

Georgetown Independent School District

Georgetown High School

2021-2022



Mission Statement

Our Mission:

Embracing a tradition of diverse educational experiences and extensive community partnerships, the Georgetown Independent School District mission is to empower and inspire all students to lead and serve in a global society by creating world class learners and engaged citizens through relevant experiences every day.

Learner Profile

The Georgetown ISD Learner...

- Communicates, collaborates and applies critical thinking
- Creates and innovates
- Obtains knowledge through inquiry and exploration
- Adapts and perseveres
- Develops self-knowledge and personal responsibility
- Builds and models respectful relationships

GHS Core Values

Excellence, Tradition, Diversity, Community, Life-long Learners

Table of Contents

Goals	4
Goal 1: Student Centered: Develop a future ready experience that reflects student voice, choice, and ownership.	4
Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.	7
Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.	9
Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.	10

Goals

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

Performance Objective 1: Design learning experiences, focused on the learner profile, that address needs of all learners (remote and in-person).

Targeted or ESF High Priority

Evaluation Data Sources: PLC notes

Strategy 1 Details
Strategy 1: PLC's will include accounting for Learner Profile Experiences in the classroom for all student groups, with a focus on EL learners, as they relate to standards. ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy
Strategy 2 Details
Strategy 2: Teachers will receive feedback from walkthroughs using a Learner profile lens that they can consider when designing lessons. We will include teachers in learning walks. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy
Strategy 3 Details
Strategy 3: Administrators and the Design Coach will attend PLC's and offer feedback from collective walkthrough experiences. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy

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

Performance Objective 2: Create opportunities to address physical, mental, and emotional wellness.

Evaluation Data Sources: Guidance and Counseling Curriculum, and discipline data

Strategy 1 Details
Strategy 1: Counseling and admin team will incorporate guidance curriculum into the classroom setting each semester and through awareness weeks related to specific causes. ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy
Strategy 2 Details
Strategy 2: No Place for Hate, Capturing Kids Hearts, and other initiatives will be used to inform the GHS community in areas of mental health, suicide awareness, drug and alcohol abuse, anxiety, healthy relationships, and other health and well being and social emotional issues. ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy

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

Performance Objective 3: Increase the use of Design Qualities for designing engaging work for all students. Consider the engagement of students working remotely and how the Design Qualities apply.

Evaluation Data Sources: PLC docs and notes. Teacher feedback on student participation/engagement in class and online.

Strategy 1 Details
Strategy 1: Teachers will invite and engage the Design coach and Instructional Design Coach in their PLC's. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers
Strategy 2 Details
Strategy 2: Administration will utilize the LP walkthrough document to assist engaging work feedback. ESF Levers: Lever 2: Effective, Well-Supported Teachers

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

Performance Objective 4: CCMR: We will utilize the CCMR counselor on our campus to engage students in experiences with the industries, post secondary institutions, and military branches that offer a pathway for students upon graduation.

Evaluation Data Sources: Industry based certificate earned campus wide. Attendance information at our events for colleges and military visits.

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

Performance Objective 1: Invite deeper participation and gather input in decision making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

Evaluation Data Sources: Sign ins at PTSA, STUCO events attendance docs, and design team minutes.

Strategy 1 Details
<p>Strategy 1: The principal will utilize committees such as PTSA, student council, principal's counsel, and design team to connect campus vision/mission to the district.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

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

Performance Objective 2: Increase use of communication platforms that share GISD/GHS story across a broad range of platforms and highlights student work.

Evaluation Data Sources: Communications Plan and Social Media Platforms

Strategy 1 Details
Strategy 1: The campus will update campus websites and teacher websites (google classrooms primarily as a means for COVID comms) routinely. ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: The campus will use multiple means of communication to include Twitter, Facebook, text alerts, and email. ESF Levers: Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: The campus will include student voice in the messaging. ESF Levers: Lever 3: Positive School Culture

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

Performance Objective 1: Cultivate leadership and a staff that is beliefs-aligned and best meets the needs of students.

Evaluation Data Sources: Leadership development systems and processes aligned to Strategic Framework and Learner Profile.

Strategy 1 Details
Strategy 1: Admin will serve as instructional leaders by participating in PLC's, providing feedback related to LP, and offering PD related to engaging work and data informed lessons. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Design team, department chairs, and admin will offer teacher leadership opportunities aligned to district framework and learner profile. TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy
Strategy 3 Details
Strategy 3: The Design Team will incorporate coaching for design for all new teachers, and all teaches who desire to grow in this area. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers
Strategy 4 Details
Strategy 4: Resource and BCS teachers will continue to utilize and grow with the Solid Roots curriculum to support student IEP's.

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

Performance Objective 1: Utilize the new access to devices and create digitally collaborative spaces (COVID safe) that reflect a student's need for choice.

Evaluation Data Sources: Participation in online tutorials, project opportunities, and teacher hangouts.

Strategy 1 Details
<p>Strategy 1: Our campus digital coach will attend PLC's and provide ongoing support for teachers utilizing engaging and meaningful technology applications by offering new platforms, connecting resources to curriculum and standards, and offering resources beyond the textbook. Connecting remote learning experiences to the means available.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>
Strategy 2 Details
<p>Strategy 2: PLC's will focus on equity in teaching and learning with remote vs. in person learning.</p>

Georgetown High School

CCMR Board Outcome Goal (DRAFT)

The percentage of graduates that meet the criteria for CCMR will increase from 74% to 100% by August 2025.

Yearly Target Goals

2019 Baseline	2020 (Actual)	2021	2022	2023	2024	2025 Target
74%	78% (83%)	82% (65%)	86%	90%	95%	100%

	African American (Actual)	Hispanic (Actual)	White (Actual)	American Indian (Actual)	Asian (Actual)	Pacific Islander (Actual)	Two or More Races (Actual)	Special Ed (Actual)	Eco. Disadv. (Actual)	EL (Actual)
2019 Baseline	56%	66%	78%	*	*	*	73%	64%	58%	58%
2020	62% (69%)	71% (82%)	81% (85%)	*	*	*	77% (68%)	69% (92%)	64% (76%)	64% (71%)
2021	68% (38%)	76% (53%)	85% (73%)	*	*	*	81% (33%)	74% (88%)	70% (52%)	70% (40%)
2022	75%	81%	88%	*	*	*	85%	80%	76%	76%
2023	82%	87%	92%	*	*	*	90%	86%	83%	83%
2024	91%	93%	96%	*	*	*	95%	93%	91%	91%
2025 Target	100%	100%	100%	*	*	*	100%	100%	100%	100%