

Georgetown Independent School District
Georgetown Alternative Program
2023-2024 Campus Improvement Plan

Mission Statement

We will stand in the GAP serving our GISD learning community by providing a structured, safe, and positive learning environment, focusing on both social-emotional learning and academics so students are empowered to grow as learners.

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	12
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.	13
Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.	16
Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.	19
Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.	20

Comprehensive Needs Assessment

Demographics

Demographics Summary

UPDATE NEEDED FOR 2023-24 Demographics Summary

97 assignments were made to GAP during the 20-21 school year.

% were mandatory placements and% were discretionary.

46% of assignments were male and 53% female.

5% of assignments were students who are African American.

72% (18% increase from last year) students who are Hispanic.

8% (3% increase last year) students who are two or more races.

13% (22% decrease from last year) students who are white.

68% of assignments were students served by special programs (sped 18.5%, 504 19.5%, and EB 30%).

60.8% of students assigned to GAP are designated as economically disadvantaged.

Breakdown of assignments by grade level is as follows:

6th grade: 6 (up from 1)

7th grade: 10 (same)

8th grade: 26 (up from 11)

9th grade: 23 (up from 12)

10th grade: 16 (up from 5)

11th grade: 8 (up from 2)

12th grade: 8 (up from 2)

Demographics Strengths

Special education placements are not much higher than district wide traditional campus averages (slightly higher by about 5%)

GAP assignments account for <1% of our total student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an over-representation of one ethnicity for student enrolled in the Georgetown Alternative Program. 72.5% of G.A.P. students are Hispanic. **Root Cause:** unknown

Problem Statement 2 (Prioritized): 64% of GAP students are economically disadvantaged (increase in 4%) **Root Cause:** unknown

Problem Statement 3 (Prioritized): District need is exceeding building capacity (6 classrooms). **Root Cause:** Increased vaping directly related to capacity. Now a mandatory DAEP offense regardless of amount.

Problem Statement 4 (Prioritized): The district average ADA goal was 96%, however, average DAEP ADA was roughly 81.6%. Previous year 2021-22 was 74% - attendance increased by 7.6%. **Root Cause:** Some students assigned to GAP have attendance issues prior to placement. Students have a variety of reasons for not attending school.

Student Learning

Student Learning Summary

The GAP is meant to be a short-term disciplinary placement. GAP teachers follow GISD YAG's, grading policies, and all Edgenuity for elective coursework will meet GISD standards.

For non-core classes, GAP students will be working on credit repair first, before pursuing new coursework or working ahead. Input was gathered through Google Forms from home campuses as well as through collaboration of counselors.

A new practice is established this year to inform 100% of eligible incoming GAP students about credit recovery options and to give access to all students who were eligible.

Student Learning Strengths

High percent of student improvement in grades while at GAP

Teachers use many methods to engage students in their work while at GAP New

classroom set up encouraged more one-on-one and small group instruction

GAP Principal, Counselor, and teachers will be closely analyzed student transcripts to ensure their future graduation

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students come to GAP with missing credits and/or schedules that need adjustments. **Root Cause:** Students assigned to GAP are often not attending, failing classes, and unaware of credits needed for graduation and/or their status.

Problem Statement 2 (Prioritized): Some students are disengaged with school and classwork altogether when coming to GAP **Root Cause:** Students served by GAP may need remediation, intervention and highly engaging work for their learning style.

School Processes & Programs

School Processes & Programs Summary

GAP Academics

1. All core content coursework are provided by a certified teacher, via direct teach and Edgenuity as a supplement (if the course is available). Home campus teachers provide feedback to core teacher regarding pacing and unit being covered upon enrollment to GAP.

Non-core courses or AP

- a.) GAP receives work from the home campus teacher (via Google classroom or scanned), for the first 9 weeks. A GAP teacher will send complete work back to be graded. Please send the grades back to the GAP teacher to enter in the gradebook.
- b.) if the student is NOT passing at the time of enrollment, the home campus teacher will need to send work either Google Classroom or other method.
- d.) GAP students will on focus credit repair (if needed). If the course needed is not available in Edgenuity for credit recovery, the student will need to be provided work either via Google classroom or other method.

School Processes & Programs Strengths

The GAP is the Disciplinary Alternative Educational Placement campus (DAEP) for Georgetown ISD. DAEPs were created to keep students learning while suspended from their home campus. GAP staff work diligently to keep students learning in order to help ensure future success when returning to home campuses. GAP staff utilize a transition process, both to and from the home campus. An exit meeting is held at GAP, Students are directed to meet with their AP upon their return to their home campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only .5 FTE for counseling for campus, to ensure safety, student transition, engage the parent and community, and communicate with other school counselors about student needs, both SEL and academic. **Root Cause:** related to district growth; unknown

Perceptions

Perceptions Summary

Home campus teachers question student high grades when returning from GAP. Increased grades at GAP can result in smaller class size, opportunities for remediation, no homework, and decreased social distractions.

Perceptions Strengths

Student surveys indicate a feeling of safety (98% of students)

100% of staff feel attempt to provide services to meet the needs of those we serve

Behavior management techniques were continued successfully this year including positive reinforcement and restorative practices

Problem Statements Identifying Perceptions Needs

Problem Statement 1: the perception is that teachers don't teach and our students are bad kids. **Root Cause:** GAP is somewhat isolated from other campuses. Due to confidentiality there are limited opportunities to provide public relations opportunities. The district is still learning how to approach discipline as a positive learning opportunity for students.

Priority Problem Statements

Problem Statement 1: District need is exceeding building capacity (6 classrooms).

Root Cause 1: Increased vaping directly related to capacity. Now a mandatory DAEP offense regardless of amount.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The district average ADA goal was 96%, however, average DAEP ADA was roughly 81.6%. Previous year 2021-22 was 74% - attendance increased by 7.6%.

Root Cause 2: Some students assigned to GAP have attendance issues prior to placement. Students have a variety of reasons for not attending school.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 64% of GAP students are economically disadvantaged (increase in 4%)

Root Cause 3: unknown

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is an over-representation of one ethnicity for student enrolled in the Georgetown Alternative Program. 72.5% of G.A.P. students are Hispanic.

Root Cause 4: unknown

Problem Statement 4 Areas: Demographics

Problem Statement 5: Students come to GAP with missing credits and/or schedules that need adjustments.

Root Cause 5: Students assigned to GAP are often not attending, failing classes, and unaware of credits needed for graduation and/or their status.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Some students are disengaged with school and classwork altogether when coming to GAP

Root Cause 6: Students served by GAP may need remediation, intervention and highly engaging work for their learning style.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Only .5 FTE for counseling for campus, to ensure safety, student transition, engage the parent and community, and communicate with other school counselors about student needs, both SEL and academic.

Root Cause 7: related to district growth; unknown

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

Goals

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

High Priority

Evaluation Data Sources: See attached addendum.

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: See attached addendum.

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.

Strategy 1 Details	Reviews			
<p>Strategy 1: All students home campus counselor communicate via the "crosswalk" form regarding students schedules to implement coursework at GAP that is differentiated graduation plan, encompassing credit recovery plan or credit acceleration plan as needed.</p> <p>Strategy's Expected Result/Impact: By students focusing on core course requirements and repairs, students that return from GAP will be in a better position to focus on CCMR graduation requirements, and will possibly not need to go into a credit recovery course at the home campus; improving post-secondary outcomes</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</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 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			
<p>Strategy 1: Students will complete a transition meeting within 5 days of returning to home campus (preferably before they leave GAP).</p> <p>Strategy's Expected Result/Impact: Students will articulate needs and make a plan with stakeholders to address hurdles to success at home campus</p> <p>Staff Responsible for Monitoring: FTE - impact counseling and AP</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Faculty will identify specific SEL strategies using Trauma Informed Schools, Restorative Practices, and Capturing Kids Hearts to be used in a campus-wide intervention system and implement with fidelity.</p> <p>Strategy's Expected Result/Impact: DAEP will utilize meaningful and effective best practices to develop positive relationships with caring adults AND empower teachers to have campus level interventions with a DAEP case load of students, therefore attending to the needs of the whole child.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 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.


Strategy 1 Details	Reviews			
<p>Strategy 1: The Georgetown Alternative Program will actively seek opportunities for engagement with one another, students, parents, faculty, and community members via building campus culture.</p> <p>Strategy's Expected Result/Impact: Engagement with all stakeholders will result in an increase in resources and positive student outcomes.</p> <p>Staff Responsible for Monitoring: Jennifer Larkin</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
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Anticipate safety and security needs pre-planning capacity issues and discipline issues by installing fencing, metal detector, and multi-grade level uniform classrooms that maximize the footprint. Safety- purchase radio ear buds.</p> <p>Strategy's Expected Result/Impact: Safe and orderly DAEP campus with established routines that make students feel safe so learning can occur.</p> <p>Staff Responsible for Monitoring: Candice Patschke</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	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.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will purposely on-board new employees and assign a campus mentor regardless of position.</p> <p>Strategy's Expected Result/Impact: Staff will feel supported and successful in their roles and increase retention of valuable employment.</p> <p>Staff Responsible for Monitoring: Principal</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
<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 1: GISD is transparent with reporting progress and providing access to information.

Strategy 1 Details	Reviews			
<p>Strategy 1: GISD will assist GAP administration in the creation of a report or indicator to better capture data annually and address recidivism, dropout, and at-risk student needs.</p> <p>Strategy's Expected Result/Impact: Use data to inform campus decision making process.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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: Update webpage and increase parent communication methods (newsletters, skyward, let's talk, school messenger).</p> <p>Strategy's Expected Result/Impact: Success for GAP with specific efforts demonstrating progress on mission being highlighted through student and staff achievements.</p> <p>Staff Responsible for Monitoring: Principal and AP</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents are greeted at the door and in regular communication with teachers and staff.</p> <p>Strategy's Expected Result/Impact: Parents support GAP program and procedures feeling like placement can add value.</p> <p>Staff Responsible for Monitoring: Principal</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>				