

Georgetown Independent School District
Tippit Middle School
2022-2023 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.	20
Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.	30
Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.	33
Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

Tippit Middle School is one of four middle schools in Georgetown ISD. GISD continues to be a growing suburban community with increasing housing development, business and industry. Georgetown 2020 population is 67,176 with approximately a total of 14,500 combined staff and students in GISD.

Georgetown ISD serves a diverse and growing population in and around Georgetown, TX with a total student population in grades Pre-K - 12th grade of 12,619 students (Nov 20221). Students in Georgetown ISD represent diverse backgrounds, ethnicities and cultures.

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

Count Percent

Gender

Female	279	48.10%
Male	301	51.90%

Ethnicity

Hispanic-Latino	319	55.00%
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Race

American Indian - Alaskan Native	0	0.00%
Asian	11	1.90%
Black - African American	49	8.45%
Native Hawaiian - Pacific Islander	1	0.17%
White	178	30.69%
Two-or-More	22	3.79%

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

	Count	Percent
Dyslexia	63	10.86%
Gifted and Talented	47	8.10%
Regional Day School Program for the Deaf	0	0.00%
Section 504	75	12.93%
Special Education (SPED)	91	15.69%
Bilingual/ESL		
Emergent Bilingual (EB)	119	20.52%
Bilingual	0	0.00%
English as a Second Language (ESL)	75	12.93%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	40	6.90%
Title I Part A		
Schoolwide Program	0	0.00%
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)

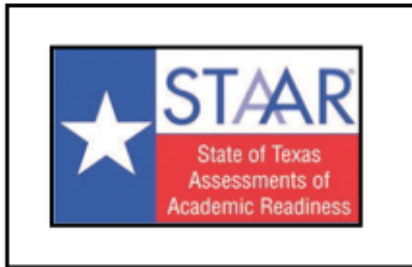
	Count	Percent
At-Risk	373	64.31%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	3	0.52%
Intervention Indicator	31	5.34%
Migrant	0	0.00%
Military Connected	66	11.38%
Transfer In Students	10	1.7241%
Unschooler Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	246	42.41%
Free Meals	228	39.31%
Reduced-Price Meals	18	3.10%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.52%
Shelter	0	0.00%
Doubled Up	2	0.34%
Unsheltered	0	0.00%
Hotel/Motel	1	0.17%
Not Unaccompanied Youth	2	0.34%
Is Unaccompanied Youth	1	0.17%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our EL students and SPED students under perform other subpopulations. **Root Cause:** A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.

Student Learning

Student Learning Summary



District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

STATE OF TEXAS ASSESSMENTS OF ACADEMIC Summary Report Grade 6 Reading All Students

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Understand
Number	Percent												
Students Tested	185	99											
Students Not Tested													
Absent	1	1											
Other	0	0											
Total Documents Submitted	186	100											
Legend													
--- = No Data Reported For Fewer Than Five Students													
All Students	185	1542	75	41	110	59	42	23	12	6	4		
Male	95	1530	45	47	50	53	21	22	8	8	4		
Female	90	1554	30	33	60	67	21	23	4	4	4		
No Information Provided	0	---	---	---	---	---	---	---	---	---			
Hispanic/Latino	99	1508	56	57	43	43	13	13	4	4	3		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---			
Asian	1	---	---	---	---	---	---	---	---	---			
Black or African American	16	1532	5	31	11	69	2	13	1	6	4		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---			
White	63	1594	13	21	50	79	25	40	6	10	5		
Two or More Races	6	1536	1	17	5	83	1	17	0	0	4		
No Information Provided	0	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged	Yes	87	1501	50	57	37	43	11	13	4	5	3	
	No	98	1577	25	26	73	74	31	32	8	8	4	
	No Information Provided	0	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---		

	<i>Nonparticipants</i>	185	1542	75	41	110	59	42	23	12	6	4
	<i>No Information Provided</i>	0	---	---	---	---	---	---	---	---	---	
Migrant	<i>Yes</i>	0	---	---	---	---	---	---	---	---	---	
	<i>No</i>	185	1542	75	41	110	59	42	23	12	6	4
	<i>No Information Provided</i>	0	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner		46	1481	31	67	15	33	4	9	1	2	3
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner		139	1562	44	32	95	68	38	27	11	8	4
No Information Provided		0	---	---	---	---	---	---	---	---	---	
Bilingual	<i>Participants</i>	2	---	---	---	---	---	---	---	---	---	
	<i>Nonparticipants</i>	151	1556	53	35	98	65	39	26	11	7	4
	<i>No Information Provided</i>	32	1470	22	69	10	31	2	6	0	0	3
ESL	<i>Participants</i>	15	1492	10	67	5	33	2	13	0	0	3
	<i>Nonparticipants</i>	138	1564	43	31	95	69	38	28	12	9	4
	<i>No Information Provided</i>	32	1470	22	69	10	31	2	6	0	0	3
Special Education	<i>Yes</i>	29	1449	22	76	7	24	0	0	0	0	3
	<i>No</i>	156	1559	53	34	103	66	42	27	12	8	4
	<i>No Information Provided</i>	0	---	---	---	---	---	---	---	---	---	
Gifted/Talented	<i>Participants</i>	0	---	---	---	---	---	---	---	---	---	
	<i>Nonparticipants</i>	185	1542	75	41	110	59	42	23	12	6	4
	<i>No Information Provided</i>	0	---	---	---	---	---	---	---	---	---	
At-Risk	<i>Yes</i>	116	1492	69	59	47	41	8	7	1	1	3
	<i>No</i>	69	1625	6	9	63	91	34	49	11	16	5
	<i>No Information Provided</i>	0	---	---	---	---	---	---	---	---	---	

Student Learning Strengths

Our students scores in Reading on STAAR tests improve from 6th to 7th and 7th to 8th grade. When we look at our math staar scores we see a dip in student achievement in 7th grade and then an improvement again in 8th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Inconsistency in assessment practices which causes a breakdown in instruction and intervention. **Root Cause:** Lack of knowledge around

creating and analyzing common assessments.

Problem Statement 2 (Prioritized): High numbers of disciplinary referrals regarding inappropriate social interactions through multiple medias. **Root Cause:** There are inconsistent processes to support students who lack social/coping skills to deal with disagreements and negative feelings.

School Processes & Programs

School Processes & Programs Summary

TMS utilizes various systems and processes to support student learning, teacher professional development and campus operations. Those include:

- Professional learning communities
- Staff action teams around instruction, relationships and operations.
- Campus Instructional team
-

TMS utilizes a variety of approaches to support student relationship building and behavior management. Those include:

- Capturing Kids Hearts
- Emergent Tree- MTSS
- Attendance Action Team
- SEL Lessons
- Mentors
- Goal Setting

School Processes & Programs Strengths

AT Tippit we have implemented PLCs and are working towards examining common assessment data to inform instruction. Every staff member is on a work team that meets monthly to work towards goals outlined in our CIP and track ongoing process. We have also implemented Titan homeroom to address a multitude of students needs. (Mentors, goal setting, intervention, sel, etc.)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent and low student attendance. **Root Cause:** Lack clear and consistent procedures to deal with absenteeism.

Perceptions

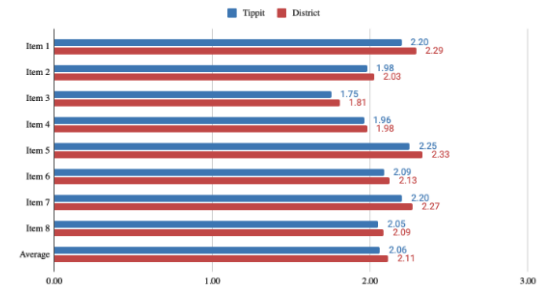
Perceptions Summary

Student Surveys

SECTION ONE: INTRAPERSONAL RESPONSES

6-11 Grade Questions	
Domain One: Intrapersonal questions examine student abilities to understand and manage the self.	
1	I bring the stuff I need to class every day.
2	I can stay calm and make good choices even if someone is giving me a hard time.
3	I use coping skills to deal with strong negative feelings.
4	I am able to concentrate in class.
5	I am able to wait for things I want.
6	If I mess up or I am having a hard time with something, I keep trying.
7	I am aware of the connection between my emotions and my body.
8	I feel good about myself

Tippit Intrapersonal

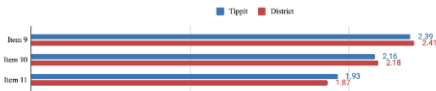


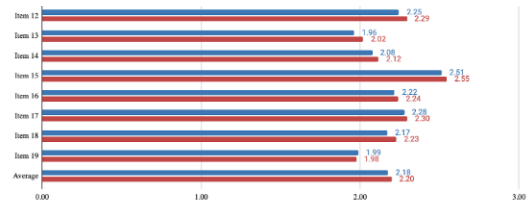
Response 0 = Never
Response 3 = Always

SECTION TWO: INTERPERSONAL RESPONSES

Domain Two: Interpersonal questions examine student abilities to understand and relate to others.	
9	I speak to others in a polite way (please/thank you).
10	I encourage the people around me to do good things.
11	My classmates care about me.
12	I can tell what emotions another person is experiencing by looking for clues in their face and body.
13	When I see other students being treated badly, I stand up for them.
14	When I see another person upset, I will say or do something to help them feel better.
15	I contribute when I'm in group work.
16	I get along well with people in group projects at school.
17	If I need help at school, there is an adult at school who will help me.
18	At my school, we treat all people with respect, even if they are different in some way.
19	I am connected to my school through a club or activity.

Tippit Interpersonal



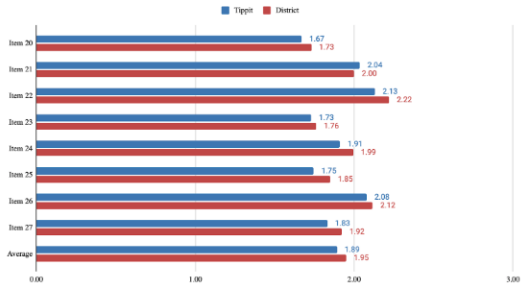


Response 0 = Never
Response 3 = Always

SECTION THREE: COGNITIVE RESPONSES

Domain Three: Cognitive questions examine student awareness of the power of the mind.	
20	When I come to school my mind is open and I want to learn.
21	Before I make a choice I think about the consequences.
22	I use what I know from outside of school to help me with assignments.
23	I think of interesting questions when I am in class.
24	I look at problems in more than one way.
25	I come up with new ideas at school.
26	I think about what I need to do in order to finish a school task and then I do it.
27	I am able to figure things out if I get stuck.

Tippit Cognitive

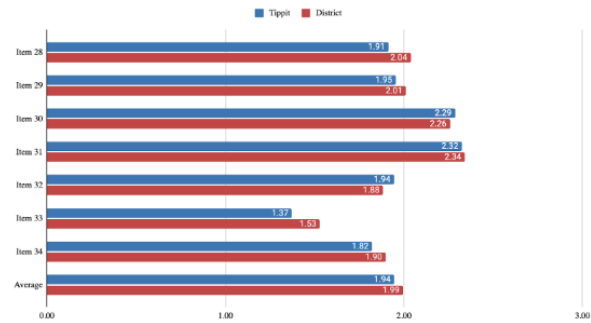


Response 0 = Never
Response 3 = Always

SECTION FOUR: ENVIRONMENTAL RESPONSES

Domain Four: Environmental questions examine student experiences of classroom learning.	
28	I feel comfortable in this school.
29	I feel comfortable in the hallways.
30	I feel comfortable in the cafeteria.
31	I feel comfortable waiting for the bus after school. (Skip if you don't ride the bus.)
32	I feel comfortable in the restrooms.
33	At this school, students are kind to each other.
34	Kids from different social groups hang out with each other at this school.

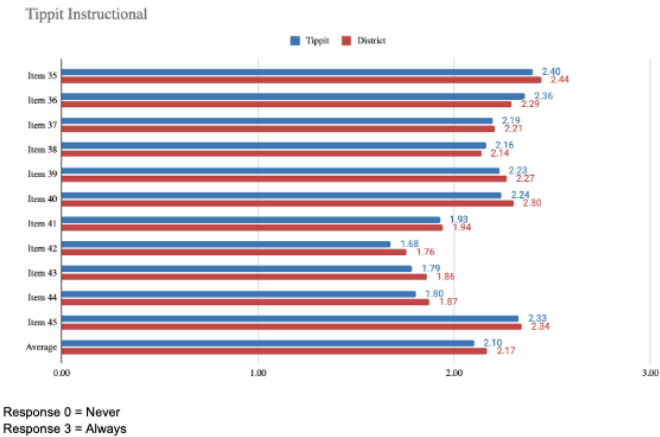
Tippit Environmental



Response 0 = Never
Response 3 = Always

SECTION FIVE: INSTRUCTIONAL RESPONSES

Domain Five: Instructional questions examine student experiences of classroom learning.	
35	I am able to read well.
36	I am able to understand science lessons.
37	I am able to finish writing assignments.
38	I am able to do math assignments.
39	I understand enough so that I can do my own work.
40	I have thought about what success in school means to me.
41	I understand my personal graduation plan (PGP).
42	A person at this school has encouraged me about my options after high school.
43	I think my classes are interesting.
44	I understand how my classes in school are connected to my life outside of school.
45	I understand how my class choices are connected to my future after high school.



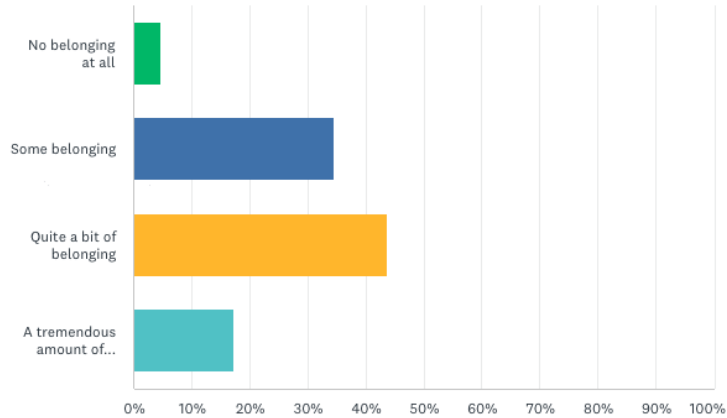
Parent Questions

Q17



How much of a sense of belonging does your student feel at their school?

Answered: 87 Skipped: 0



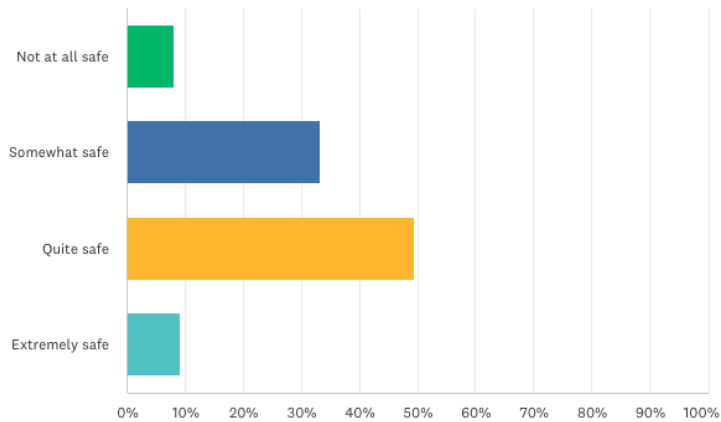
ANSWER CHOICES	RESPONSES	
No belonging at all	4.60%	4
Some belonging	34.48%	30
Quite a bit of belonging	43.68%	38
A tremendous amount of belonging	17.24%	15
TOTAL		87

Q21



In general, how safe does your student feel at school?

Answered: 87 Skipped: 0



Perceptions Strengths

Our student population was in line with the district as a whole with regards to their student experience survey. TMS has a new built in time during the day (Titan Homeroom) to help foster relationships, increase academic and social intelligence, and provide time for goal setting and mentorship.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students lack opportunity to consistently build connections with others and/or our campus. **Root Cause:** Lack of opportunity for mentoring and goal setting. Lack of consistent implementation of Capturing Kids Heart's Good Things and Affirmation strategies.

Problem Statement 2 (Prioritized): The story of Tippit Middle School is misunderstood or there has been a lack of information around the positive things happening at Tippit to the community. **Root Cause:** Lack of consistent communication and community/stakeholder involvement.

Priority Problem Statements

Problem Statement 1: Our EL students and SPED students under perform other subpopulations.

Root Cause 1: A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Inconsistency in assessment practices which causes a breakdown in instruction and intervention.

Root Cause 2: Lack of knowledge around creating and analyzing common assessments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: High numbers of disciplinary referrals regarding inappropriate social interactions through multiple medias.

Root Cause 3: There are inconsistent processes to support students who lack social/coping skills to deal with disagreements and negative feelings.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Inconsistent and low student attendance.

Root Cause 4: Lack clear and consistent procedures to deal with absenteeism.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students lack opportunity to consistently build connections with others and/or our campus.

Root Cause 5: Lack of opportunity for mentoring and goal setting. Lack of consistent implementation of Capturing Kids Heart's Good Things and Affirmation strategies.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The story of Tippit Middle School is misunderstood or there has been a lack of information around the positive things happening at Tippit to the community.

Root Cause 6: Lack of consistent communication and community/stakeholder involvement.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback

Parent/Community Data

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

Support Systems and Other Data






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

Goals

Goal 1: Student-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: We will implement Titan homeroom where students will conference with a mentor teacher to set goals related to academic progress, social emotional learning, and the Learner Profile attributes. Strategy's Expected Result/Impact: Students will develop a deeper connection with another staff member and improve overall academics, and social emotional well being through goal setting, and check-ins with mood meters. Staff Responsible for Monitoring: Learning Design Coaches, Counselors, Administration TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - Perceptions 1		Formative			Summative
		Dec	Mar	May	Aug
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention. Root Cause: Lack of knowledge around creating and analyzing common assessments.
Perceptions
Problem Statement 1: Students lack opportunity to consistently build connections with others and/or our campus. Root Cause: Lack of opportunity for mentoring and goal setting. Lack of consistent implementation of Capturing Kids Heart's Good Things and Affirmation strategies.

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 Social Emotional Learning competencies for all GISD students.

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: We will implement Titan homeroom where students will have a mentor teacher and complete mood meter check-ins twice a week. Strategy's Expected Result/Impact: Students will have improved access to counselor supports in times of need/distress. Mood meter data will be tracked and utilized by counselors in order to support students social emotional well being in real time. Staff Responsible for Monitoring: Counselors Problem Statements: Student Learning 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:






Student Learning
Problem Statement 2: High numbers of disciplinary referrals regarding inappropriate social interactions through multiple medias. Root Cause: There are inconsistent processes to support students who lack social/coping skills to deal with disagreements and negative feelings.
Perceptions
Problem Statement 1: Students lack opportunity to consistently build connections with others and/or our campus. Root Cause: Lack of opportunity for mentoring and goal setting. Lack of consistent implementation of Capturing Kids Heart's Good Things and Affirmation strategies.

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			
Strategy 1: Counselors will meet with every 8th grade student to discuss HS plans and also encourage students to take AP classes when appropriate. Strategy's Expected Result/Impact: We will have more students take appropriate AP courses, CTE courses, and/or prepare for military readiness. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



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: NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will meet as a Professional Learning Community (PLC) where they will be expected to unpack & align student work to standards, design engaging learning experiences, discuss student mastery, disaggregate data and determine needed interventions. Strategy's Expected Result/Impact: We will have better designed and vertically aligned learning activities, interventions & student experiences resulting in strengthened Tier 1 (on-level) instruction & student growth over time. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: We will provide students with common assessments, aligned to standards based grading criteria, that will then be discussed in Math PLCs. This data will be used to scaffold instruction and inform intervention. Strategy's Expected Result/Impact: Teachers will be able to provide data driven differentiated instruction based on student results on campus common based assessments. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administration Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 3 Details	Reviews			
Strategy 3: Using a Multi-Tiered System of Support (MTSS) we will provide Tier 2 and Tier 3 interventions for students that have been identified as needing additional supports. Strategy's Expected Result/Impact: Students will experience learning gains that show growth over time. Staff Responsible for Monitoring: Interventionists, Learning Design Coaches, Administrators, Resource Teachers, Case Managers Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: 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. 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%. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach; Bilingual Support Staff TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Demographics 1	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Our EL students and SPED students under perform other subpopulations. Root Cause: A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.
Student Learning
Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention. Root Cause: Lack of knowledge around creating and analyzing common assessments.



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

Strategy 1 Details	Reviews			
Strategy 1: Reading/Language Arts (RLA) teachers will meet as a Professional Learning Community (PLC) where they will be expected to unpack & align student work to standards, design engaging learning experiences, discuss student mastery, disaggregate data and determine needed interventions. Strategy's Expected Result/Impact: We will have better designed and vertically aligned learning activities, interventions & student experiences resulting in strengthened Tier 1 (on-level) instruction & student growth over time. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: We will provide students with common assessments, aligned to standards based grading criteria, that will then be discussed in RLA PLCs. This data will be used to scaffold instruction and inform intervention. Strategy's Expected Result/Impact: Teachers will be able to provide data driven differentiated instruction based on student results on campus common based assessments. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administration	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 3 Details	Reviews			
Strategy 3: Using a Multi-Tiered System of Support (MTSS) we will provide Tier 2 and Tier 3 interventions for students that have been identified as needing additional supports. Strategy's Expected Result/Impact: Students will experience learning gains that show growth over time. Staff Responsible for Monitoring: Interventionists, Learning Design Coaches, Administrators, Resource Teachers, Case Managers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: 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. 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%. 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				


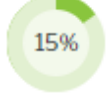




Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Our EL students and SPED students under perform other subpopulations. Root Cause: A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.
Student Learning
Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention. Root Cause: Lack of knowledge around creating and analyzing common assessments.
School Processes & Programs
Problem Statement 1: Inconsistent and low student attendance. Root Cause: Lack clear and consistent procedures to deal with absenteeism.

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			
Strategy 1: We will implement Titan homeroom where students will conference with a mentor teacher to set 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 twice a week that consists of grade snapshots, setting priorities, and action steps towards goals. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors Problem Statements: Student Learning 1 - Perceptions 1	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker 1x 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. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1, 2	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Our EL students and SPED students under perform other subpopulations. Root Cause: A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.
Student Learning
Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention. Root Cause: Lack of knowledge around creating and analyzing common assessments.

Student Learning
Problem Statement 2: High numbers of disciplinary referrals regarding inappropriate social interactions through multiple medias. Root Cause: There are inconsistent processes to support students who lack social/coping skills to deal with disagreements and negative feelings.
Perceptions
Problem Statement 1: Students lack opportunity to consistently build connections with others and/or our campus. Root Cause: Lack of opportunity for mentoring and goal setting. Lack of consistent implementation of Capturing Kids Heart's Good Things and Affirmation strategies.

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.

Strategy 1 Details	Reviews			
Strategy 1: We will implement Titan homeroom where students will conference with a mentor teacher to set goals related to academic progress, social emotional learning, and the Learner Profile attributes. Strategy's Expected Result/Impact: Students will engage in lessons & activities to increase awareness and understanding of Learner Profile attributes. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will work in Professional Learning Communities (PLCs), with their Learning Design Coaches (LDCs) and Content Coordinators to unpack standards and determine student academic mastery indicators for the unit. Teachers will collaborate to align daily activities and assessments to the agreed upon level of academic mastery. Strategy's Expected Result/Impact: Students will experience academic growth over time due to intentionally aligned work and assessments. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, District Content Coordinators, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention. Root Cause: Lack of knowledge around creating and analyzing common assessments.
Problem Statement 2: High numbers of disciplinary referrals regarding inappropriate social interactions through multiple medias. Root Cause: There are inconsistent processes to support students who lack social/coping skills to deal with disagreements and negative feelings.





Perceptions

Problem Statement 1: Students lack opportunity to consistently build connections with others and/or our campus. **Root Cause:** Lack of opportunity for mentoring and goal setting. Lack of consistent implementation of Capturing Kids Heart's Good Things and Affirmation strategies.

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: Tippit Staff will have learning opportunities around the components of CBAS. Strategy's Expected Result/Impact: We will be able to better asses and develop our CBAS plan. Staff Responsible for Monitoring: LDCs, Counselors, Admin Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: The story of Tippit Middle School is misunderstood or there has been a lack of information around the positive things happening at Tippit to the community. Root Cause: Lack of consistent communication and community/stakeholder involvement.

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: We will engage parents and the community in the hiring process for all staff members by inviting parents and community members to be on the interview committee. Strategy's Expected Result/Impact: Parents will feel more connected to the teachers as they were part of the hiring process. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: We will host community outreach activities. (Fall Festival, Dia De Los Muertos/Loteria Night, Fall/Spring Family Nights, Turkey Trot, Reindeer Run, etc.) Strategy's Expected Result/Impact: We will have more parental and community involvement leading to all stakeholders feeling more connected to our campus measured by increased attendance & participation as volunteers. Staff Responsible for Monitoring: Admin	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 3 Details	Reviews			
Strategy 3: I will implement Coffee with the Principals and hold meetings monthly . Strategy's Expected Result/Impact: Community members and stakeholders will have an opportunity to actively participate in discussions based on school topics. Parental participation will be tracked using attendance logs. Staff Responsible for Monitoring: Admin Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	Aug

Strategy 4 Details		Reviews			
Strategy 4: Tippit Middle school will send out weekly community newsletter (Tippit Times), bi-weekly grade-level newsletters to parents/guardians & weekly staff newsletters (Tippit Tribune). Strategy's Expected Result/Impact: By having consistent ongoing communication with all stakeholders they will feel more connected to Tippit and will strengthen relationships. Staff Responsible for Monitoring: Admin. , LDCs, Office Staff Problem Statements: Perceptions 2		Formative			Summative
		Dec	Mar	May	Aug
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					







Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: The story of Tippit Middle School is misunderstood or there has been a lack of information around the positive things happening at Tippit to the community. Root Cause: Lack of consistent communication and community/stakeholder involvement.

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: I will implement Coffee with the Principals and hold meetings monthly . Strategy's Expected Result/Impact: Community members and stakeholders will have an opportunity to actively participate in discussions based on school topics. Administration will utilize their feedback in the decision making process. Staff Responsible for Monitoring: Admin Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Tippet will have work teams broken out into three groups; Instructional, Operational, and Relational. They will meet monthly to work on/track our CIP Goals. Strategy's Expected Result/Impact: Prioritized work at Tippet Middle School will be regularly monitored and staff will report increased collective interest documented through exit tickets from work team meetings. Staff Responsible for Monitoring: Admin, Learning Design Coaches, Counselors, Interventionists Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 1: Our EL students and SPED students under perform other subpopulations. Root Cause: A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.
Student Learning
Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention. Root Cause: Lack of knowledge around creating and analyzing common assessments.

Perceptions

Problem Statement 2: The story of Tippit Middle School is misunderstood or there has been a lack of information around the positive things happening at Tippit to the community.
Root Cause: Lack of consistent communication and community/stakeholder involvement.






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: The campus will create multiple avenues for people to take on new leadership roles. Leadership will model expectations and provide support & feedback systems for exemplary leadership qualities. Strategy's Expected Result/Impact: Staff will take advantage of the risk-free environment to try new things and deepen their comfort level in trying/leading new things. (Staff Meetings, Professional Learning, Veteran's Day, Fall Festival, Fall/Spring Family Nights, Fun Runs, Red Ribbon Week) Staff Responsible for Monitoring: Admin, LDCs, Counselors, Interventionists	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  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			
Strategy 1: Tippit will have work teams broken out into three groups; Instructional, Operational, and Relational. They will meet monthly to work on/track our CIP Goals. Strategy's Expected Result/Impact: Prioritized work at Tippit Middle School will be regularly monitored and staff will report increased collective interest documented through exit tickets from work team meetings. Staff Responsible for Monitoring: Admin, LDCs, Counselors, Interventionists		Formative			Summative
		Dec	Mar	May	Aug
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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: The campus will create multiple avenues for people to take on new leadership roles. Leadership will model expectations and provide support & feedback systems for exemplary leadership qualities. Strategy's Expected Result/Impact: Staff will take advantage of the risk-free environment to try new things and deepen their comfort level in trying/leading new things. (Staff Meetings, Professional Learning, Veteran's Day, Fall Festival, Fall/Spring Family Nights, Fun Runs, Red Ribbon Week) Staff Responsible for Monitoring: Admin, LDCs, Counselors, Interventionists TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1, 2	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: We find multiple ways to recognize staff and students for positive behaviors and accolades. (Brag boards, Student of the Week, affirmations, staff of the month, teacher of the month, staff birthday celebrations, and school wide rewards.) Strategy's Expected Result/Impact: Through celebrations and recognition we will build a tight knit, positive culture where everyone feels valued. Staff Responsible for Monitoring: Admin, LDCs, Counselors, Interventionists TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Students lack opportunity to consistently build connections with others and/or our campus. Root Cause: Lack of opportunity for mentoring and goal setting. Lack of consistent implementation of Capturing Kids Heart's Good Things and Affirmation strategies. Problem Statement 2: The story of Tippit Middle School is misunderstood or there has been a lack of information around the positive things happening at Tippit to the community. Root Cause: Lack of consistent communication and community/stakeholder involvement.

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: We will implement Titan homeroom where students will have a mentor teacher and do goal setting weekly. Strategy's Expected Result/Impact: Students will develop a deeper connection with another staff member and improve overall academics, and social emotional well being through goal setting, and check-ins with mood meters. Staff Responsible for Monitoring: Admin, LDCs, Counselors, Interventionists, Classroom Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Core content (Math, RLA, Science & Social Studies) teachers will meet as a Professional Learning Community (PLC) where they will be expected to unpack & align student work to standards, design engaging learning experiences, discuss student mastery, disaggregate data and determine needed interventions. Strategy's Expected Result/Impact: We will have better designed and vertically aligned learning activities, interventions & student experiences resulting in strengthened Tier 1 (on-level) instruction & student growth over time. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 3 Details	Reviews			
Strategy 3: We will provide students with common assessments, aligned to standards based grading criteria, that will then be discussed in core content PLCs. This data will be used to scaffold instruction and inform intervention. Strategy's Expected Result/Impact: Teachers will be able to provide data driven differentiated instruction based on student results on campus common based assessments. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 4 Details	Reviews			
Strategy 4: Using a Multi-Tiered System of Support (MTSS) we will provide Tier 2 and Tier 3 interventions for students that have been identified as needing additional supports. Strategy's Expected Result/Impact: Students will experience learning gains that show growth over time. Staff Responsible for Monitoring: Interventionists, Learning Design Coaches, Administrators, Resource Teachers, Case Managers TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our EL students and SPED students under perform other subpopulations. Root Cause: A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.
Student Learning
Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention. Root Cause: Lack of knowledge around creating and analyzing common assessments.
Problem Statement 2: High numbers of disciplinary referrals regarding inappropriate social interactions through multiple medias. Root Cause: There are inconsistent processes to support students who lack social/coping skills to deal with disagreements and negative feelings.
School Processes & Programs
Problem Statement 1: Inconsistent and low student attendance. Root Cause: Lack clear and consistent procedures to deal with absenteeism.
Perceptions
Problem Statement 1: Students lack opportunity to consistently build connections with others and/or our campus. Root Cause: Lack of opportunity for mentoring and goal setting. Lack of consistent implementation of Capturing Kids Heart's Good Things and Affirmation strategies.