Georgetown Independent School District

Successful Transition Education Program

2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

S.T.E.P. faculty connects with students to create a healthy, positive learning environment. Students leave equipped with practical academic and interpersonal skills that prepare and support them in pursuit of their goals.

S.T.E.P. is a TBRI Ambassador organization with 3 campuses under one roof. As students can be here for as little as 1 day to well over a year, often rotating through the 3 campuses, and are at varying academic levels and stages, our goals are tailored to assisting them re-integrate to their home or alternative campus in a positive, proactive manner.

Our priority goal is to connect with our students and build trust in a caring adult, therefore enabling them to educate successfully here while preparing to transition smoothly back to their home campus or learning environment. Positive, appropriate relationships in the classroom will create a foundation that drives all work in other areas.

Academically, we will work on closing gaps and continuing rigor as found on a traditional campus. We will emphasize educational skills, study skills, and how to successfully navigate virtual learning environments.

Our connections and supports will teach students to think and respond rather than react. Through relationship building and educational differentiation, students will learn self-acceptance, resilience, and will experience small successes that will build confidence, self-discipline, trust, integrity, and self-care. Their growth in these areas will be evidenced by higher levels of engagement, increased critical thinking, the ability to accept feedback, and greater confidence in their ability to learn and trust in the learning process.

A support system will be put in place that reaches beyond our walls, so that students leaving our facility are able to resocialize, reintegrate, and restart knowing they have resources in their community. Teacher Advocates will be utilized to mentor and transition students from our program to the next.

S.T.E.P. teachers will contribute to our picture of success by engaging in and supporting the collaboratively-developed pathway plan. They will utilize various educational tools specifically chosen to meet the individual needs of our students, employ TBRI and other relationship-building strategies, and contribute weekly feedback to the WCJS Treatment Team. Beyond following educational and behavioral policies, teachers will attend to student-centered activities outside of their classroom and will each serve as Teacher Advocates to facilitate student transitions.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

S.T.E.P. Demographics:

- students aged 10-18 years (average 15)
- 71% male; 29% female
- 32% Special Education
- 15% Section 504
- 13% Limited English Proficiency (LEP)
- 53% Regular Education students
- 100% At-Risk
- 49% Economically Disadvantaged

Ethnic Subgroups:

- 69% white
- 54% Hispanic
- 19% African American
- 5% Asian or American Indian/Alaskan Native or Pacific Islander
- 6% two or more races

Average Length of Stay:

- 25 days (Detention)
- 180 days (CORE)

Average Placement:

- 47 days (JJAEP)

Total students (without duplications): 255 (29% increase from 21-22)

Demographics Strengths

The student/teacher ratio of no more than 12:1 (aim is 8:1) enhances instructional support and provides for more individual assistance in the classrooms. Small-sized classrooms allow students to better connect to the learning and the teacher, in turn improving academic performance. Longer-term students have shown a 30%-50% increase in grades while at the facility. S.T.E.P. and Williamson County staff work together as a team to provide academic services, discipline instruction, counseling, life skills, and service learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of students in need of specialized services or environments due to extreme disability-related behaviors and/or low academic functioning is high compared to the general education population.   **Root Cause:** The percentage of special needs students (SPED, 504, and ELL) has increased significantly from pre-COVID data. More students receive modified curriculum, have resource class placement, inclusion minutes in multiple subjects, or behavior intervention plans.

Problem Statement 2 (Prioritized): There is a trend of over representation of special education and Hispanic students in our facility relative to the percentage of students identified as such in the home school districts.   **Root Cause:** Ethnicity and special populations' placements are not under our ability to control as we do not determine expulsion hearing outcomes or court placements. School districts are held accountable for their own numbers in terms of expulsions.

Student Achievement

Student Achievement Summary

S.T.E.P. serves highly at-risk students from 12 school districts in Williamson County who likely fit into the struggling student category. S.T.E.P. also serves a significant number of special needs students who require inclusion, modified content, individual tutoring, and resource class services.

 STAAR/EOC scores are reported and accredited to home campuses. In addition, since the student population is fluid, STAAR data is not a valid source of data for this campus.

 For the past several years, the Iowa Test of Basic Skills (ITBS) has been utilized in JJAEPs to assess student growth in the areas of reading and math as required by Texas Education Code, Chapter 37; however, TJJD has opened up the means of assessment so a new method will be applied. In the past, entry test scores indicate that the majority of the students tested below grade level on Reading and Math pre-tests. While the majority of students showed an overall growth in reading and math skills, the vast majority of students' post-test scores in math and reading remained below their current grade level. This data is confirmed by both our Ascend Math and Reading Plus programs, which every student utilizes regardless of their length of stay.

Other Data:

- Approximately 75%-80% of students are failing two or more courses upon entry
- Students enrolled for at least 6 weeks earned an average of 2.6 credits while enrolled
- A total of 23.5 courses were recovered using Edgenuity software
- 5/7 students enrolled in the S.T.E.P. GED program completed their GED while enrolled (1 is still present and working, 1 absconded prior to completion of the program)

Student Achievement Strengths

Of those failing upon entry, roughly 85% of students who complete a semester at S.T.E.P are able to bring those grades up to passing. This is attributed to the small student-teacher ratio. Students receive more individual attention regarding academic issues in a safe, engaging learning environment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The vast majority of students test below grade level on basic reading and math skills upon enrollment. Although scores increase during enrollment, many students are performing below grade level.   **Root Cause:** Student attendance and behavioral issues at the home campuses contributes to this problem area. There are gaps in student learning and higher student-teacher ratios that can make it difficult to provide individualized support to these students in a traditional campus setting.

School Culture and Climate

School Culture and Climate Summary

Students generally describe our facility/campus as a safe environment with far fewer peer issues than their home campuses. Staff (100%) express that the facility is safe and positive. The tone of the school is influenced by all components of the program: mental health staff, education, community, treatment team, Trust-Based Relational Intervention (TBRI), Capturing Kids Hearts (CKH), volunteers, Youth Engagement Specialists, and service learning programming. Peer pressure is greatly reduced relative to student attire (uniforms) and our high degree of structure to include building a culture of acceptance through the No Place For Hate (NPFH), TBRI, Capturing Kids' Hearts, Service Learning Initiatives within the education program, and the 40 Developmental Assets, which is the foundation for Juvenile Services. All of these initiatives are ongoing annually, and it will be important to continue to build and enhance these programs with supplemental materials and resources. TBRI revolves around a trauma-informed care approach to working with youth to help retrain their brains and help them grow emotionally / socially. CKH is all about student engagement and building positive relationships. TBRI and CKH compliment each other and should fit nicely together toward assisting our youth with moving forward with their lives in a healthy manner.

School Culture and Climate Strengths

Building positive relationships with students through engagement, activities, discussions, counseling, No Place For Hate, Service Learning, and social contracts within the classrooms. Teachers and staff are able to differentiate their approach to individual students in order to meet their needs. Treatment Teams involving all invested parties (case management, counseling, attorneys, education) meet regularly to ensure all students needs are addressed; teachers are given summaries of these meetings which give them information to further solidify their relationships and manage their approach with the students. Teacher advocates are assigned to students in CORE and JJAEP.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students placed in our facility often distrust adults, display negative attitudes toward peers, authority figures and rules, and have difficulty accepting differences in others. Students do not display traditionally acceptable classroom behavior. **Root Cause:** Our students (90%) have experienced trauma in their lives that has affected their decision-making, emotional and social level/skills, coping skills, and self-regulation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

S.T.E.P. staff has 15 content teachers, 1 educational aide, 1 character education coach, 2 administrative assistants, and 1 administrator. All faculty are highly qualified education professionals that hold a total of 18 Bachelor's degrees, 8 Master's degrees, 1 Juris Doctorate, and 54 teaching certifications from preK through 12th grade. The education staff have been teaching for an average of 20 years. Staff development will be revisited annually to determine highest areas of need, with a focus on engagement, relationship building & collaboration, and cross-curricular education via the design process. The average longevity of teachers at this facility is 8+ years, which indicates a very low turnover rate (83% of teachers who have left in the last 4 years have retired or moved long-distance, 17% were non-renewed). Staff are recruited based upon their experience and desire to work with a high risk population in an alternative setting as well as areas of certification. SPED certification, in addtion to at least 2 areas of certification, is preferred for each teaching position.

Staff Quality, Recruitment, and Retention Strengths

Longevity of the education staff is a strength as it enhances the quality and stability of the programs in our facility. The focus on building quality relationships is also a strength of our staff. This process improves student attitudes toward their academic progress. The S.T.E.P. staff is a high-functioning team, and their ability to work as a positive, cohesive unit has a lasting effect on overall job satisfaction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): It is difficult to find teachers with multiple (at least 2) certifications in core subject areas to fill open positions as needed. **Root Cause:** As a smaller school, we need teachers to be flexible in their coursework. There is a low percentage of certified teachers willing to work in our setting who have at least 2 core subject area certifications.

Problem Statement 2 (Prioritized): Due to the nature of our facility, recruitment is difficult as assumptions are made by potential candidates. **Root Cause:** Lack of public information regarding our specific program and trauma-informed environment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum follows state requirements for graduation and other requirements relative to Texas Education Code and Texas Administrative Code for JJAEP's and Juvenile Correctional facilities. The Edgenuity program allows for credit recovery, acceleration and remediation. Small group instruction and juvenile services staff support enables us to focus with more precision on curricular needs as well as provide more immediate intervention and mentoring relative to academics and behavioral needs/issues. Collaboration with GISD Curriculum Directors further improves our curriculum development specific to both general and special education students' needs. The JJAEP and CORE Residential Treatment Program students benefit from continued science enrichment through their gardening projects and working with the animals on our farm. Focus on curriculum enhancement in the areas of math, reading, writing, and vocabulary across the curriculum, collaborative planning, student engagement, instructional design, and technology integration better prepares students to meet the GISD Learner Profile standards. "Live" electives including Spanish and Art are offered as well to move students forward in their graduation plans; other electives are supported through Edgenuity.

The S.T.E.P. team participates in collaborative meetings (ARD's, 504's, LPAC's) with home school district personnel to assist with appropriate development of services and programming to meet student needs within our facility, and plan for transition back to the home districts.

S.T.E.P. has an established GED (General Equivalency Diploma) program for students who are court-ordered or those who are deemed appropriate for that path by the Treatment Team.

Difficulties in curriculum, instruction, and assessment stem from:

- Mirroring the 12 districts we serve due to variance in scope and sequence,
- Serving 3 separate programs within the facility (CORE, JJAEP, Detention), and
- A potential grade level span of 3rd to 12th grade in each classroom.

Blending learning between direct instruction, group work, and on line programming has shown to be effective in our setting, due to classrooms being blended with more than one grade level and course being taught simultaneously (on average each classroom contains 2-4 grade levels and 2-4 courses). Teachers in our facility have an average of 8-9 course preps with some teachers having as many as 12-15 on any given day depending upon who we have as students in the facility.

State assessments (STAAR and TELPAS) are conducted in accordance with T.E.A. requirements with varied results. We do not receive student test scores as they are sent to each student's home campus. Currently, we do not implement local school district assessments (benchmarks, checkpoints, etc.) due to the logistics and complexity of scheduling and implementing these assessments for 12 school districts in our facility with a frequently changing student population.

All students are offered tutorials daily, and we have added an intervention period for all students. During intervention, students individually work on reading and math skills personalized for their skill level and academic needs.

Curriculum, Instruction, and Assessment Strengths

Our education department is strong in the area of assessing students status based upon school records, identifying areas of deficiency, and planning appropriately to address individual student needs. Collaboration with school districts in Williamson County is another area of strength, especially relative to working with senior level students and keeping them on-track for graduation.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address.
  Root Cause: The majority of students we serve get behind in their education due to a variety of factors to including mental health concerns, difficult family dynamics, drug and/or alcohol use, attendance issues, and learning difficulties.

Parent and Community Engagement

Parent and Community Engagement Summary

Parenting classes, drug and alcohol counseling, individual counseling, family counseling, group counseling, and anger management counseling are provided by Juvenile Services. Only about 25% of the students live with both biological parents, and several are in custody of the State.

Residential students perform community service in collaboration with various organizations in the county on a regular basis. Parents are encouraged to participate with their students during several community service events. The Reset Mentor program provides volunteer mentors for CORE students for positive adult role modeling and support both during and after their placements. Local churches provide volunteers who offer an opportunity for students to talk about religious principles and Bible study. Austin Classical Guitar volunteers teachers to teach a music course for credit. Our Service Learning program partners with various community members and/or organizations in an effort to provide needed services within the community, and develop youth assets. Guest speakers and presentations are encouraged and offer real life experiences and guidance that address current situations and needs of our students (i.e. human diversity, bullying & harassment, sex education, financial planning, motivational, vocational).

Finally, parents are invited to participate in various activities both in and out of the school setting; CORE Graduations, GED Completion Ceremonies, High School Graduation Ceremonies (we do small individual ceremonies as needed), student birthdays, parent conferences, and family counseling. The Locker also is an active partner with our organization, helping to provide students with needed school supplies and school attire when they are preparing to be released back into the community and their home schools.

Parent and Community Engagement Strengths

Between S.T.E.P. and Williamson County Juvenile Services, students and their families receive support and guidance regarding the whole child. These services begin immediately, and are continued beyond release.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Prior to entry into our program, a large percentage of our students lack a positive connection to the community and engage in less than desirable activities that are detrimental to themselves and the community in general. **Root Cause:** Often our students lack positive, meaningful relationships with appropriate peers and adults at school which tends to produce a lack of a positive connection to school and the community.

School Context and Organization

School Context and Organization Summary

The JJAEP students are organized into smaller groups based on educational level, subject proficiency, and/or behavioral needs. The C.O.R.E. and Detention students may be grouped in accordance with their living (pod) assignment as determined by WCJS staff or by educational needs; these classes may have up to 9 grade levels served in a classroom on any given day (3rd - 12th grade). Typically, we have students in grades 6 - 12 being served together educationally.

The educational programs in the facility are provided in the context of a block schedule with eight 60-minute classes. Also implemented are 30 minutes of tutoring (self-paced credit recovery, typing practice, or self-paced course work as appropriate), 30 minutes of skill intervention (math and reading on alternating days), and 3 mindfulness and movement sessions per day used to increase regulation, practice coping skills, and meet student sensory needs. Students placed in the JJAEP 90 days or more are required to be pre- and post-assessed in reading and math; results are reported back to the Texas Juvenile Justice Department and Juvenile Board with the expectation that students improve in these areas during their placements by at least one grade level.

S.T.E.P. staff work together with the Juvenile Services Staff to provide these academic, discipline, and counseling services in a very structured setting in all facility programs (JJAEP, C.O.R.E., and Detention), using TBRI and CKH as primary protocols/strategies. Students wear county-provided uniforms, learn self-regulation, and develop social and academic skills in order to smoothly transition back to their home campus. Two full-time Case Managers provide services for all JJAEP students including career inventory and planning, regular follow-up visits and support at the home campuses, and regular communication with home campus teachers, administrators, and counselors during the transition period as students are released from the JJAEP.

School Context and Organization Strengths

The provision of behavioral support staff in every classroom is a strength of the collaboration between GISD and WCJS. This enables teachers to focus on instruction as their primary duty/function in the classrooms. It allows for more immediate intervention and less prolonged disruption of learning as a whole. Both S.T.E.P. faculty and WCJS staff are trained in CPI and TBRI and use a common language and expectation for the students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Educational classrooms in our facility contain students in more than one grade level (low of 2 grade levels and a high of 9 grade levels) taking multiple courses in the same or similar content areas simultaneously. Teaching and learning is blended to the extent possible relative to teacher certifications, but it is a challenge to consistently provide direct instructional strategies. **Root Cause:** It is not in the facility's control as to who we serve. Our population is diverse and we serve all who are placed or detained.

Technology

Technology Summary

Facility educational technology equipment includes iPads, Smart Boards, laptops/Chromebooks, desktop computers, multi-function printers, and copy machines. Currently, we are able to put technology (Chromebooks) in the hands of every student in the facility. We have a need to upgrade our connectivity due to the increase in devices, in order to maintain efficiency; fiber connection to the district was approved in the last bond election in order to increase load and performance to meet our growing technology needs for education.

The technology proficiency of the staff is rapidly increasing due to previous distance-teaching circumstances and a movement to mostly virtual classrooms. Technology is now utilized throughout all content areas, including GED. We plan to continue to build our technology expertise and equipment toward meeting the expectations of the learner profile for GISD, within the protocols of WCJS and TJJD standards for a secure facility.

Technology Strengths

One-to-one devices have been found to be incredibly helpful in our mutli-subject/multi-grade level classroom environment. Students are able to access instruction through Google Classroom, which allows teachers to further differentiate instruction based on grade level, course, and student need. Utilization of the Relay program has allowed the teachers to better monitor the students while on the computer, decreasing the risk of unsafe online behaviors.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): There is a need to continue to build and maintain our technology equipment and programming relative to student growth and needs. **Root Cause:** Increase in technology use expectations within the curriculum relative to the learner profile and constant developments in the technological world.

Priority Problem Statements

Problem Statement 1: The percentage of students in need of specialized services or environments due to extreme disability-related behaviors and/or low academic functioning is high compared to the general education population.

Root Cause 1: The percentage of special needs students (SPED, 504, and ELL) has increased significantly from pre-COVID data. More students receive modified curriculum, have resource class placement, inclusion minutes in multiple subjects, or behavior intervention plans.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a trend of over representation of special education and Hispanic students in our facility relative to the percentage of students identified as such in the home school districts.

Root Cause 2: Ethnicity and special populations' placements are not under our ability to control as we do not determine expulsion hearing outcomes or court placements. School districts are held accountable for their own numbers in terms of expulsions.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The vast majority of students test below grade level on basic reading and math skills upon enrollment. Although scores increase during enrollment, many students are performing below grade level.

Root Cause 3: Student attendance and behavioral issues at the home campuses contributes to this problem area. There are gaps in student learning and higher student-teacher ratios that can make it difficult to provide individualized support to these students in a traditional campus setting.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Students placed in our facility often distrust adults, display negative attitudes toward peers, authority figures and rules, and have difficulty accepting differences in others. Students do not display traditionally acceptable classroom behavior.

Root Cause 4: Our students (90%) have experienced trauma in their lives that has affected their decision-making, emotional and social level/skills, coping skills, and self-regulation.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: It is difficult to find teachers with multiple (at least 2) certifications in core subject areas to fill open positions as needed.

Root Cause 5: As a smaller school, we need teachers to be flexible in their coursework. There is a low percentage of certified teachers willing to work in our setting who have at least 2 core subject area certifications.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Due to the nature of our facility, recruitment is difficult as assumptions are made by potential candidates.

Root Cause 6: Lack of public information regarding our specific program and trauma-informed environment.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address.

Root Cause 7: The majority of students we serve get behind in their education due to a variety of factors to including mental health concerns, difficult family dynamics, drug and/or alcohol use, attendance issues, and learning difficulties.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Prior to entry into our program, a large percentage of our students lack a positive connection to the community and engage in less than desirable activities that are detrimental to themselves and the community in general.

Root Cause 8: Often our students lack positive, meaningful relationships with appropriate peers and adults at school which tends to produce a lack of a positive connection to school and the community.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Educational classrooms in our facility contain students in more than one grade level (low of 2 grade levels and a high of 9 grade levels) taking multiple courses in the same or similar content areas simultaneously. Teaching and learning is blended to the extent possible relative to teacher certifications, but it is a challenge to consistently provide direct instructional strategies.

Root Cause 9: It is not in the facility's control as to who we serve. Our population is diverse and we serve all who are placed or detained.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: There is a need to continue to build and maintain our technology equipment and programming relative to student growth and needs.

Root Cause 10: Increase in technology use expectations within the curriculum relative to the learner profile and constant developments in the technological world.

Problem Statement 10 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- State and federally required assessment information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

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.

Goal 1: Student Learning, Growth and Progress

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

Strategy 1 Details			Reviews			
Strategy 1: Provide prescriptive instruction to all students relative to their individual academic needs in reading and math. Utilize federal funds (Title I, 2-D) to support curriculum enhancement, special education services, instructional support and materials, and provide training to teachers in the areas of instructional design and student engagement.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: At least 80% of the students that pre-test below grade level to increase by at least 1 grade level in reading and math from pre to post assessment; course completion/recovery and credits earned towards graduation. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction						
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

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

High Priority

Strategy 1 Details			Reviews			
Strategy 1: See attached addendum "Goal 1 - Performance Objectives 1-3" and "Goal 2 - Performance Objectives 1-3."			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**July**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 1: Student Learning, Growth and Progress

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

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

Strategy 1 Details	Reviews			
Strategy 1: Partner with Williamson County Juvenile Services and county school districts to provide enhanced and extended support to CORE/JJAEP students transitioning back to their home campus setting.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Improved academic and social student skills; more effective communication of individual needs and supports necessary to successfully reintegrate back into the home campus setting upon release from the program; reduced truancy-related issues; reduced program recidivism. **Staff Responsible for Monitoring:** principal, transition teacher **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Provide instruction on character development, social skills, and service learning to all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn appropriate ways to interact with staff and other students, as well as connect with and impact their community in a positive manner. They will begin to develop a more in-depth sense of self and gain a skill set that will increase their ability to eventually get and hold jobs, be responsible adults, and be positive societal influences.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: principal, teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Review current technology device inventory, determine technology needs, and develop a plan for technology device/equipment replacement and/or upgrades relative to campus needs. Provide materials to allow for technology integrated learning across the curriculum.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Enhanced technology integration in classrooms; improved educational experiences with individualized instruction. **Staff Responsible for Monitoring:** principal, GISD Technology Department **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

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

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.

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

Strategy 1 Details	Reviews			
Strategy 1: Create a classroom and campus environment that is calm and provide tools for regulation in each classroom to encourage self-directed coping skills. **Strategy's Expected Result/Impact:** Increased student capacity to remain in class and focus on academic work, ability to self-regulate without adult intervention. **Staff Responsible for Monitoring:** principal, teachers **Title I:** 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Provide trauma-informed training to staff including understanding the effects of trauma on brain development and behavior, identifying triggers, regulation skills, and best-practices in a trauma-informed classroom. **Strategy's Expected Result/Impact:** Increased skills in working with students from hard-places, fewer classroom disruptions, students' felt safety. **Staff Responsible for Monitoring:** principal, teachers **Title I:** 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Formative**			**Summative**
	Oct	Jan	Apr	July

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

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

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.

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.

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.

Title I Personnel

Name	Position	Program	FTE
(designated employee)	Case Manager	Williamson County Juvenile Services	0
Elroy Green	Specialist	Title I, 2-D	1.0

Addendums

How to use this document Click HERE		
Priority Area	Student Learning, Growth and Progress	
Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	S.T.E.P. students will demonstrate academic, practical life skills, and social skills readiness to show they are prepared for postsecondary education and the workforce.	

2023-2024 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?**		
1. Student opportunity to work on skills leading to certifications for use in the workplace	Completed certifications, documented hours towards certifications, job offers for residents upon release	Each student takes the Service Learning class which focuses on social skills and community work, but does not address practical skills. Limited elective choices, especially CTE, so little to no opportunity for industry-based preparation.	1. Master schedule will be structured to allow for collaboration between Service Learning teachers.
			2. Current curriculum will be supplemented with practical skills related to job applications and industry-based certifications.
			3. Partner with ACC and Texas Workforce Commission to bring industry-based programming into the facility.
2. Increased support for college entry testing/readiness	College Board testing-site approval, ability to test PSAT/SAT, students completing testing, passing TSI scores, accurate intervention data and measured increase in both math and reading levels	Residents have no opportunity to test off site; JJAEP students are very limited due to trespassing rules with expulsion. No ability to test on our campus. Interventions are geared towards STAAR rather than college-ready skills. Current intervention program is not used to its potential by higher-level students; incentive program started but not successful due to infrequent contact with student.	1. Apply/get approval from College Board (PSAT/SAT) and Texas Higher Education (TSI) to test on-site.
			2. Ensure students are individually met at their level for math and reading during intervention periods. Rework incentive program to have more frequent interaction using reachable goals.
			3. Offer testing prep specific to PSAT/SAT/TSI.

2023-2024 Q2: (Nov - Jan)		
Evidence: What will you see and/or observe and how will you gather the evidence?	**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?**		

2023-2024 Q3: (Feb - April)		
Evidence: What will you see and/or observe and how will you gather the evidence?	**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?**		

		2023-2024 Q4: (May - July)	
Evidence: What will you see and/or observe and how will you gather the evidence?		**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?**		