

Georgetown Independent School District

Forbes Middle School

2022-2023 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

GISD Learner will Communicate, collaborates, and applies critical thinking. Creates and Innovates Obtains knowledge through inquiry and exploration Adapts and perserveres.
Develops self-knowledge and personal responsibility. Builds and models respectful relationships.

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Comprehensive Needs Assessment

Revised/Approved: October 3, 2022

Demographics

Demographics Summary

Forbes student population consists of 46% white, 43% hispanic, and 4% african american. Two or more races, asian, and american indian make up the remaining student population. Almost 40% of the student population falls into one of the following three student programs: Special Education (15%), 504 (13%), and ESL (11%). A few important student indicators to consider are 55% coded at risk and 35% coded economically disadvantaged. We have a variety of club opportunities for students including SeaPerch, Lego Robotics, Mixed Choir, Jazz Band and Peer Buddies. We typically have good teacher retention, however, this past year we did hire 15 new teachers which is about 25% of our teaching staff.

Demographics Strengths

Forbes is a diverse campus with students with diverse learning needs. A strength for Forbes is our campus culture. Forbes is a school teachers want to work in. Another strength for Forbes is our campus induction plan that puts new teachers in cohorts of learning that spans multiple years. We offer engaging additional opportunities for students including high school credit courses and are a three time capturing kids hearts showcase school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Recently, Forbes has struggled to address the learning needs of certain sub populations of students including: Hispanic, Eco Dis, SPED, and EL. Many scores for these groups are on the rise (NWEA MAP, STAAR, Teacher Assessments); however, they are still below target expectations for state exams. **Root Cause:** Forbes Middle School has only recently had a systemic approach to meeting the learning needs of all students.

Student Learning

Student Learning Summary

Students at Forbes Middle School have made significant, quantifiable improvements in Reading and Language Arts. Students at Forbes Middle School have not made the same kind of improvements in Math. Our students are performing similarly on NWEA Map Assessments compared to State Assessments. Our TEA campus rating is a "C" in 2022, up from a "D" in 2019 before the pandemic. Forbes received "C" ratings for Student Performance, Academic Growth and Closing the Gaps.

Student Learning Strengths

Our student learning strength is our student performance in Reading and Language Arts. ___% performed at the Approaches Grade Level, 50% of our students performed at the Meets Grade Level and ___% performed at the Master Grade Level. We have systems in place to review student work with teachers. We also have a strong PLC process for staff learning and data disaggregation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 8th grade Algebra 1 students exceed expectations on multiple measures, however those same students underperform against themselves in prior years of math in both 6th and 7th grade. **Root Cause:** There is an issue at the systems level impacting student performance.

Problem Statement 2: 7th grade math achievement scores are the lowest math achievement scores at Forbes Middle School. **Root Cause:** There is an issue at the systems level impacting student performance.

Problem Statement 3: 6th grade reading achievement scores lag behind the rest at Forbes Middle School. **Root Cause:** There is an issue at the systems level impacting student performance.

School Processes & Programs

School Processes & Programs Summary

Forbes has high priority learning standards identified, common teacher assessments and a plan for daily interventions and extensions for students built into the regular school day (PLC model). Our campus participates in weekly department based professional learning for core subjects. We also have a daily planning time for core teachers that can be utilized for our new MTSS meetings (academic, behavioral, and attendance). Our campus has a variety of leadership teams that assist with decision making and provide feedback. Our leadership teams include: campus design team, campus leadership team, process champions team, MTSS team, attendance action team, department chairs and grade level leads. Our additional supports for students include counseling groups, a school based therapist, free and reduced meals, meals over the weekend (backpack buddies), and assistance with other items through the locker. We have a variety of extra-curricular opportunities including sports, band, orchestra, choir, theatre, art, and UIL as well as a host of other clubs such as LEGO robotics, seaperch, peer buddies, cheerleading, dance, student council, NJHS, and clay art. Our campus is 1:1 with all students having a district issued chromebook. Core classes use the learning management system known as Schoology.

School Processes & Programs Strengths

A strength of Forbes Middle school is our commitment to the PLC process (teacher learning, standards, common assessments, intervention and enrichment). Having daily intervention built into the regular school day has been beneficial for our campus. Also, having teachers routinely learn together, give feedback to each other, and review student data together to make intervention plans has been impactful.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Forbes Middle School has been inconsistent lacking a systematic approach to supporting student needs relating to academic, attendance and behavior. **Root Cause:** Forbes Middle School does not have a system to address MTSS concerns regarding behavior and attendance.

Perceptions

Perceptions Summary

Forbes campus typically has low turnover. This year, we added 15 new teachers to our staff. This was high for us , however, we developed an induction and on-boarding 3 year cohort plan this last spring in preparation. We have a solid amount of parent involvement and our PTA and coffee with the principals group is growing. The culture of the campus is family oriented and staff generally want to work here. On staff surveys, we received solid ratings from staff and parents.

Perceptions Strengths

Our campus is a school teachers want to work at. Our team does a good job creating a culture that teachers and staff want to be a part of.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff perceptions that individuals from disadvantaged backgrounds are less capable. **Root Cause:** Historic achievement correlations and misinformed mindsets have contributed to this opinion.

Priority Problem Statements

Problem Statement 1: Forbes Middle School has been inconsistent lacking a systematic approach to supporting student needs relating to academic, attendance and behavior.

Root Cause 1: Forbes Middle School does not have a system to address MTSS concerns regarding behavior and attendance.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Recently, Forbes has struggled to address the learning needs of certain sub populations of students including: Hispanic, Eco Dis, SPED, and EL. Many scores for these groups are on the rise (NWEA MAP, STAAR, Teacher Assessments); however, they are still below target expectations for state exams.

Root Cause 2: Forbes Middle School has only recently had a systemic approach to meeting the learning needs of all students.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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
- Equity data
- T-TESS data
- T-P ESS 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-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			
<p>Strategy 1: Forbes is implementing Emergent Tree Tier One Multi-Tiered System of Supports (MTSS) to go along with our SOAR Awards. This implementation teaches students how to be successful (learner profile attributes) and has systems for positive reinforcement for desired outcomes. Our SOAR Awards are teacher voted on character that teach students learner profile attributes.</p> <p>Strategy's Expected Result/Impact: The implementation of a new Multi-Tiered System of Supports with reinforce desired behaviors more regularly and provide continual feedback to students throughout the year. Continuation of our SOAR Awards will continue to recognize those that go above and beyond in Learner Profile Skills.</p> <p>Staff Responsible for Monitoring: Multi-Tiered System of Supports Team and Forbes Campus Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	Aug
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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			
<p>Strategy 1: Forbes is on year 2 of SEL implementation. We have identified our campus SEL lead who has provided SEL lessons and resources to teachers to use during SOAR and to implement the practices in their classrooms. Additionally, our new Multi-Tiered System of Supports is full of SEL resources and daily strategies.</p> <p>Strategy's Expected Result/Impact: We expect to be able to identify student needs early so we can support them in the moment to help them be able to thrive in the classroom both behaviorally and academically. We expect to see these results in a decrease of behavior referrals and an increase in student achievement on teacher grades, screener assessment data and state testing data.</p> <p>Staff Responsible for Monitoring: Justin De Freitas and Forbes Campus Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	Aug

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 3: All students will meet College, Career, & Military Readiness (as defined by TEA indicators) by 2025.

HB3 Goal

Evaluation Data Sources: 1. CCMR Data from the State and OnData Suite and 2. Eduphoria Workshop Attendance. 3. Board Target Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: FMS Counselors will advise students in Personal Graduation Plans at least 5 times each year in 8th grade classrooms.</p> <p>Strategy's Expected Result/Impact: 100% of 8th students will complete PGP's in 8th grade.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: We will communicate CTE showcase night at GHS through multiple sources including: Coffee with the Principal(s), PTA meetings, our campus newsletter to parents, video announcements to students and 8th grade teacher conversations with students.</p> <p>Strategy's Expected Result/Impact: Increase awareness of CTE offerings in high school. Success will be measured by a campus generated feedback form sent to students after the CTE showcase.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, 8th grade teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
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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 numeracy (number sense, patterns & relationships, problem-solving) by the end of 8th grade.

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: Increase student achievement in reading on NWEA MAP, STAAR, Standards based grading

Strategy 1 Details	Reviews			
<p>Strategy 1: Forbes academic departments (i.e. science, math, language arts, etc...) will participate in department professional learning communities in order to align content vertically across grade levels, plan with teaching partners, ensure common assessments are aligned, review relevant data and make instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in math on NWEA MAP, STAAR, Standards based grading</p> <p>Staff Responsible for Monitoring: Teachers, Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Forbes is implementing small group tutoring for math utilizing retired teachers.</p> <p>Strategy's Expected Result/Impact: We are expecting an increase in student achievement in Math (teacher grades, screener data, state assessment data). We are looking for an increase at the meets level to 28% and increase our approach level to 65%.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in English language development, passing EOCs (HS) or STAAR exams (MS) , and support in content area instruction.</p> <p>Strategy's Expected Result/Impact: Campus will increase Emergent Bilingual EOC or STAAR passing rate by 5% and will increase the number of Emergent Bilingual students making 1 year progress on TELPAS by 5%.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach; Bilingual Support Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 5: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 8th grade by August 2025.

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: Increase student achievement in reading on NWEA MAP, STAAR, Standards based grading





Strategy 1 Details	Reviews			
<p>Strategy 1: Forbes academic departments (i.e. science, math, language arts, etc...) will participate in department professional learning communities in order to align content vertically across grade levels, plan with teaching partners, ensure common assessments are aligned, review relevant data and make instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in math on NWEA MAP, STAAR, Standards based grading</p> <p>Staff Responsible for Monitoring: Teachers, Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Forbes is implementing Knowledge Acquisition Transformation Framework (KAT) for in reading classes starting in the Spring Semester.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in reading on NWEA MAP, STAAR, Standards based grading. We expect to see a 4% increase at our meets grade level performance (53%). and an increase in our approach performance of 3% (76%).</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Reading Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in English language development, passing EOCs (HS) or STAAR exams (MS) , and support in content area instruction.</p> <p>Strategy's Expected Result/Impact: Campus will increase Emergent Bilingual EOC or STAAR passing rate by ____% and will increase the number of Emergent Bilingual students making 1 year progress on TELPAS by ____%.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach; Bilingual Support Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 6: 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			
<p>Strategy 1: Teachers will understand the design qualities, create spec sheets for each class and have opportunities to participate in design open gyms for hard to teach, hard to learn topics and standards.</p> <p>Strategy's Expected Result/Impact: Teachers will have more engaging lessons. Results will be measured through the Student Experiences Survey.</p> <p>Staff Responsible for Monitoring: Forbes Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker once a week that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement.</p> <p>Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors</p>	Formative			Summative
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 7: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.





Evaluation Data Sources: Schoology mastery gradebook, Student Experience Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Forbes will use Schoology to track student progress on academic standards. Forbes students will participate in a Student Experience Survey. Forbes students will participate in campus Multi-Tiered System of Supports.</p> <p>Strategy's Expected Result/Impact: Teachers should be able to track students progress and report on academic standard mastery. Campus Administration will have access to student Student Experience Survey data to monitor and implement in changes necessary. Students will participate in a campus wide Multi-Tiered System of Supports to promote and teach learner profile skills.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Forbes uses Department Professional Learning Community time and rubric scales to determine student mastery of content.</p> <p>Strategy's Expected Result/Impact: Increase student performance and knowledge of standards.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>-</p>	Formative			Summative
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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			
<p>Strategy 1: Through participating in the pilot Community Based Accountability System for GISD, we will create a thorough accounting of Forbes Middle School and a clear picture of where we can improve.</p> <p>Strategy's Expected Result/Impact: The impact is we will be able to address the areas of concern with this thorough accounting.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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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			
<p>Strategy 1: Forbes will participate in the Watch Dads Of Great Students (D.O.G.S.) program.</p> <p>Strategy's Expected Result/Impact: Increase parent and community engagement within the school. We are hoping for 10 watch dog dads to be involved with our campus.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	May	Aug
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Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.





Performance Objective 1: FMS 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			
<p>Strategy 1: FMS will have a variety of work teams to solve and work through problems (MTSS-Academic, Attendance, Behavior; Department PLC's; Design Team; Campus Leadership Team; Process Champions).</p> <p>Strategy's Expected Result/Impact: These teams will collaborate with stakeholders to ensure movement forward in district priorities.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	May	Aug
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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			
<p>Strategy 1: Forbes will empower staff members to lead district priority work at Forbes Middle School and encourage staff members to serve and apply for spots on GISD leadership teams.</p> <p>Strategy's Expected Result/Impact: Growing leaders on campus to lead district priority work.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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			
<p>Strategy 1: Formal meetings including: Department PLC's, MTSS (Behavioral, Academic, Attendance), Process Champions, Design Team, Campus Leadership Team, and Department Meetings.</p> <p>Strategy's Expected Result/Impact: Collaboration across the system to better solve problems (lower behavior referrals, increase in academic achievement and increase in student attendance).</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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			
<p>Strategy 1: Highlight in weekly newsletter to staff. Recognize and reinforce with weekly shoutouts (Friday Prize) and affirmations. Celebrate with Teacher Of the Month and Staff Of the Month.</p> <p>Strategy's Expected Result/Impact: Acknowledge good priority work and encourage others to participate while creating a fun environment that teachers and staff want to work in as evidenced in staff surveys.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	Aug
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Feedback from PLC's and Campus designed professional learning days. Choice options available as much as possible.</p> <p>Strategy's Expected Result/Impact: Tailor learning around needs of the staff. Evidence will be collected by staff feedback surveys.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				