overall lack of rigor and utilization of best practice instructional strategies.
<b>Problem Statement 2:</b> Must increase number of students in advanced placement courses and taking advanced placement exams. <b>Root Cause:</b> Overall lack of rigor and utilization of best practice instructional strategies.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Curriculum, Instruction and Assessment must be aligned at appropriate rigor level to ensure students achievement and progress. <b>Root Cause:</b> Structured time for planning and professional discussion over assessment and standards.

### Curriculum, Instruction, and Assessment

**Problem Statement 2:** Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness. **Root Cause:** More robust learning management system needed.

### School Context and Organization

**Problem Statement 1:** In effective collaboration focused on curriculum, instruction and assessment. **Root Cause:** Lack of effective structures for professional learning communities.







**Goal 1: Student Learning, Growth and Progress**

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

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

**Evaluation Data Sources:** EOC Exams, Common Assessments, Student survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the Schoology learning management system campus wide to all teachers as a tool for teacher, students and parents to be able to monitor progress towards mastery of content, meeting of standards and developing attributes in the Learner Profile.</p> <p><b>Strategy's Expected Result/Impact:</b> Schoology will allow teachers, students and parents to monitor progress towards mastery of content, meeting of standards and progress in learner profile attributes on the same platform. Schoology will allow assessment data to be easily accessible and analyzed to monitor progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, digital learning coach</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to provide professional learning focused on growing and measuring GISD Learner Profile attainment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge and capacity to effectively teach and measure student growth in the GISD Learner Profile.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Campus Design Team</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2</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>				

**Performance Objective 2 Problem Statements:**

### Student Achievement

**Problem Statement 1:** Must improve student EOC performance in nearly all EOC subject areas to be at least on level with rest of the state. Algebra, English I and English II are all below state average passing rate. **Root Cause:** Overall lack of rigor and utilization of best practice instructional strategies.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Curriculum, Instruction and Assessment must be aligned at appropriate rigor level to ensure students achievement and progress. **Root Cause:** Structured time for planning and professional discussion over assessment and standards.





**Problem Statement 2:** Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness. **Root Cause:** More robust learning management system needed.

**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:** Graduation Rates, CCMR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to access preparation support through tutorials and targeted instruction for TSIA2 exam in Mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students meeting the standard on the TSI exam by 25% for first and second time testers.</p> <p><b>Staff Responsible for Monitoring:</b> CCMR Counselor, Associate Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3 - Curriculum, Instruction, and Assessment 2</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> Monitor and meet one one with every student in a CTE course to encourage students to take a Industry Based Certification Exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students taking and passing Industry Based Certification exams by 15%.</p> <p><b>Staff Responsible for Monitoring:</b> CCMR Counselor, Counselors,</p> <p><b>Problem Statements:</b> Student Achievement 3 - Curriculum, Instruction, and Assessment 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
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**Performance Objective 3 Problem Statements:**

**Student Achievement**

**Problem Statement 3:** Must increase number of students qualifying for CCMR readiness. **Root Cause:** More robust systems needed to ensure all students have multiple opportunities and way to access CCMR readiness.

**Curriculum, Instruction, and Assessment**





**Problem Statement 2:** Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness. **Root Cause:** More robust learning management system needed.

**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:** EOC exams, Student Survey, Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to provide professional learning focused on growing and measuring GISD Learner Profile attainment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge and capacity to effectively teach and measure student growth in the GISD Learner Profile.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Campus Design Team</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 2:</b> Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness. <b>Root Cause:</b> More robust learning management system needed.</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.

**Evaluation Data Sources:** Student and Staff surveys, discipline data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus wide implementation of behavior expectations using the Emergent Tree framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Behavior expectations will be clearly communicated to all students using a positive approach.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant principal, associate principal</p> <p><b>Problem Statements:</b> School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</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> Add campus security to monitor parking lot, exterior doors, hallways and restrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve campus security and increasing overall safety. Students and staff will feel safe and secure on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Problem Statements:</b> School Culture and Climate 1</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> Continue to use structured hall pass/rest room pass system and common area structures.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students are in class and are safe in common areas, hallways, and rest rooms.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>

<p><b>Staff Responsible for Monitoring:</b> Principal, Assistant principals, security, staff</p> <p><b>Problem Statements:</b> School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>				
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**





<b>School Culture and Climate</b>
<p><b>Problem Statement 1:</b> Students expressed in survey not feeling safe in restrooms on campus. <b>Root Cause:</b> Lack of resources needed to monitor restrooms effectively.</p>
<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 1:</b> Teachers do not feel as effective in their roles post pandemic as they did before. <b>Root Cause:</b> Changing instructional practices, high teacher turnover, changing needs of students.</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 2: GISD employees find meaning and value in their work.**

**Evaluation Data Sources:** Staff Survey, Staff interviews

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to celebrate teachers and staff and affirm them in their accomplishments through Teacher/Support Staff of the month recognitions, staff luncheons, and teacher appreciation events.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff improve overall feeling of value and meaning in their work.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Admin team</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</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> Build PLC structure and provide support to teachers in the PLC framework to align instruction, assessment and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall effectiveness of instructional effectiveness and thereby increasing teachers overall feeling of value and meaning in their work as the see effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Design Coach, Digital Learning coach, department chairs.</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1</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>				

**Performance Objective 2 Problem Statements:**



### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Teachers do not feel as effective in their roles post pandemic as they did before. **Root Cause:** Changing instructional practices, high teacher turnover, changing needs of students.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Curriculum, Instruction and Assessment must be aligned at appropriate rigor level to ensure students achievement and progress. **Root Cause:** Structured time for planning and professional discussion over assessment and standards.

**Problem Statement 2:** Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness. **Root Cause:** More robust learning management system needed.

### School Context and Organization





**Problem Statement 1:** In effective collaboration focused on curriculum, instruction and assessment. **Root Cause:** Lack of effective structures for professional learning communities.

**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:** Student Survey, Student interviews

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Add campus security to monitor parking lot, exterior doors, hallways and restrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve campus security and increasing overall safety. Students and staff will feel safe and secure on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to use structured hall pass/rest room pass system and common area structures.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students are in class and are safe in common areas, hallways, and rest rooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant principals, security, staff</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 1:</b> Students expressed in survey not feeling safe in restrooms on campus. <b>Root Cause:</b> Lack of resources needed to monitor restrooms effectively.</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 provides competitive compensation and benefits to employees.

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

**Evaluation Data Sources:** Staff retention rate, staff survey, culture survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus leadership will continue to attend several university job fairs across the state to recruit teachers to EVHS and GISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Establish positive relationships with universities and identify teachers that embrace GISD mission, vision and beliefs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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> Campus leadership will continue to build a positive and professional work environment that supports teachers and staff by providing clarity through systems and processes.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff feel empowered and supported in their work and experience a positive and professional work environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus leadership</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</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> Continue to celebrate teachers and staff and affirm them in their accomplishments through Teacher/Support Staff of the month recognitions, staff luncheons, and teacher appreciation events.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff improve overall feeling of value and meaning in their work.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Admin team</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to promote EVHS school culture and spirit through use of traditions and new culture building activities such as "School Song Fridays", Patriot Awards, Teacher/Staff recognitions and social media affirmations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase sense of belonging and connection to mission vision and beliefs by all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</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>				

**Performance Objective 2 Problem Statements:**





<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 1:</b> Teachers do not feel as effective in their roles post pandemic as they did before. <b>Root Cause:</b> Changing instructional practices, high teacher turnover, changing needs of students.</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 1:** GISD is transparent with reporting progress and providing access to information.

**Evaluation Data Sources:** Parent Survey, community feedback, social media data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Will continue to post Campus Improvement Plan on campus website.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue weekly communication with parent and community through weekly newsletter, website and social media. <b>Strategy's Expected Result/Impact:</b> Transparent communication of news, student progress and events at EVHS. <b>Staff Responsible for Monitoring:</b> Principal, Admin Team, Front office	<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 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 survey, Community feedback





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Launch a EVHS PTA. <b>Strategy's Expected Result/Impact:</b> Establish effective relationships parents and community. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Jan	Apr	July
<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 3:** Parents and community members feel welcome and invited in GISD schools.

**Evaluation Data Sources:** Parent survey, community feedback, community events data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to communicate with parents and community through weekly newsletters, social media and our website in multiple languages.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide clear communication to parents and community and help them feel welcomed.</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>				



# 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?)	In GISD, 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?		
Aligned unit planner using 4 questions of PLC	Bi weekly checks	No common unit planner currently being used	Implement EVHS Unit planner using the 4 questions of PLC framework in all tested content classes and core classes.
Observed alignment of instruction, assessment, and intervention	T- Tess observations	Alignment is occurring in some classrooms based on walkthrough observations and T-Tess.	Conduct walkthroughs that focus on alignment of stando
PIC agendas & work reflect work towards alignment of standards, assessment and intervention	PLC Minutes and Observations	No common agenda is currently being used. Common PLC time for some content areas is occurring.	Implement the use of PLC time for tested core teachers w
Core tested content PLC's create common formative and summative assessments to monitor student progress	Bi weekly checks	Some departments use common assessment in core areas but is not consistent.	Implement common formative and summative assessme
Create the AVID program elective class and implement core AVID instructional strategies in core content	T- Tess observations, PLC Minutes and Observations	No AVID instructional strategies are utilized with the exception of some use of socratic seminars and various graphic organizers.	Implement AVID instructional strategies through PLC pla
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?		

