

Georgetown Independent School District
Wolf Ranch Elementary
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The construction of the new Wolf Ranch Elementary was completed in the summer of 2020, it is a state of the art learning facility consisting of EE/PK- 5th grades. We are an open enrollment campus of approx 824 students. We are located in the Southwestern attendance zone of the Georgetown Independent School District. Boundary. The Wolf Ranch zone has recently expanded to include everything south of the North San Gabriel River and west of I-35.

It is important to note the changes in enrollment between the 2020-2021 school year and the 2022-2023 school year. The 2020-2021 school year ended with roughly 509 students. 7.03% African American, 1.08% Asian, 37.03% Hispanic, 48.92% White, 1.08% American Indian, .27% Pacific Islander, and 4.59% of Students with Two or More Races. The demographics have fluctuated slightly, as our attendance area has expanded. With our new campus, our capacity has grown in numbers, but the demographics have overall remained steady over the past 3-5 years. This year, our male to female student breakdown is female at 49.28% to males at 50.72%. and 30% of our student population qualifies for free/reduced lunch program. Our average attendance rate is 95.3% with a mobility rate of 7%.

Currently, in the 2022-2023 school year, WRE serves 824 students. With 290 being newly enrolled this year. The demographic make-up is the following. 25% Economically disadvantaged, 47% White/Non-Hispanic, 29% Hispanic, 8% Black/African American, 8% two or more races, 8% Asian/Pacific Islander. 49% of students are female and 51% are male. Growth in the community has resulted in growth at Wolf Ranch elementary. With this growth, demographics have changed dramatically.

Wolf Ranch Elementary School aligns with the GISD learner profile, supporting collaborative and flexible learning while providing a highly functional and adaptive environment. Within the school, the design encourages communication and provides numerous ways to learn. Classrooms include movable partitions and are located adjacent to collaboration areas. The design also features a dedicated community space, art room, maker space, dining hall, music room, stage, kitchen and activity space.

GISD is a learning organization that strives to personalize learning experiences in a competency-based system utilizing our many special programs such as Special Education-Resource, Inclusion, ILC, PPCD, Behavior; DAEP; Dyslexia; Gifted and Talented; Title1 Interventions to reach the specific needs of each of our students. WRE is a Social Emotional Learning GISD Cohort 1 campus that fosters student's social and emotional health along with their academic endeavors through adhering to the SEL philosophy of using SEL signature practices and Capturing Kids' Hearts Program.

Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/25/2022)

Count	Percent
Gender	
Female	342 52.13%
Male	314 47.87%
Ethnicity	
Hispanic-Latino	196 29.88%
Race	
American Indian - Alaskan Native	1 0.15%
Asian	21 3.20%
Black - African American	39 5.95%

Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/25/2022)			Count	Percent
Native Hawaiian - Pacific Islander		<u>1</u>		0.15%
White		<u>346</u>		52.74%
Two-or-More		<u>52</u>		7.93%

Student Programs (2021 - 2022 Fall PEIMS file loaded 01/25/2022)			Count	Percent
Dyslexia		<u>43</u>		6.55%
Gifted and Talented		<u>27</u>		4.12%
Regional Day School Program for the Deaf		0		0.00%
Section 504		<u>33</u>		5.03%
Special Education (SPED)		<u>70</u>		10.67%
Bilingual/ESL				
Emergent Bilingual (EB)		<u>37</u>		5.64%
Bilingual		0		0.00%
English as a Second Language (ESL)		<u>28</u>		4.27%
Alternative Bilingual Language Program		0		0.00%
Alternative ESL Language Program		<u>5</u>		0.76%
Title I Part A				
Schoolwide Program		<u>656</u>		100.00%
Targeted Assistance		0		0.00%
Targeted Assistance Previously Participated		0		0.00%
Title I Homeless		0		0.00%
Neglected		0		0.00%

Student Indicators (2021 - 2022 Fall PEIMS file loaded 01/25/2022)			Count	Percent
At-Risk		<u>249</u>		37.96%
Foster Care		<u>2</u>		0.30%
IEP Continuer		0		0.00%
Immigrant		<u>15</u>		2.29%
Intervention Indicator		<u>116</u>		17.68%
Migrant		0		0.00%
Military Connected		<u>98</u>		14.94%
Transfer In Students		<u>14</u>		2.1341%
Unschooler Asylee/Refugee		0		0%

Student Indicators (2021 - 2022 Fall PEIMS file loaded 01/25/2022)

	Count	Percent
Economic Disadvantage		
Economic Disadvantage Total	166	25.30%
Free Meals	139	21.19%
Reduced-Price Meals	26	3.96%
Other Economic Disadvantage	1	0.15%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

Special Education Services (2021 - 2022 Fall PEIMS file loaded 01/25/2022)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	12	17.14%
Auditory impairment	1	1.43%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	1.43%
Emotional disturbance	4	5.71%
Learning disability	13	18.57%
Speech impairment	24	34.29%
Autism	13	18.57%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	2	2.86%
Instructional Settings		
Speech Therapy	23	32.86%
Homebound	0	0.00%
Hospital Class	0	0.00%

Special Education Services (2021 - 2022 Fall PEIMS file loaded 01/25/2022)			Count	Percent
Mainstream			11	15.71%
Resource Room			29	41.43%
VAC			0	0.00%
Off Home Campus			0	0.00%
State School			0	0.00%
Residential Care			0	0.00%
Self Contained			4	5.71%
Full-Time Early Childhood			3	4.29%
Nonpublic Day School			0	0.00%

Demographics Strengths

The campus continues to grow and new students are welcomed into the positive culture of the campus. Discipline incidents were low for the majority of the year with an increase toward the end of the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A significant percentage of the student body joined Wolf Ranch Elementary this year. **Root Cause:** Growth in the community has resulted in a growing student body.

Problem Statement 2 (Prioritized): The attendance rate was below the target for the entire school year. **Root Cause:** Challenges from the COVID-19 pandemic caused many to miss a significant amount of school.

Student Learning

Student Learning Summary

The State Accountability System results reveal positive outcomes as well as areas to grow. Highlights include student growth overall as well as improved reading scores. Areas of need include mathematics and science learning outcomes. Important tables are included below.

2022 Accountability Ratings Overall Summary for WOLF RANCH EL

	Component Score	Scale Score	Letter Grade	Final
Domain I: Student Achievement		77	C	
STAAR Performance	49	77		
CCMR				
Graduation Rate				
Domain II: School Progress		83	B	
Part A: Academic Growth	77	83	B	
Part B: Relative Performance (Eco Dis: 25.2%)	49	57	F	
Domain III: Closing the Gaps	59	73	C	
	Overall Scaled Score			80
	Overall Rating			B

DomainRatings
OverallScore
B
80 out of 100

District Name: GEORGETOWN ISD
District ID: 246904

(246904105) - WOLF RANCH EL ▾

(246904105) - WOLF RANCH EL

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Tools

2021 - 2022 Student Achievement for (246904105) WOLF RANCH ELCalculated on August 31st, 2022 at 2:15PM

Details Behind the Score

	Raw Score	Scaled Score	Weight % of Score	Weighted Points
District Assessments Growth Comparison	49	77	100%	77

Score

C

77 out of 100

District Assessments Growth Comparison for 2021 - 2022
Using STAAR Performance (100%) As your Score

Student Achievement Domain	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
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All

Percent of Tests

% at

Approaches

GL

Standard or

Above

% at Meets

GL

Standard or

Above

% at

Masters GL

Standard

Number of Tests

at

Approaches

GL

Standard or

Above

at Meets

GL

Standard or

Above

at

Masters GL

Standard

Total Tests

Reading

Percent of Tests

Wolf Ranch Elementary

Generated by Plan4Learning.com

% at Approaches GL Standard or Above	84%	63%	80%	88%	100%	100%	%	83%	62%	73%	73%	43%	80%	87%	81%
% at Meets GL Standard or Above	60%	32%	46%	70%	0%	100%	%	61%	29%	33%	33%	20%	40%	59%	62%
% at Masters GL Standard	37%	16%	21%	47%	0%	71%	%	39%	13%	7%	7%	3%	40%	37%	37%
Number of Tests															
# at Approaches GL Standard or Above	<u>208</u>	<u>12</u>	<u>57</u>	<u>116</u>	<u>1</u>	<u>7</u>	<u>0</u>	<u>15</u>	<u>34</u>	<u>11</u>	<u>11</u>	<u>17</u>	<u>4</u>	<u>99</u>	<u>109</u>
# at Meets GL Standard or Above	All Students <u>550</u>	African American <u>14</u>	Hispanic <u>33</u>	White <u>93</u>	American Indian <u>0</u>	Asian <u>7</u>	Pacific Islander <u>0</u>	Two or More Races <u>18</u>	Econ Disadv <u>55</u>	EL (Current) <u>15</u>	EL (Current & Monitored) <u>5</u>	Special Ed (Current) <u>8</u>	Special Ed (Former) <u>2</u>	Continuously Enrolled <u>67</u>	Non-Continuously Enrolled <u>83</u>
# at Masters GL Standard	<u>92</u>	<u>3</u>	<u>15</u>	<u>62</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>7</u>	<u>7</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>42</u>	<u>50</u>
Total Tests	<u>248</u>	<u>19</u>	<u>71</u>	<u>132</u>	<u>1</u>	<u>7</u>	<u>0</u>	<u>18</u>	<u>55</u>	<u>15</u>	<u>15</u>	<u>40</u>	<u>5</u>	<u>114</u>	<u>134</u>
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	71%	53%	61%	80%	100%	86%	%	56%	40%	53%	53%	25%	60%	74%	68%
% at Meets GL Standard or Above	41%	5%	28%	52%	100%	86%	%	39%	11%	20%	20%	10%	20%	43%	40%
% at Masters GL Standard	20%	5%	11%	24%	0%	57%	%	28%	5%	0%	0%	3%	0%	18%	22%
Number of Tests															

# at Approaches GL Standard or Above	<u>176</u>	<u>10</u>	<u>44</u>	<u>105</u>	<u>1</u>	<u>6</u>	<u>0</u>	<u>10</u>	<u>22</u>	<u>8</u>	<u>8</u>	<u>10</u>	<u>3</u>	<u>84</u>	<u>92</u>
# at Meets GL Standard or Above	<u>503</u>	<u>1</u>	<u>20</u>	<u>68</u>	<u>1</u>	<u>6</u>	<u>1</u>	<u>7</u>	<u>6</u>	<u>8</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>49</u>	<u>54</u>
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
# at Masters GL Standard	<u>50</u>	<u>1</u>	<u>8</u>	<u>32</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>5</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>20</u>	<u>30</u>
Total Tests	<u>249</u>	<u>19</u>	<u>72</u>	<u>132</u>	<u>1</u>	<u>7</u>	<u>0</u>	<u>18</u>	<u>55</u>	<u>15</u>	<u>15</u>	<u>40</u>	<u>5</u>	<u>114</u>	<u>135</u>
Science															
Percent of Tests															
% at Approaches GL Standard or Above	54%	13%	55%	57%	%	100%	%	80%	22%	0%	0%	17%	100%	44%	60%
% at Meets GL Standard or Above	26%	0%	23%	30%	%	100%	%	20%	6%	0%	0%	8%	0%	24%	27%
% at Masters GL Standard	9%	0%	5%	11%	%	0%	%	20%	0%	0%	0%	0%	0%	9%	8%
Number of Tests															
# at Approaches GL Standard or Above	<u>44</u>	<u>1</u>	<u>12</u>	<u>26</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>4</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>15</u>	<u>29</u>
# at Meets GL Standard or Above	<u>21</u>	<u>0</u>	<u>5</u>	<u>14</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>8</u>	<u>13</u>
# at Masters GL Standard	<u>7</u>	<u>0</u>	<u>1</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>4</u>
Total Tests	<u>82</u>	<u>8</u>	<u>22</u>	<u>46</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>5</u>	<u>18</u>	<u>2</u>	<u>2</u>	<u>12</u>	<u>1</u>	<u>34</u>	<u>48</u>

Domain II of the State Accountability System measures growth year over year for each student. Students who took the 2020-2021 STAAR test and the 2021-2022 STAAR test at Wolf Ranch showed improvement.

District Name: GEORGETOWN ISD
District ID: 246904

2022 ▾ 2022

(246904105) - WOLF RANCH EL ▾ (246904105) - WOLF RANCH EL

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School Progress for (246904105) WOLF RANCH EL

Details Behind the Score

	Raw Score	Scale Score
Academic Growth Score	77	83
Relative Performance Score -		57
Score		
B		
83 out of 100		

- Raw score is not applicable for Relative Performance

Relative Performance Calculated on August 31st, 2022 at 2:15PM

STAAR OnlyPrint/DownloadRelative PerformanceABCD020406080100020406080100Relative Performance Scaled Score: 57Percent Eco Disadvantaged: 25.2Average of STAAR and CCMR: 0

		Value Needed For			
Percent Economically Disadvantaged	Percent Eco Dis Range	STAAR Only	90	80	70 60
25.2	25.1 to 26	49	74	63	57 53
ELA/Reading & Mathematics Academic Growth					

Current Year Performance on STAAR

Prior Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Met	-	<u>28</u>	<u>31</u>	-	<u>0</u>	<u>30</u>	-	-	<u>5</u>	<u>4</u>		
Approached Grade Level	-	<u>11</u>	<u>0</u>	-	<u>8</u>	<u>15</u>	-	-	<u>28</u>	<u>16</u>		
Meets Grade Level	<u>3</u>	-	-	<u>4</u>	-	-	-	<u>7</u>	<u>5</u>	<u>25</u>		
Masters Grade Level	<u>0</u>	-	-	<u>1</u>	-	-	<u>8</u>	-	-	<u>39</u>		
Total Number of Test	3	39	31	5	8	45	8	7	38	84		
Total Points Score	0.0	0.0	31.0	0.0	4.0	45.0	0.0	3.5	38.0	84.0	205.5	268 77

Reading Academic Growth

Current Year Performance on STAAR

Prior Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Met	-	<u>11</u>	<u>11</u>	-	<u>0</u>	<u>20</u>	-	-	<u>3</u>	<u>3</u>		
Approached Grade Level	-	<u>3</u>	<u>0</u>	-	<u>2</u>	<u>4</u>	-	-	<u>16</u>	<u>13</u>		
Meets Grade Level	<u>2</u>	-	-	<u>1</u>	-	-	-	<u>2</u>	<u>2</u>	<u>18</u>		
Masters Grade Level	<u>0</u>	-	-	<u>0</u>	-	-	<u>3</u>	-	-	<u>18</u>		
Total Number of Test	2	14	11	1	2	24	3	2	21	52		
Total Points Score	0.0	0.0	11.0	0.0	1.0	24.0	0.0	1.0	21.0	52.0	110.0	132 83

Mathematics Academic Growth

Current Year Performance on STAAR

Prior Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Met	-	<u>17</u>	<u>20</u>	-	<u>0</u>	<u>10</u>	-	-	<u>2</u>	<u>1</u>		
Approached Grade Level	-	<u>8</u>	<u>0</u>	-	<u>6</u>	<u>11</u>	-	-	<u>12</u>	<u>3</u>		
Meets Grade Level	<u>1</u>	-	-	<u>3</u>	-	-	-	<u>5</u>	<u>3</u>	<u>7</u>		
Masters Grade Level	<u>0</u>	-	-	<u>1</u>	-	-	<u>5</u>	-	-	<u>21</u>		
Total Number of Test	1	25	20	4	6	21	5	5	17	32		
Total Points Score	0.0	0.0	20.0	0.0	3.0	21.0	0.0	2.5	17.0	32.0	95.5	136 70

Student Learning Strengths

There has been improvement from a State Accountability rating of C to a rating of B. The school progress rating of 83 out of 100 shows that there has been improvement year over year for students who have been at Wolf Ranch for over two years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math and science achievement was low relative to reading and writing. **Root Cause:** Need for improved vertical teaming structures and numeracy instruction.

Problem Statement 2 (Prioritized): Students are not as aware of their own academic levels and growth as they could be. **Root Cause:** Systems to involve students in tracking their academic growth are still in the beginning stages of implementation.

Problem Statement 3 (Prioritized): Wolf Ranch reading achievement is relatively lower than demographically similar schools. **Root Cause:** Systems for phonics and reading comprehension including the workshop model are still in early stages of implementation.

School Processes & Programs

School Processes & Programs Summary

The campus utilizes designing engaging work, and the PLC framework to build instructional leaders. Data from district wide assessments is used to plan for professional development and address root causes of low performance.

Programs on campus include Gifted and Talented, ECSE (Early Childhood Special Education), BCS (Behavior Communication Support), Prekindergarten, ESL, dyslexia, and ILC. All programs align with the districts mission, vision, and beliefs. These programs strive to keep the learning environment safe while maintaining high expectations of all students.

Teachers typically use a small group teaching model to meet students where they are academically. This provides opportunities for students to meet the state standards through the district created curriculum. Students receive 150-160 minutes of Language Arts, 75-90 minutes of math, 30-60 minutes of science, and 20-30 minutes of social studies every day. The campus also provides at least 45 minutes of time every day for intervention, enrichment and extension of skills based on the needs of the learner. Student participation in special education is 16% of the total student population. 5% of the student population participates in the ESL program. 5% of the student population participate in the GT program. 6% of the student population receive dyslexia services.

Each student is assigned either an iPad (PreK) or a Chromebook (K-5). All classrooms and learning spaces are equipped with an interactive screen. Classrooms are equipped with flexible seating and collaboration spaces exist throughout the building.

On the student experience survey (all learners filled this out) students reported feeling supported and cared for at school. Relative to other scores, students indicated that they do not feel as safe at recess as they could. Guidance for student behavior in various places in the building was discussed by teachers, but not posted throughout the building. Teachers also reported that there was some confusion with regard to documenting student behaviors as well as who is allowed to do so.

The district, with the input from teachers, has created and continues to develop a curriculum that is aligned with the state standards. Every content area in grade follows a year-long scope and sequence. The curriculum documents contain the following for each unit in every content and grade level: enduring understandings (understanding students will need through high school, Essential questions, academic vocabulary, STEM connections, technology resources, whole group instruction ideas, small group lesson ideas, cross-curricular connections, reflection questions, ideas for differentiation, assessment examples, and common misconceptions.

Most meetings are held after school or occasionally during the teachers' conference period. PLC's take place during conference periods. The master schedule allows for reading time, library and maker-space time, intervention/enrichment/extension time. Instructional time is blocked out as uninterrupted as possible.

Transitioning from early childhood to elementary begins with Kindergarten round up in May. The campus holds a Meet the Teacher where students and parents can come to campus and meet the teacher. The student and parent bring school supplies and visit the classroom so that the first day of school is familiar. Students that transition from elementary school to middle school have multiple opportunities throughout the Spring to plan for and visit their new school. Fine Arts visits our campus, middle school counselors visit, and parents are given an opportunity to fill out documentation expressing desired schedule for their student.

Teachers utilize Capturing Kids Hearts techniques to help students take ownership of their relationships. Behaviors are divided into 2 groups: teacher managed and office managed. Teachers lead students in developing a social contract where students agree to treat each other as well as the teacher in a respectful manner. Students agree on how they want to be treated by each other, how they want to be treated by the teacher, how the teacher should be treated by the students, and how to resolve conflict. This becomes a living document in the classroom. When the contract is broken, teachers take steps toward redirection and correction of the behavior. Students are removed from the classroom when their behaviors are not safe for themselves and/or others.

School Processes & Programs Strengths

Systems are in place for supporting strong relationships and academic success. Teams (Process Champions, Design, MTSS, and SEL) have been identified and empowered to work towards improved student outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Process for addressing and documenting student behaviors is unclear across the staff. **Root Cause:** Lack of ongoing reminders and discussions related to communicating about student behaviors, culture, and climate.

Problem Statement 2 (Prioritized): Students lack an understanding of their own learning styles and preferences. **Root Cause:** While teachers have long discussed these important characteristics of learners, systems for encouraging this understanding among learners themselves is in the early stages of development.

Perceptions

Perceptions Summary

Wolf Ranch Elementary takes intentional steps to promote a positive culture such as, identifying and rewarding positive behaviors, acknowledging and providing positive feedback for effort. Teachers and campus have systems in place for these recognitions. The Georgetown ISD mission of inspiring and empowering every learner to lead grow and serve is well known and lived out by faculty and staff. All faculty and staff also know and live out the Wolf Ranch Elementary objective within the district mission which is to lead students toward taking ownership of their relationships and academic success.

The campus utilizes Professional Learning Communities (PLC) processes in conjunction with Designing Engaging Work (DEW) to connect learners to content in the most intentional way possible. Teachers meet at least weekly in collaborative team meetings, and instructional design meetings. These meetings include both forward and backward facing analysis where teachers work together to reflect on their practice and student learning, and then make preparations with their learners' needs in mind. The campus Learning Design Coach (LDC) provides support.

Students have a lot of campus pride. Students know our campus motto of Pioneer TOUGH (Tenacious, Open-minded, Understanding, Generous, and honorable) and receive acknowledgements in terms of that motto for showing qualities that make them Pioneer TOUGH! Parents and the community support the school through various campus events. Teachers and campus produce a weekly newsletter for parents. Teachers reflect on learning that has happened and inform parents about learning coming up in the following week. Campus newsletters connect school activities with district beliefs, vision, and mission as appropriate.

Most marks on the Parent School Climate Survey fell within the top two positions of the response scale, results for the following should be noted. The majority of parents found the work given to students either "Somewhat Challenging" or "Quite Challenging". The highest position on the response scale was "Extremely Challenging." Additionally, most parents responded that their students are somewhat or quite persistent when the work is difficult. The highest position on the response scale for this question was "A tremendous amount."

Perceptions Strengths

The vast majority of parents indicate that they feel connected to the school community and that the staff at Wolf Ranch cares for their child.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a perception that student work is not as challenging as it could be. **Root Cause:** Enrichment and extension activities are sometimes not offered, or when they are offered, not communicated home to parents.

Problem Statement 2 (Prioritized): School community engagement efforts have not included academic achievement considerations. **Root Cause:** Prior focus has been on engagement generally.

Problem Statement 3 (Prioritized): Learner Profile and GISD mission, vision, and beliefs need more acknowledgement. **Root Cause:** Wolf Ranch has had a significant number of students join from outside the district.

Priority Problem Statements

Problem Statement 1: A significant percentage of the student body joined Wolf Ranch Elementary this year.

Root Cause 1: Growth in the community has resulted in a growing student body.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The attendance rate was below the target for the entire school year.

Root Cause 2: Challenges from the COVID-19 pandemic caused many to miss a significant amount of school.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Math and science achievement was low relative to reading and writing.

Root Cause 3: Need for improved vertical teaming structures and numeracy instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Process for addressing and documenting student behaviors is unclear across the staff.

Root Cause 4: Lack of ongoing reminders and discussions related to communicating about student behaviors, culture, and climate.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a perception that student work is not as challenging as it could be.

Root Cause 5: Enrichment and extension activities are sometimes not offered, or when they are offered, not communicated home to parents.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Students are not as aware of their own academic levels and growth as they could be.

Root Cause 6: Systems to involve students in tracking their academic growth are still in the beginning stages of implementation.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Students lack an understanding of their own learning styles and preferences.

Root Cause 7: While teachers have long discussed these important characteristics of learners, systems for encouraging this understanding among learners themselves is in the early stages of development.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Wolf Ranch reading achievement is relatively lower than demographically similar schools.

Root Cause 8: Systems for phonics and reading comprehension including the workshop model are still in early stages of implementation.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: School community engagement efforts have not included academic achievement considerations.

Root Cause 9: Prior focus has been on engagement generally.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Learner Profile and GISD mission, vision, and beliefs need more acknowledgement.

Root Cause 10: Wolf Ranch has had a significant number of students join from outside the district.

Problem Statement 10 Areas: Perceptions

Goals

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: All learners will develop data folders which will include goal setting for specific TEKS with I can statements. Strategy's Expected Result/Impact: At least 90% of learners will create at least one goal related to a specific learning standard or reporting category, and evaluate their own progress toward that goal measured by MCLASS or MAP comparisons between MOY and EOY, or STAAR year over year comparisons. Staff Responsible for Monitoring: Teachers, Interventionists Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Student led conferences regarding growth relating to GISD Learner Profile with teachers as facilitators. Strategy's Expected Result/Impact: At least 70% of 3rd through 5th grade students will participate in student led conferences at least 2 times throughout the year. Evidence of the conference will be gathered within the student data binder. Staff Responsible for Monitoring: Teachers Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Students will receive personalized learning support within the additional specials rotations to learn who they are as a learner. Strategy's Expected Result/Impact: All students will participate in at least 8 sessions on personalized learning which focus on multiple Intelligences, learning styles, student agency, zones of proximal development, learning plans, pacing, and problem solving. Staff Responsible for Monitoring: Assigned staff members, Principal, Assistant Principals Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students are not as aware of their own academic levels and growth as they could be. Root Cause: Systems to involve students in tracking their academic growth are still in the beginning stages of implementation.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in learning experiences that support the GISD Learner Profile attributes of "Communicates collaborates, and applies critical thinking, adapts and perseveres, develops self-knowledge and personal responsibility, and builds and models respectful relationships. This will happen through utilizing Capturing Kid's Hearts resources within an additional specials rotation as well as within the classroom. Strategy's Expected Result/Impact: All students will participate in 8 learning experiences over the course of the year which cover empathy, self-direction, teamwork, responsibility, respect, kindness, courage, perseverance, and integrity. These efforts will result in 20% fewer disciplinary classroom management notes on a per student basis. Staff Responsible for Monitoring: Counselor, SEL team, Specials rotation leader, and classroom teachers. Problem Statements: Demographics 1	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Wolf Ranch teachers will receive short lessons (5 min) on a 3 week rotation for in-class explicit instruction of Intrapersonal and then Interpersonal skills (SEL/Learner Profile Traits). School counselor will provide classroom guidance lessons, every 6 weeks, to go more in depth on these intrapersonal and interpersonal skills being taught in the classroom through the SEL lessons , specifically: Respect for self and others Communication skills- peer to peer and student to adult Empathy Zones of Regulation Coping Skills Working as a team Strategy's Expected Result/Impact: Student survey results will show at least a .3 improvement in scores year over year for item 2 "I can stay calm and make good choices even if someone is bothering me or saying mean things," and item 15, "I can work well in a group project at school." Staff Responsible for Monitoring: Counselor	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A significant percentage of the student body joined Wolf Ranch Elementary this year. Root Cause: Growth in the community has resulted in a growing student body.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade.

Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Number sense routines are implemented campus wide, including common questioning strategies designed to reveal trends throughout each grade level. Strategy's Expected Result/Impact: 80% of students will demonstrate at least one year worth of growth in numeracy as measured by NWEA MAP. Staff Responsible for Monitoring: Classroom Teachers, Interventionist, Administrators, LDC. Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Campus will use Title 3 funds to target Emergent Bilingual students in need of language support and will provide focused tutorials after school or on Saturdays. Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Math and science achievement was low relative to reading and writing. Root Cause: Need for improved vertical teaming structures and numeracy instruction.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 4: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR, DRA & Standard Based Teacher Assessments.

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grades, Eduphoria (DRA)

Strategy 1 Details	Reviews			
Strategy 1: Preplan read aloud time with scripted common questions or sentence stems to reveal trends across grade levels Strategy's Expected Result/Impact: Student learning will be directed towards skills expressed in the TEKS and teachers will be equipped to discuss student responses to common questions in PLC. 80% of students will demonstrate at least one year worth of growth in reading comprehension as measured by Mclass, or STAAR. Staff Responsible for Monitoring: Teacher, LDC Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Campus will use Title 3 funds to target Emergent Bilingual students in need of language support and will provide focused tutorials after school or on Saturdays. Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Math and science achievement was low relative to reading and writing. Root Cause: Need for improved vertical teaming structures and numeracy instruction.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 5: GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.

Evaluation Data Sources: Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
Strategy 1: Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes. Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker at least 1x per week in the second semester that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	Aug

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Students are not as aware of their own academic levels and growth as they could be. Root Cause: Systems to involve students in tracking their academic growth are still in the beginning stages of implementation.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 6: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details	Reviews			
Strategy 1: Parent Nights will include student led components. Strategy's Expected Result/Impact: Students will demonstrate mastery of academic, social emotional, and learner profile competencies. At least 40% of students will participate in student led components of Parent nights. Staff Responsible for Monitoring: Teachers, Administrators Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Perceptions
Problem Statement 2: School community engagement efforts have not included academic achievement considerations. Root Cause: Prior focus has been on engagement generally.

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)

Evaluation Data Sources: Board Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Wolf Ranch Elementary School will communicate various data points to the community such as campus NWEA Map and mClass growth, student participation in various campus and district programs, student participation and growth while utilizing various online programs, etc.. Strategy's Expected Result/Impact: Communication on all elements listed above will be sent to parents electronically at least two times over the course of the year. Staff Responsible for Monitoring: Principal, APs Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	Aug

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: School community engagement efforts have not included academic achievement considerations. Root Cause: Prior focus has been on engagement generally.

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 2: Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

Strategy 1 Details	Reviews			
Strategy 1: Wolf Ranch Elementary School will ensure that all communication and events will be shared through multiple means in a timely manner (e.g., Twitter, Facebook, School website, teacher/administrator communication, and flyers). Strategy's Expected Result/Impact: Campus communication will be sent once per week while school is in session. 100% of events will be communicated via a minimum of two platforms. Staff Responsible for Monitoring: Teacher, PTA, Administrator. Problem Statements: Demographics 2 - Perceptions 2	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Assign grade level PTA representatives who will attend PTA meetings to gather input and increase collaboration among community and campus members. In addition, having "parking lot" anchor chart opportunities throughout the campus to collect input from parents throughout the various community nights throughout the school year. Strategy's Expected Result/Impact: Increase dialogue between teachers and parents. At least one grade level or department representative from all grade levels and departments will be present at 75% of PTA meetings. Staff Responsible for Monitoring: LDC, Teachers Problem Statements: Demographics 2 - Perceptions 2	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The attendance rate was below the target for the entire school year. Root Cause: Challenges from the COVID-19 pandemic caused many to miss a significant amount of school.
Perceptions
Problem Statement 2: School community engagement efforts have not included academic achievement considerations. Root Cause: Prior focus has been on engagement generally.

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 3: Communicate SRO duties and responsibilities in the District Improvement Plan per SB 1707 (TEC 37.081(d))

Strategy 1 Details		Reviews			
Strategy 1: Wolf Ranch Elementary School will communicate the SRO duties and responsibilities as well as newly implemented safety protocols at various informational sessions and/or other communication forms throughout the school year. Strategy's Expected Result/Impact: SRO duties and responsibilities will be communicated at least two times over the course of the school year. Staff Responsible for Monitoring: Administration team.		Formative			Summative
		Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

Evaluation Data Sources: Design Team and Action team rosters; stakeholder feedback

Strategy 1 Details	Reviews			
Strategy 1: Wolf Ranch Elementary School will continue the work of the Design Team through modeling various planned strategies to obtain teacher buy in with the growth of personalized learning and student led data tracking. Strategy's Expected Result/Impact: One teacher per grade level will design and lead the implementation of student led data tracking within their grade level. Staff Responsible for Monitoring: LDC, Teachers Problem Statements: Student Learning 1, 2, 3 - Perceptions 1	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Grade level collaborative teams will create and following meaningful, structured agendas relevant to their students needs with the input of the campus Learning Design Coach and other campus staff members as needed (administrators, interventionist, etc..). Strategy's Expected Result/Impact: Reporting categories upon which the grade level performed the lowest last year, will improve by at least 10 percentage points this year. Staff Responsible for Monitoring: Administration, LDC, grade level teams Problem Statements: Demographics 2 - Student Learning 1, 3	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The attendance rate was below the target for the entire school year. Root Cause: Challenges from the COVID-19 pandemic caused many to miss a significant amount of school.
Student Learning
Problem Statement 1: Math and science achievement was low relative to reading and writing. Root Cause: Need for improved vertical teaming structures and numeracy instruction.

Student Learning

Problem Statement 2: Students are not as aware of their own academic levels and growth as they could be. **Root Cause:** Systems to involve students in tracking their academic growth are still in the beginning stages of implementation.

Problem Statement 3: Wolf Ranch reading achievement is relatively lower than demographically similar schools. **Root Cause:** Systems for phonics and reading comprehension including the workshop model are still in early stages of implementation.

Perceptions

Problem Statement 1: There is a perception that student work is not as challenging as it could be. **Root Cause:** Enrichment and extension activities are sometimes not offered, or when they are offered, not communicated home to parents.

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for faculty and staff to lead professional learning sessions on campus. Strategy's Expected Result/Impact: At least 50% of faculty meetings will be led by classroom teachers. Staff Responsible for Monitoring: Principal, APs, LDC Problem Statements: Student Learning 1, 3 - School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Empower teachers to become involved in expertise groups such as a technology, STEM, classroom management, etc.. Strategy's Expected Result/Impact: A minimum of 3 teams will be formed in response to needs indicated by teachers. Staff Responsible for Monitoring: APs, LDC Problem Statements: Perceptions 3	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Math and science achievement was low relative to reading and writing. Root Cause: Need for improved vertical teaming structures and numeracy instruction. Problem Statement 3: Wolf Ranch reading achievement is relatively lower than demographically similar schools. Root Cause: Systems for phonics and reading comprehension including the workshop model are still in early stages of implementation.
School Processes & Programs
Problem Statement 1: Process for addressing and documenting student behaviors is unclear across the staff. Root Cause: Lack of ongoing reminders and discussions related to communicating about student behaviors, culture, and climate.
Perceptions
Problem Statement 3: Learner Profile and GISD mission, vision, and beliefs need more acknowledgement. Root Cause: Wolf Ranch has had a significant number of students join from outside the district.

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 3: Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

Strategy 1 Details		Reviews			
Strategy 1: Develop a system so that all staff will meet regularly with the administration team to strengthen the line of communication and problem solving throughout the campus. Strategy's Expected Result/Impact: All staff members will meet at least three times per year one on one with a campus administrator. Staff Responsible for Monitoring: Administration Problem Statements: Student Learning 1, 3 - School Processes & Programs 1		Formative			Summative
		Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Math and science achievement was low relative to reading and writing. Root Cause: Need for improved vertical teaming structures and numeracy instruction. Problem Statement 3: Wolf Ranch reading achievement is relatively lower than demographically similar schools. Root Cause: Systems for phonics and reading comprehension including the workshop model are still in early stages of implementation.
School Processes & Programs
Problem Statement 1: Process for addressing and documenting student behaviors is unclear across the staff. Root Cause: Lack of ongoing reminders and discussions related to communicating about student behaviors, culture, and climate.

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Strategy 1 Details	Reviews			
Strategy 1: Celebrate student success in terms of learner profile and the GISD mission, vision, and beliefs each quarter through grade level celebration. Strategy's Expected Result/Impact: All classrooms will have a "Brag board" where affirmations can be tallied. The campus will also have a brag board for campus celebrations as well. Staff Responsible for Monitoring: Teachers Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: School community engagement efforts have not included academic achievement considerations. Root Cause: Prior focus has been on engagement generally.

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Strategy 1 Details		Reviews			
Strategy 1: Dedicate at least three faculty meetings for teacher professional learning specific to the Workshop Model in reading, writing, and math designed to allow for teacher voice and choice, so that teachers can select the session (based on elements of the Workshop Model) that will best support them as they meet the needs of students. Strategy's Expected Result/Impact: Provide ongoing and specific professional learning that will meet the need of each teacher. Staff Responsible for Monitoring: Administrators, LDC, Curriculum Coordinators Problem Statements: Student Learning 1, 3		Formative			Summative
		Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Math and science achievement was low relative to reading and writing. Root Cause: Need for improved vertical teaming structures and numeracy instruction.
Problem Statement 3: Wolf Ranch reading achievement is relatively lower than demographically similar schools. Root Cause: Systems for phonics and reading comprehension including the workshop model are still in early stages of implementation.