

Georgetown Independent School District

Benold Middle School

2023-2024 Campus Improvement Plan



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| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 17 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 42 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 53 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 58 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Image Caption

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)

| | Count | Percent |
|----------------------|------------|-------------|
| Student Total | 661 | 100% |
| 6th Grade | 208 | 31.47% |
| 7th Grade | 226 | 34.19% |
| 8th Grade | 227 | 34.34% |

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)

Gender

| | Count | Percent |
|--------|-------|---------|
| Female | 338 | 51.13% |
| Male | 323 | 48.87% |

Ethnicity

| | Count | Percent |
|-----------------|-------|---------|
| Hispanic-Latino | 193 | 29.20% |

Race

| | | |
|------------------------------------|----|-------|
| American Indian - Alaskan Native | 6 | 0.91% |
| Asian | 11 | 1.66% |
| Black - African American | 40 | 6.05% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |

| | | |
|-------------|-----|--------|
| White | 387 | 58.55% |
| Two-or-More | 24 | 3.63% |

| Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) | Count | Percent |
|--|-------|---------|
| Dyslexia | 104 | 15.73% |
| Gifted and Talented | 78 | 11.80% |
| Regional Day School Program for the Deaf | 0 | 0.00% |
| Section 504 | 108 | 16.34% |
| Special Education (SPED) | 84 | 12.71% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 42 | 6.35% |
| Bilingual | 21 | 3.18% |
| English as a Second Language (ESL) | 42 | 6.35% |
| Alternative Bilingual Language Program | 0 | 0.00% |
| Alternative ESL Language Program | 0 | 0.00% |
| 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 (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) | | | Count | Percent |
|--|--|--|-------|---------|
| At-Risk | | | 29 | 4.39% |
| Foster Care | | | 1 | 0.15% |
| IEP Continuer | | | 0 | 0.00% |
| Immigrant | | | 3 | 0.45% |
| Intervention Indicator | | | 0 | 0.00% |
| Migrant | | | 0 | 0.00% |
| Military Connected | | | 88 | 13.31% |
| Transfer In Students | | | 0 | 0% |
| Unschool'd Asylee/Refugee | | | 0 | 0% |
| Economic Disadvantage | | | | |
| Economic Disadvantage Total | | | 171 | 25.87% |
| Free Meals | | | 142 | 21.48% |
| Reduced-Price Meals | | | 29 | 4.39% |
| Other Economic Disadvantage | | | 0 | 0.00% |
| Homeless and Unaccompanied Youth | | | | |
| Homeless Status Total | | | 2 | 0.30% |
| Shelter | | | 0 | 0.00% |
| Doubled Up | | | 2 | 0.30% |
| Unsheltered | | | 0 | 0.00% |
| Hotel/Motel | | | 0 | 0.00% |

| | | |
|-------------------------|---|-------|
| Not Unaccompanied Youth | 2 | 0.30% |
| Is Unaccompanied Youth | 0 | 0.00% |

Demographics Strengths

1. Consistent representation from feeder elementary campuses
2. Smaller campus population than in years prior

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Student Learning

Student Learning Summary

Historically, students at Benold have met the standard for approaching and/or meeting standards on the STAAR exam at a relatively high level. NWEA and STAAR data has consistently shown that Benold would be best served in refining PLC and MTSS systems that focus on (both) students who need additional support as well as those who are high performers yet needing to be challenged further.

Student Learning Strengths

High Strategic Compliance by Students and Parents

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2 (Prioritized): Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3 (Prioritized): Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs

School Processes & Programs Summary

Benold has repeatedly worked to refine organizational practices for teacher empowerment. This year, we will focus on leveraging suggestions made by Solution Tree (and offering stipends from our local budget) to further increase staff decision-making and ownership.

School Processes & Programs Strengths

Highly Dedicated Staff

Supportive Teaching and Learning, Human Resources and Business Office

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2 (Prioritized): Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Perceptions

Perceptions Summary

Benold Middle School Staff Survey

<https://www.surveymonkey.com/results/SM-NLwvlCDMiCUKm0kuRTVf8w> 3D 3D/

Benold Middle School Parent Survey

https://www.surveymonkey.com/results/SM-ldRF0p_2FoIH05oBAGnLjJpQ 3D 3D/

Perceptions Strengths

Strong sense of ownership and high expectations for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2 (Prioritized): Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

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Priority Problem Statements

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.

Root Cause 1: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.

Root Cause 2: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.

Root Cause 3: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.

Root Cause 4: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.

Root Cause 5: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.

Root Cause 6: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.

Root Cause 7: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.

Root Cause 8: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.

Root Cause 9: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Problem Statement 9 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- 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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

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
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Learning, Growth and Progress





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

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

High Priority

Evaluation Data Sources: Common Assessments, STAAR, MAP

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teaching and Learning Goal #1 - Create a campus-wide culture of literacy. Action Steps: Through professional learning on the use of word walls, anchor charts, classroom libraries (both general and unit specific), the TL team will empower teachers to establish environments of literacy in each classroom. All teachers will regularly incorporate authentic and appropriate reading opportunities within the learning cycle. TL will provide professional support on how to implement reading instruction that is content specific in addition to providing needed resources. All teachers will regularly incorporate authentic and appropriate writing opportunities within the learning cycle. TL will provide professional support on various strategies teachers can use.</p> <p>Strategy's Expected Result/Impact: Increased Lexile Levels Amongst All Students</p> <p>Staff Responsible for Monitoring: Brandon Jayroe, Staci Whittenton</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 2, 3</p> <p>Funding Sources: - 199 General Fund, SCE</p> | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Teaching and Learning Goal #2 - Ensure that our PLCs will be guided by the 4 questions to continue developing into an intentional, productive, and collaborative time for teachers. Action Steps: Content teachers will meet weekly in the PLC room to establish then review norms for collaborating and reviewing data. Designing Engaging Work and Friendly Friends Protocol will be part of the norms. Grade level teachers will meet weekly to discuss individual student needs, design cross curricular activities, and determine how different contents can support each other. TL Team will create a tool that includes best PLC practices (SIG, Benold Beacon) for each PLC member to regularly reflect on their collaborative time and use it to identify potential improvement areas and where coaching support is needed. Strategy's Expected Result/Impact: Increased Learning Experience Effectiveness; Increased Student Learning Staff Responsible for Monitoring: Brandon Jayroe, Staci Whittenton TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Benold will utilize the change engine process to implement, sustain, monitor and refine systems for the identification of essential intervening standards, the assessments used to determine mastery of these standards in advance of the current unit and a process for providing extension opportunities as part of tier I instruction and intervention/remediation through tier II instruction. Strategy's Expected Result/Impact: Increased Mastery of Content Increased Teacher Capacity for High Yield and High Quality Learning Experiences Increase Agency and Ownership of Learning by the Student, Parent and Teacher Staff Responsible for Monitoring: Brandon Jayroe, All Staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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| | | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.</p> |
| Student Learning |
| <p>Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.</p> <p>Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. Root Cause: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.</p> <p>Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. Root Cause: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.</p> <p>Problem Statement 2: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. Root Cause: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.</p> |
| Perceptions |
| <p>Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.</p> <p>Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. Root Cause: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.</p> <p>Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. Root Cause: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.</p> |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: Common Assessments, STAAR, MAP

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| Strategy 1: Benold will engage in Year 3 of piloting a CBAS plan focusing on the pillars of Student Learning and Progress and Well-Rounded Students. Strategy's Expected Result/Impact: Increased Capacity to Assessing, Monitoring and Generating Learning Opportunities for GISD Beliefs and Values Such as Learner Profile Attributes, Empowerment and Inclusiveness Staff Responsible for Monitoring: Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | | | |

| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Benold will utilize an Multi-Tiered Support System meeting every Thursday to address individual students' needs. Strategy's Expected Result/Impact: Increased Staff Ownership of Students, Solutions and Processes that are Utilized for Success Staff Responsible for Monitoring: Jason Granger, Elinor Driskill, Jessica Bailey TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Student Culture Goal #1 - Students will gain self knowledge and develop personal responsibility academically and socially by seeking assistance from their EAGLE Time (Engage, Achieve, Grow, Learn, Explore) teacher, checking their assignments, or participating in a small group/peer to peer. Actions Steps: Refine and monitor EAGLE Time routines, procedures and expectations - brightly colored ask for assistance daily, peer assistance, small groups. Campus wide advisory document - who have I checked in with? - Who needs to be brought to MTSS? Who can Ms. Rives meet with? Partner with NJHS goals of including - 8th graders working with 6th grade classrooms (and maybe some 7th grade classrooms) Strategy's Expected Result/Impact: Increased Self-Knowledge and Personal Responsibility Leading to Greater Success in Learning Staff Responsible for Monitoring: Andrea Skidmore, Grant Cain TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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| Strategy 4 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 4: Implement and sustain cyclical learning to sustain confidence and competence in utilizing Schoology as the campus learning management system. Strategy's Expected Result/Impact: Successful utilization of Schoology for students, parents and staff. Staff Responsible for Monitoring: Brandon Jayroe, Staci Whittenton, Campus DLC TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| Strategy 5 Details | | Reviews | | | |
| Strategy 5: Art Goal #1 - Guiding Students to be able to express themselves through their drawing Upper level: Managing student behavior in 8th period, restorative behavior redirection after. Lower level: Creating engaging lessons for all learners Strategy's Expected Result/Impact: Increased Proficiency and Mastery of Foundational Skills Staff Responsible for Monitoring: Brianna Timourian, Christina Gonzalez, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |

| Strategy 6 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 6: Art Goal #2 - Guiding Students to express themselves through 3D work. Upper level: Coming up with new innovative assignments I have never done before. (under activities) Lower level: Managing student behavior in 2nd period while keeping positive relationships Strategy's Expected Result/Impact: Increased Agency in Learning Staff Responsible for Monitoring: Brianna Timourian, Christina Gonzalez, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Theatre Goal #1 - Introducing students to the process of production of a theatre performance Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Olin Meadows, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
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| Strategy 8: Theatre - Goal #2 - Learning the process of running an extra curricular program. Such as Ordering, and processing fieldtrips etc. Strategy's Expected Result/Impact: Planned and Implemented Events; Summative Assessment/Performance Assessing Learned Skills Staff Responsible for Monitoring: Olin Meadows, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | Formative | | | Summative |
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| Strategy 9 Details | Reviews | | | |
| Strategy 9: Choir Goal #1 - Push the reset button on the Benold Choir Program. Eliminating opportunities while trying to keep choir fun. The focus is not on numbers of students in the program. Learning from and working with co-workers. I have committed to co-teaching Varsity Treble Choir and Mixed Choir with Ms. Dane. I am committed to sharing that space with her and embracing all that I can learn from her. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Bryan Pulver, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | Formative | | | Summative |
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| Strategy 10 Details | | Reviews | | | |
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| Strategy 10: Choir Goal #2 - Learn how to focus. Learn how not to rely on instant gratification all the time. The good stuff takes hard work. There are no shortcuts. Students will get a lot of instruction on basics and fundamentals of singing and performing simple choral music. Warm-ups will focus on key concepts. Repertoire will be chosen based on concept teaching/learning. Focus Claps will give students the opportunity to lead a focus exercise. There will be a strict no cell phone policy in rehearsals. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Bryan Pulver, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | | Formative | | | Summative |
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| Strategy 11 Details | | Reviews | | | |
| Strategy 11: Orchestra Goal #1 - Student focus on literacy; develop multiple types of activities for students to explore, inquire & demonstrate knowledge in the field of music. Assess understanding and retention in each unit (concert cycle every 9 weeks), with students achieving 80% or higher on assessments that involve reading, writing, vocabulary, and performance application of vocabulary. Strategy's Expected Result/Impact: Increased Proficiency and Mastery in Literacy, Learner Profile Attributes and Foundational Skills for Orchestra Staff Responsible for Monitoring: Katy Dane, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | | Formative | | | Summative |
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| Strategy 12 Details | Reviews | | | |
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| <p>Strategy 12: Orchestra Goal #2 - One 8th grade student organized the entire Orchestra design submission and vote, colors and graphics. I was able to get all of the shirts, hoodies and long-sleeved shirts ordered online in a new way through Custom Ink that minimized my prep work/time and allowed every parent/guardian/student to order individually and pay online. Especially as we were going through a 6 week transition with our account manager/principal's secretary. I had help from another teacher in creating a slidedeck for the Winter Concert (GHS Orchestra Director) and was able to have it done before concert day.</p> <p>Strategy's Expected Result/Impact: Increased Proficiency and Mastery in Learner Profile Attributes and Foundational Skills for Orchestra</p> <p>Staff Responsible for Monitoring: Katy Dane, Andrea Skidmore</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund</p> | Formative | | | Summative |
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| Strategy 13 Details | Reviews | | | |
| <p>Strategy 13: Band Goal #1 - (Director Based) To increase retention into from 8th grade into the GHS Band program through relationship building and culture improvement.</p> <p>Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning</p> <p>Staff Responsible for Monitoring: Kristina Leach, Andrea Skidmore</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund</p> | Formative | | | Summative |
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| Strategy 14 Details | Reviews | | | |
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| Strategy 14: Band Goal #2 - (Student Based) To increase success in understanding and applying the concept of "Key Signature" with all advanced band members. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Kristina Leach, Zach Cheatham, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | Formative | | | Summative |
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| Strategy 15 Details | Reviews | | | |
| Strategy 15: Health Goal #1 - To value themselves and how to take care of themselves as well Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 16 Details | Reviews | | | |
| Strategy 16: Teen Leadership Goal #1 - To guide students to place their goals in their lives in priority levels Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 17 Details | Reviews | | | |
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| Strategy 17: PLTW Goal #1 - Create a method for feedback that empowers students to take more risks in their learning. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Alana Cope, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 18 Details | Reviews | | | |
| Strategy 18: PLTW Goal #2 - Provide students with opportunities for literacy and create word walls for new vocabulary. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Alana Cope, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 19 Details | Reviews | | | |
| Strategy 19: Personalized Learning Path Goal #1 - How can we facilitate a truly personalized Inquiry Based Learning experience for students with a diverse range of agency/ownership so that students make more autonomous choices with the content, process, and product of their learning? Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Jason Granger, Matthew Allensworth, Nathan Boone TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 20 Details | Reviews | | | |
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| <p>Strategy 20: Personalized Learning Path Goal #2 - How can I develop a PLP 7/8 course that helps to extend students' inquiry, agency, and development of the Learner Profile attributes in a way that also prepares them for high school in a much more practical sense?</p> <p>Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning</p> <p>Staff Responsible for Monitoring: Jason Granger, Matthew Allensworth, Andrea Skidmore</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 General Fund, SCE</p> | Formative | | | Summative |
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| Strategy 21 Details | Reviews | | | |
| <p>Strategy 21: Spanish Goal #1 - Students will practice what they are learning through conversations or dialogues in class. My goal is that they can communicate in Spanish and that in the future they can use it in their careers, travels or communities.</p> <p>Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning</p> <p>Staff Responsible for Monitoring: Alan Medina, Andrea Skidmore</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 General Fund, SCE</p> | Formative | | | Summative |
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| Strategy 22 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 22: Spanish Goal #2 - Students will practice writing and reading, and the goal is to understand words to be able to communicate through writing and reading Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Alan Medina, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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| Strategy 23 Details | | Reviews | | | |
| Strategy 23: PE Goal #1 - Students will be engaged in activities and be willing to try new things. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: George Hauser, Elizabeth Graham, Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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| Strategy 24 Details | | Reviews | | | |
| Strategy 24: Athletics - Goal 1 - Use grade checks and student athlete individual meetings to focus on improved student achievement. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: James Hammack, Elizabeth Graham, Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | | Formative | | | Summative |
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| Strategy 25 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 25: Athletics - Goal #2 - Establish core pillars for our athletic program. Teach these principles to our athletes and refer to them frequently throughout the year so we have an established culture. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: James Hammack, Elizabeth Graham, Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | Formative | | | Summative |
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| Strategy 26 Details | Reviews | | | |
| Strategy 26: Special Education - Goal #1 - We will use open communication to give and receive support where needed seeking clarity as a team and individually. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Nick Chambley, Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 27 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 27: Special Education - Goal #2 - We will encourage students to self advocate to support their own learning through questioning, ownership, and responsibility. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Nick Chambley, Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 28 Details | Reviews | | | |
| Strategy 28: English as a Second Language - Goal #1 - Ensure that ELL students are supported academically and emotionally to successfully engage in the least restrictive learning environment. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Brandon Jayroe, Erica Acuna TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 29 Details | | Reviews | | | |
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| Strategy 29: Dyslexia - Goal #1 - Students will develop self-knowledge and personal responsibility by setting reading goals and tracking their progress. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Kris Kosted, Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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| Strategy 30 Details | | Reviews | | | |
| Strategy 30: Science - Goal #1 - The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Michelle Champion, Nathan Boone TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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| Strategy 31 Details | Reviews | | | |
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| Strategy 31: History - Goal #1 - The Benold Social Studies department will continue to focus on increasing and improving vertical alignment, both reinforcing concepts for students while also emphasizing the interrelated nature of Social Studies across different locations and time periods. We will also align with other departments, when appropriate, by creating cross curricular assignments. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Krystal Rackley, Nathan Boone TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 32 Details | Reviews | | | |
| Strategy 32: History - Goal #2 - The Benold Social Studies department will focus on creating multiple reading opportunities on a regular basis within our classes to give students the opportunity to improve their literacy skills. This could include book studies, studying primary documents, reading about current events, or utilizing new vocabulary. We will also use proven reading strategies in order to assist our struggling readers. Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning Staff Responsible for Monitoring: Krystal Rackley, Nathan Boone TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

| Demographics |
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| Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat. |

Student Learning

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs

Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Perceptions

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.





Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Common Assessments, STAAR, MAP, High School Credit Accumulation Increases

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Student Culture Goal #2 - Students will obtain knowledge through inquiry and exploration by participating in pathway opportunities that will foster growth and future success. Action Steps: Support pathway design during Monday PLC time.</p> <p>Build partnerships with community members and GHS/BMS Pathways Teachers **** Externship</p> <p>Partner with the counselors for PGP planning early on in the students MS career.</p> <p>Coordinate a Future Readiness Fair / Health Fair</p> <p>Strategy's Expected Result/Impact: Increased Knowledge; Increased Proficiency in Learning Through Inquiry and Exploration; Increased Efficacy Through Self-Directed Skills</p> <p>Staff Responsible for Monitoring: Andrea Skidmore</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3</p> <p>Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund</p> | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Benold will continue offering students the opportunity to gain High School credit through courses including Health, Teen Leadership, Spanish, and Project Lead the Way. Strategy's Expected Result/Impact: Increased opportunities for exploration and learning at the high school level due to early accrual of credits in middle school. Staff Responsible for Monitoring: Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Benold will provide students, parents and staff learning opportunities from 6th - 8th grade to better understand the personalized graduation plan so that students are best prepared for high school learning experiences. Strategy's Expected Result/Impact: Increased Agency in Learning Pathways for the Entire Community Staff Responsible for Monitoring: Jennifer Lugo, Amanda Smith TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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Performance Objective 3 Problem Statements:

| Demographics |
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| Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat. |

Student Learning

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs

Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Perceptions

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Goal 1: Student Learning, Growth and Progress





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

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: Common Assessments, STAAR, MAP

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
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| <p>Strategy 1: 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: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p> <p>Funding Sources: - 263 Title III LEP</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Math Goal #1 - The math department will support student growth through alignment of math topics, resources, and data from current and previous years. We will use the STAAR data to track growth across grades based on standards that are shared. Strategy's Expected Result/Impact: Increased Campus-Wide Numeracy Staff Responsible for Monitoring: Sydney Patrick, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Math Goal #2 - The teachers will communicate with each other across grade levels to help the team to create useful, meaningful, and purposeful lessons and activities that support thinking, learning and growth. We will measure this by upcoming STAAR data and summative assessments. Strategy's Expected Result/Impact: Increased Campus-Wide Numeracy Staff Responsible for Monitoring: Sydney Patrick, Andrea Skidmore TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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| Strategy 4 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 4: RLA Goal #1 - Reading: supporting literacy growth through reading conferencing, status checks, and/or student goal setting. Strategy's Expected Result/Impact: Increased campus-wide literacy; Increased Agency in Literacy Staff Responsible for Monitoring: Chelsey Cabarrubias, Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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| Strategy 5 Details | | Reviews | | | |
| Strategy 5: RLA Goal #2 - Writing: supporting growth through short answer questions, ACE, and/or sustained written responses. Strategy's Expected Result/Impact: Increased Campus-Wide Literacy; Increased Agency in Writing Staff Responsible for Monitoring: Chelsey Cabarrubias, Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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Performance Objective 4 Problem Statements:

| Demographics |
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| Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat. |

Student Learning

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs

Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

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Perceptions

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Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Student Experience Surveys, Staff Surveys

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Student Culture #3 - Students will build respectful relationships by communicating and collaborating with peers and staff members throughout their school day (hallways, arrival, lunch, recess, dismissal). Action Steps: CKH/MTSS/ Eagle Essentials - poster boards - \$180 Student of the month with the learner profile attributes August: Build and Model Respectful Relationships September: Build and Model Respectful Relationships October: Obtains Knowledge through Inquiry and Exploration November: Develops Self-Knowledge and Personal Responsibility December: Develops Self-Knowledge and Personal Responsibility January: Adapts and Perseveres February: Adapts and Perseveres March: Communicates, Collaborates and Applies Critical Thinking April: Obtains Knowledge through Inquiry and Exploration May: Creates and Innovates Develop avenues for peer mentoring/staff mentoring NJHS students will be able to assist 6th grade students that are showing need (with slips of paper or otherwise). Welcome back events - \$618 Recess Equipment - \$390 Strategy's Expected Result/Impact: Increased Efficacy by Students and Staff in Successful Communication and Collaboration Throughout the Campus Leading to Increased Learning Potential Staff Responsible for Monitoring: Andrea Skidmore, Grant Cain TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| Strategy 2: Benold will sustain habits of highlighting, recognizing and celebrating members of our campus and community through initiatives including but not limited to Students/Staff of the Month, Student Shout Outs, Staff Shout Outs, Way to Go Grams, Sticky Notes and Social Media recognition. Strategy's Expected Result/Impact: Strengthened identify amongst our campus community of habits, customs and beliefs that generate success. Staff Responsible for Monitoring: All Benold Stakeholders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: #BERelational SEL Academy C2Y3: Social Emotional Learning (SEL) is the process of supporting the Learner Profile within a safe and caring learning environment. SEL develops our capacity for compassionate empathy, self-management, social and cultural humility, and responsible decision making. We will continue our participation in the SEL | Formative | | | Summative |
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| <p>Academy as we enter year 3 of implementation.</p> <p>Over the course of the 23-24 school year, Benold seeks to increase student application of coping skills while they are in the red/blue of the Mood Meter (Intrapersonal). Additionally, Benold seeks to increase students' perception of being cared for by peers and ability to work cooperatively in groups at school (Interpersonal).</p> <p>Action Steps: Conduct annual SES and reach an 90% response rate for students in March</p> <p>Establish team roles and consider strategic integration of learner profile</p> <p>Send staff surveys, collect data, review data, and design systems of support where needed</p> <p>Collaborate and consult with district SEL Specialist; Heather Moeller</p> <p>Attend SEL focused trainings throughout the school year</p> <p>Implementation of SEL lessons</p> <p>Strategy's Expected Result/Impact: Increased capacity for compassionate empathy, self-management, social and cultural humility, and responsible decision making.</p> <p>Staff Responsible for Monitoring: Amanda Smith, Jennifer Lugo, Health and Wellness Team Members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3</p> <p>Funding Sources: - 199 General Fund, SCE</p> | | | | |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.</p> |
| Student Learning |
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Student Learning

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs

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Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Staff Surveys, Health and Wellness/Staff Culture Initiatives Achieved

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
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| Strategy 1: Benold will utilize a monthly faculty meeting format that maximizes information sharing of work done by campus teams along with final decision-making authority by the entire staff regarding actionable items. Strategy's Expected Result/Impact: Increased Efficacy in Value and Ownership of Campus Needs Staff Responsible for Monitoring: Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 199 General Fund, SCE | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Staff Culture Goal #1 - Connecting Staff to the campus, vision, commitments - Identify what the staff of Benold should be committed to in order to live out our vision on a daily basis. Be aware of campus morale in order to make informed decisions to support staff members. Action Steps: Develop Campus commitments based on beliefs, customs and values. Develop Social Contract Develop and adjust staff communication means throughout the year. Faculty Meeting, News Letter, Announcements, etc. Be aware of staff morale through a Morale Check. Strategy's Expected Result/Impact: Increased Identify of Our Organization and Clarity of Focus Leading to Increased Success Staff Responsible for Monitoring: Nathan Boone, Jessica Simpson TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
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| Perceptions |
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Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Student Experience Surveys, Staff Surveys, Parent Surveys

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Benold's SRO, Kandice Ellis, will implement daily habits for monitoring security of the building while maximizing a presence on the campus through the cultivation of positive relationships with students, parents and staff. Strategy's Expected Result/Impact: Increased Sense of Safety and Positive Connections to Authorities Staff Responsible for Monitoring: Kandice Ellis TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Perceptions 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Health and Wellness Goal #1 - Increase student application of coping skills while they are in the red/blue of the Mood Meter (Intrapersonal) Strategy's Expected Result/Impact: Self-Knowledge; Improved emotional wellness; Increased Learning/Learning Time Staff Responsible for Monitoring: Jennifer Lugo, Amanda Smith, Jason Granger TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Health and Wellness Goal #2 - Increase students' perception of being cared for by peers and ability to work cooperatively in groups at school (Interpersonal). Strategy's Expected Result/Impact: Self-Knowledge; Improved emotional wellness; Increased Learning/Learning Time Staff Responsible for Monitoring: Jennifer Lugo, Amanda Smith, Jason Granger TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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| Strategy 4 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 4: Health and Wellness Goal #3 - #BEwell Healthy School Choices: The Health & Wellness Team will promote and support overall wellness and healthy lifestyle choices through various campus events and fun challenges for staff and students. Action Steps: Collaborating with the Staff Culture team to organize fun, engaging, and relevant events for staff. Examples of activities may include: Step Tracking Contest, healthy recipe book Partner with the Student Culture team to organize student friendly activities/challenges that are fun, engaging, and promote healthy lifestyle habits. Restorative Circles Reset Room Strategy's Expected Result/Impact: Increased student and staff awareness of appropriate conditions needed for successful learning. Staff Responsible for Monitoring: Jennifer Lugo, Amanda Smith, Jason Granger TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
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100% Accomplished

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Performance Objective 3 Problem Statements:

| Demographics |
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| Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat. |
| Student Learning |
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School Processes & Programs

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Perceptions

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Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD provides competitive compensation and benefits to employees.

Evaluation Data Sources: Reduced Attrition, Staff Surveys

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.





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Performance Objective 2: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Reduced Attrition, Staff Surveys

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Benold will sustain and strengthen decision-making and workflow processes through empowered decision-making teams (Teaching and Learning, Health and Wellness, Student Culture and Staff Culture). Strategy's Expected Result/Impact: Increased ownership of campus needs through volunteerism. Staff Responsible for Monitoring: Brandon Jayroe, Staci Whittenton, Nathan Boone, Andrea Skidmore, Amanda Smith, Jennifer Lugo TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Health and Wellness Goal #4 - #BEcalm Stress Management: Provide strategies and resources to staff and students to help reduce stress and anxiety. Action Steps: Counselors will directly teach mindfulness practices during guidance lessons The Health & Wellness Team will create opportunities for staff to participate in mindfulness activities (Headspace, Yoga, Adult Coloring, etc...) Strategy's Expected Result/Impact: Increased student and staff awareness of appropriate conditions needed for successful learning. Staff Responsible for Monitoring: Jennifer Lugo, Amanda Smith, Jason Granger TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - Perceptions 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Sustain and strengthen a district-wide opportunity to identify relevant areas of need and address them on District Grow learning time. Strategy's Expected Result/Impact: Increased competence and confidence in pedagogy and content knowledge. Staff Responsible for Monitoring: Brandon Jayroe TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |

| Strategy 4 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 4: Benold will successfully implement a stipend plan utilizing the local (199) budget that provides compensation for additional department chairs beyond what the district designates and pays for, MTSS lead teachers, and four campus teams led by facilitators (also the representatives of the Solution Tree Guiding Coalition) and six team members per team. Strategy's Expected Result/Impact: Increased Agency Through Empowerment for Decision-Making Staff Responsible for Monitoring: Brandon Jayroe, Vandi Angulo TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 199 General Fund, SCE | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat. |
| Student Learning |
| Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat. Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. Root Cause: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress. Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. Root Cause: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization. |
| School Processes & Programs |
| Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat. Problem Statement 2: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. Root Cause: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization. |

Perceptions

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Parent Surveys, Let's Talk Feedback





Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Parent Surveys, Let's Talk Feedback

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Continue collaborative dialogue with parents, staff and community members through monthly PTA and PTA Council meetings. Strategy's Expected Result/Impact: Increased engagement between GISD and Benold stakeholders in recognizing important topics and solutions Staff Responsible for Monitoring: Brandon Jayroe, Lindsay Harris ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 461 Campus Activity Fund | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Continue collaborative efforts with Benold Dads through Watch D.O.G.S. Strategy's Expected Result/Impact: Increased engagement, presence and participation with Benold Dads Staff Responsible for Monitoring: Brandon Jayroe ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 - Perceptions 3 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Utilize the Site Based Decision Making Team to vet district and campus initiatives. Strategy's Expected Result/Impact: Increased engagement between GISD and Benold stakeholders in recognizing important topics and solutions Staff Responsible for Monitoring: Brandon Jayroe ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Benold will provide a District Performance Committee representative to engage in collaborative solutioning at the district level. Strategy's Expected Result/Impact: Increased engagement between GISD and Benold stakeholders in recognizing important topics and solutions Staff Responsible for Monitoring: Brandon Jayroe, Wes Vanicek TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 Funding Sources: - 199 General Fund, SCE | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat. |
| Student Learning |
| Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat. |

Student Learning

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs

Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Perceptions

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent Surveys, Let's Talk Feedback, Participation Numbers of Parent/Community Groups Existing on Campus

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div></div> | | | | |

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.</p> <p>Problem Statement 2: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. Root Cause: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.</p> |
| Perceptions |
| <p>Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. Root Cause: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.</p> |

Campus Funding Summary













| 199 General Fund, SCE | | | | | |
|-----------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 2 | 1 | | | \$0.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 2 | 3 | | | \$0.00 |
| 1 | 2 | 4 | | | \$0.00 |
| 1 | 2 | 5 | | | \$0.00 |
| 1 | 2 | 6 | | | \$0.00 |
| 1 | 2 | 7 | | | \$0.00 |
| 1 | 2 | 8 | | | \$0.00 |
| 1 | 2 | 9 | | | \$0.00 |
| 1 | 2 | 10 | | | \$0.00 |
| 1 | 2 | 11 | | | \$0.00 |
| 1 | 2 | 12 | | | \$0.00 |
| 1 | 2 | 13 | | | \$0.00 |
| 1 | 2 | 14 | | | \$0.00 |
| 1 | 2 | 15 | | | \$0.00 |
| 1 | 2 | 16 | | | \$0.00 |
| 1 | 2 | 17 | | | \$0.00 |
| 1 | 2 | 18 | | | \$0.00 |
| 1 | 2 | 19 | | | \$0.00 |
| 1 | 2 | 20 | | | \$0.00 |
| 1 | 2 | 21 | | | \$0.00 |
| 1 | 2 | 22 | | | \$0.00 |
| 1 | 2 | 23 | | | \$0.00 |
| 1 | 2 | 24 | | | \$0.00 |
| 1 | 2 | 25 | | | \$0.00 |







| 199 General Fund, SCE | | | | | |
|-----------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 26 | | | \$0.00 |
| 1 | 2 | 27 | | | \$0.00 |
| 1 | 2 | 28 | | | \$0.00 |
| 1 | 2 | 29 | | | \$0.00 |
| 1 | 2 | 30 | | | \$0.00 |
| 1 | 2 | 31 | | | \$0.00 |
| 1 | 2 | 32 | | | \$0.00 |
| 1 | 3 | 1 | | | \$0.00 |
| 1 | 3 | 2 | | | \$0.00 |
| 1 | 3 | 3 | | | \$0.00 |
| 1 | 4 | 2 | | | \$0.00 |
| 1 | 4 | 3 | | | \$0.00 |
| 1 | 4 | 4 | | | \$0.00 |
| 1 | 4 | 5 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 2 | 1 | 3 | | | \$0.00 |
| 2 | 2 | 1 | | | \$0.00 |
| 2 | 2 | 2 | | | \$0.00 |
| 2 | 3 | 1 | | | \$0.00 |
| 2 | 3 | 2 | | | \$0.00 |
| 2 | 3 | 3 | | | \$0.00 |
| 2 | 3 | 4 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| 3 | 2 | 2 | | | \$0.00 |
| 3 | 2 | 3 | | | \$0.00 |
| 3 | 2 | 4 | | | \$0.00 |
| 4 | 2 | 2 | | | \$0.00 |
| 4 | 2 | 3 | | | \$0.00 |
| 4 | 2 | 4 | | | \$0.00 |

| 199 General Fund, SCE | | | | | |
|--------------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$0.00 |
| 263 Title III LEP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 461 Campus Activity Fund | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 5 | | | \$0.00 |
| 1 | 2 | 6 | | | \$0.00 |
| 1 | 2 | 7 | | | \$0.00 |
| 1 | 2 | 8 | | | \$0.00 |
| 1 | 2 | 9 | | | \$0.00 |
| 1 | 2 | 10 | | | \$0.00 |
| 1 | 2 | 11 | | | \$0.00 |
| 1 | 2 | 12 | | | \$0.00 |
| 1 | 2 | 13 | | | \$0.00 |
| 1 | 2 | 14 | | | \$0.00 |
| 1 | 2 | 24 | | | \$0.00 |
| 1 | 2 | 25 | | | \$0.00 |
| 1 | 3 | 1 | | | \$0.00 |
| 2 | 2 | 2 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| 4 | 2 | 1 | | | \$0.00 |
| 4 | 3 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

Addendums

Benold 2021 - 2022 Attendance and Discipline

| Year | Attendance | Percent | Flag | Goal | Absentees | Absentees Trend |
|-------|------------------|---------|---|------|-----------|---|
| 21-22 | Sixth six weeks | 92.67% |  | 96% | 1,745 |  |
| 21-22 | Fifth six weeks | 92.43% |  | 96% | 1,768 |  |
| 21-22 | Fourth six weeks | 86.67% |  | 96% | 2,426 |  |
| 21-22 | Third six weeks | 93.94% |  | 96% | 1,094 |  |
| 21-22 | Second six weeks | 95.34% |  | 96% | 914 |  |
| 21-22 | First six weeks | 92.11% |  | 96% | 1,424 |  |

| Year | Discipline | Status | Flag | Goal | Incidents | Incidents Trend |
|-------|------------------|--------|------|------|-----------|---|
| 21-22 | Sixth six weeks | 2.35% | | 5% | 20 |  |
| 21-22 | Fifth six weeks | 2.57% | | 5% | 26 |  |
| 21-22 | Fourth six weeks | 2.18% | | 5% | 19 |  |
| 21-22 | Third six weeks | 3.7% | | 5% | 40 |  |
| 21-22 | Second six weeks | 2.46% | | 5% | 28 |  |
| 21-22 | First six weeks | 0.82% | | 5% | 9 |  |

Benold 2021 - 2022 Attendance and Discipline

Benold 2021 - 2022 Attendance and Discipline

Benold 2022 - 2023 Demographics

| School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) | Count | Percent |
|---|------------|-------------|
| Student Total | 661 | 100% |
| 6th Grade | 208 | 31.47% |
| 7th Grade | 226 | 34.19% |
| 8th Grade | 227 | 34.34% |

| Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) | Count | Percent |
|--|-------|---------|
| Gender | | |
| Female | 338 | 51.13% |
| Male | 323 | 48.87% |
| Ethnicity | | |
| Hispanic-Latino | 193 | 29.20% |
| Race | | |
| American Indian - Alaskan Native | 6 | 0.91% |
| Asian | 11 | 1.66% |
| Black - African American | 40 | 6.05% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 387 | 58.55% |
| Two-or-More | 24 | 3.63% |

| Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) | Count | Percent |
|--|-------|---------|
| Dyslexia | 104 | 15.73% |
| Gifted and Talented | 78 | 11.80% |
| Regional Day School Program for the Deaf | 0 | 0.00% |
| Section 504 | 108 | 16.34% |
| Special Education (SPED) | 84 | 12.71% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 42 | 6.35% |
| Bilingual | 21 | 3.18% |
| English as a Second Language (ESL) | 42 | 6.35% |
| Alternative Bilingual Language Program | 0 | 0.00% |
| Alternative ESL Language Program | 0 | 0.00% |
| 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% |

Benold 2022 - 2023 Demographics

| Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) | | | Count | Percent |
|--|--|--|-------|---------|
| At-Risk | | | 29 | 4.39% |
| Foster Care | | | 1 | 0.15% |
| IEP Continuer | | | 0 | 0.00% |
| Immigrant | | | 3 | 0.45% |
| Intervention Indicator | | | 0 | 0.00% |
| Migrant | | | 0 | 0.00% |
| Military Connected | | | 88 | 13.31% |
| Transfer In Students | | | 0 | 0% |
| Unschooling Asylee/Refugee | | | 0 | 0% |
| Economic Disadvantage | | | | |
| Economic Disadvantage Total | | | 171 | 25.87% |
| Free Meals | | | 142 | 21.48% |
| Reduced-Price Meals | | | 29 | 4.39% |
| Other Economic Disadvantage | | | 0 | 0.00% |
| Homeless and Unaccompanied Youth | | | | |
| Homeless Status Total | | | 2 | 0.30% |
| Shelter | | | 0 | 0.00% |
| Doubled Up | | | 2 | 0.30% |
| Unsheltered | | | 0 | 0.00% |
| Hotel/Motel | | | 0 | 0.00% |
| Not Unaccompanied Youth | | | 2 | 0.30% |
| Is Unaccompanied Youth | | | 0 | 0.00% |

Benold Middle School

2022 - 2023

Welcome and Introductions

Brandon Jayroe - Campus Administrator (Parent)

Crystelle Markley

Wes Vanicek - District Administrator (Parent)

Katie Luera

Jennifer Lugo - Counselor (Pseudo Parent)

Rich and Jennifer Elsasser

Krystal Rackley - Teacher (Parent)

Nick Bradley

Adrienne Bonds - PTA President

Hilary Howard

Don Isbell

Natalia Alaniz

Joy Whitman

Derek Mayo

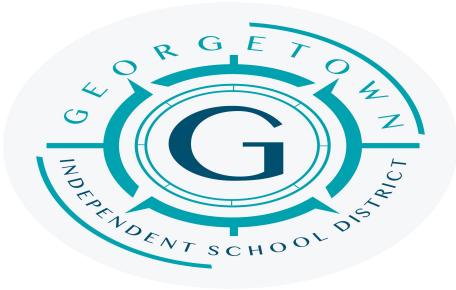
Elizabeth Hinds

Logan Reuland

Erica Davis

Heather Dupuis

The What, Why and How for Campus Plans



The purpose of the Campus Improvement Plan is to align goals, objectives, strategies, and actions which will lead to high levels of performance for all students and student groups, close achievement gaps, and support systematic change. The planning process is directly linked to and begins with Comprehensive Needs Assessment (CNA). {TEC 11.253}

Site-Based Decision Making

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

Campus Plan Checkpoints

4:30 - 5:15 Virtual Meetings

Meeting Dates:

- September 15th - Plan that Goes to the School Board
- January 5th - December Review
- April 6th - March Review
- June 8th - May Review
- September 7th - August Review

GISD Strategic Plan

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

Needs Assessment Summary

Demographics - 661; 208 6th Grade, Consistent Patterns From Feeders Except Dual Language

Student Learning - MAP: 8th Grade Cohort Strong Performance; 6th Grade Struggled; STAAR: B Rating, Economically Disadvantaged Population {25%} Struggled

School Processes and Programs - 8 Periods with Longer Eagle Time {36 minutes}; Tuesday - Thursday - Tutorials; Friday - Pathway Focus; Grade Level MTSS Meetings Weekly {Thursday}; High School Pathways; Strong PTA and Dads Group

Perceptions - Primarily Safe; Primarily Connected to Community; Capturing Kids' Hearts National Showcase Campus; Healing From Situation Last Year; Great Schools -

Campus Budget Information

[Local Budget](#) - Approximately \$75,000

Title Funds - \$0

State-Compensatory Ed. Funding - Approximately \$4,900

Activity Funds

Problem Statement & Root Cause #1

Problem Statement: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.

Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Don't fix what is not broken.

Problem Statement & Root Cause #1

Problem Statement: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.

Root Cause: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Because I said so. Pass vs. Progress

Problem Statement & Root Cause #3

Problem Statement: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.

Root Cause: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

What Narrative Is The Focus?

Goal #1 Learning Experiences

Performance Objective #1 - All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal). ***{1 Strategy - CBAS Plan via Well-Rounded Students}***

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Pass vs. Progress
- RC #3 - What Narrative is the Focus

Performance Objective #2 - Implementation of the phase-in plan toward the development of SEL competencies for all GISD students. ***{1 Strategy - Health & Wellness Goal #1}***

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Pass vs. Progress
- RC #3 - What Narrative Is The Focus

Performance Objective #3 - All students will meet College, Career, & Military Readiness (as defined by TEA indicators) by 2025. ***{3 Strategies - High School Credit Courses, PGP Groundwork, Pathway Friday}***

- RC #1 - Don't Fix What Isn't Broken
- RC #3 - What Narrative is the Focus

Goal #1 Learning Experiences

Performance Objective #4 - 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 8th grade. ***{2 Strategies - Collaboration in Alignment, Data Disaggregation}***

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So
- RC #3 - What Narrative is the Focus

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. ***{2 Strategies - Reading, Writing}***

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So
- RC #3 - What Narrative is the Focus

Performance Objective #6 - GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs. ***{28 Strategies - Individual Departments}***

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So
- RC #3 - What Narrative is the Focus

Performance Objective #7 - GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies. ***{1 Strategy - MTSS}***

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So

Goal #2 Community Engagement

Performance Objective #1 - Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5) ***{1 Strategy - Content Mastery, Empowerment, Inclusion, Learner Profile}***

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

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.***{5 Strategies - HHWTP, PTA, PTA Council, Men's Group, SBDM, DPC}***

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

Performance Objective #3 - Communicate SRO duties and responsibilities in the District Improvement Plan per SB 1707 (TEC 37.081(d)) ***{1 Strategy - SRO Presence}***

- RC #3 - What Narrative Is The Focus

Goal #3 Empowered Leadership

Performance Objective #1 - GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and workflow processes. *{3 Strategies - Campus Team Decision-Making, Campus MTSS Model, Faculty Meeting Protocol}*

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

Performance Objective #2 - Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership. *{0 Strategies - See PO #1}*

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

Performance Objective #3 - Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve. *{9 Strategies - Teaching & Learning [3], Health & Wellness [2], Student Culture [3], Staff Culture [2]}*

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

Goal #4 Innovative Culture

Performance Objective #1 - Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels. *{1 Strategy - Campus-Based Celebrations Including Students/Staff of the Month, SHOUT OUTS, Social Media Recognition}*

- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

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. *{3 Strategies - PLC Model With Tuesday Learning, Schoology Rollout, District Grow Days}*

- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

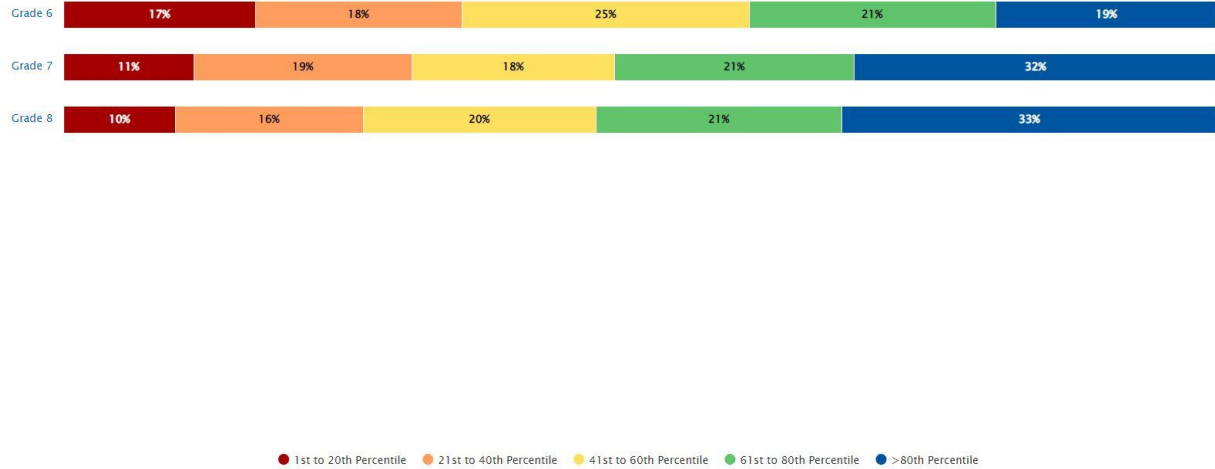
Feedback

EOY MAP Math 21 - 22

All Students

Benold Middle School

School Achievement: Math K-12



Male

Benold Middle School

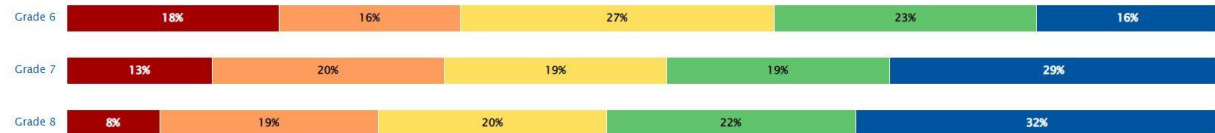
School Achievement: Math K-12



Female

Benold Middle School

School Achievement: Math K-12



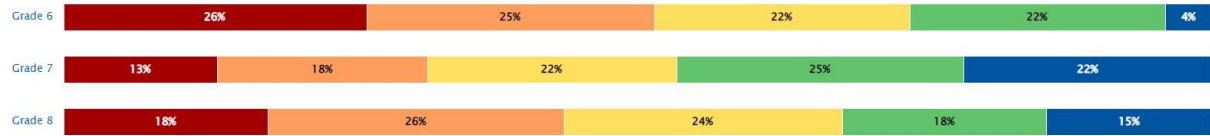
EOY MAP Math 21 - 22

Sub-Populations:

Hispanic

Benold Middle School

School Achievement: Math K-12



White

Benold Middle School

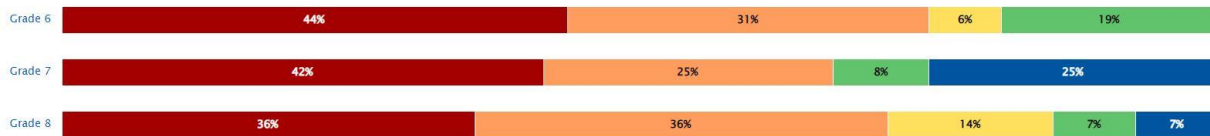
School Achievement: Math K-12



African American

Benold Middle School

School Achievement: Math K-12

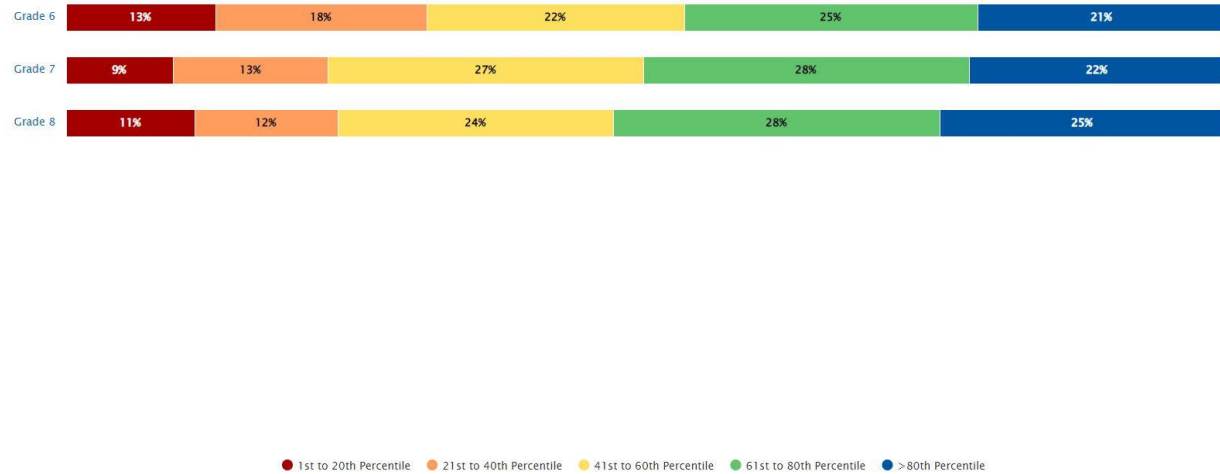


EOY MAP Reading 21 - 22

All Students

Benold Middle School

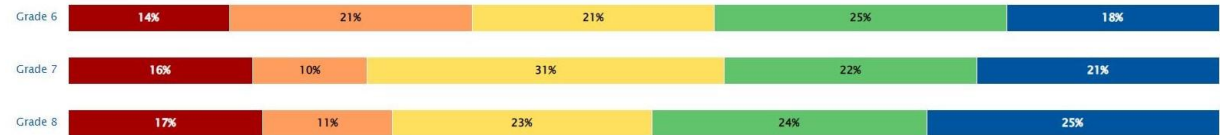
School Achievement: Reading



Male

Benold Middle School

School Achievement: Reading



Female

Benold Middle School

School Achievement: Reading

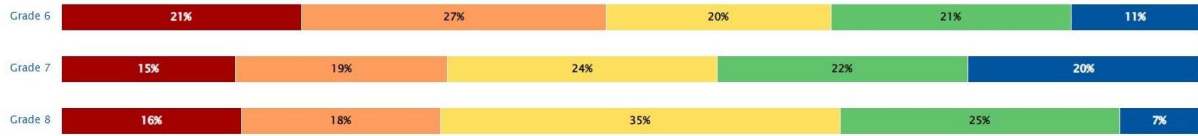


EOY MAP Reading 21 - 22

Sub-Populations: Hispanic

Benold Middle School

School Achievement: Reading



White

Benold Middle School

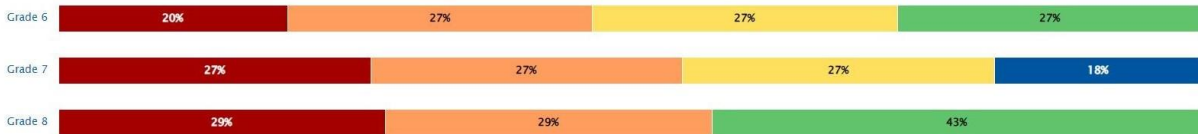
School Achievement: Reading



African American

Benold Middle School

School Achievement: Reading



Texas Education Agency
2022 Academic Growth
DOUGLAS BENOLD MIDDLE (246904040) - GEORGETOWN ISD - WILLIAMSON COUNTY

Academic Growth Score

| | 0 Point | | 1/2 Point | | 1 Point | | Calculations | | |
|----------------------|---------|--------|-----------|--------|---------|--------|--------------|-------|------|
| | Count | Earned | Count | Earned | Count | Earned | Points | Count | Rate |
| Both Subjects | 226 | 0.0 | 82 | 41.0 | 810 | 810.0 | 851.0 | 1,118 | 76 |
| Reading / ELA | 122 | 0.0 | 28 | 14.0 | 421 | 421.0 | 435.0 | 571 | 76 |
| Mathematics | 104 | 0.0 | 54 | 27.0 | 389 | 389.0 | 416.0 | 547 | 76 |

Number of Assessments

| | | 2021-22 | | | | | | | |
|---------------|--------------|--------------|----|------------|----|-------|----|---------|-------|
| 2020-21 | | Did Not Meet | | Approaches | | Meets | | Masters | Count |
| Both Subjects | | | | | | | | | 1,118 |
| Both Subjects | Did Not Meet | 62 | 63 | 0 | 96 | 24 | 4 | | 249 |
| | Approaches | 41 | 0 | 50 | 82 | 87 | 40 | | 300 |
| | Meets | 6 | | 43 | | 32 | 84 | 125 | 290 |
| | Masters | 1 | | 20 | | 53 | | 205 | 279 |
| Reading / ELA | | | | | | | | | 571 |
| Reading / ELA | Did Not Meet | 33 | 30 | 0 | 51 | 17 | 3 | | 134 |
| | Approaches | 20 | 0 | 18 | 32 | 43 | 33 | | 146 |
| | Meets | 4 | | 18 | | 10 | 21 | 66 | 119 |
| | Masters | 1 | | 15 | | 31 | | 125 | 172 |
| Mathematics | | | | | | | | | 547 |
| Mathematics | Did Not Meet | 29 | 33 | 0 | 45 | 7 | 1 | | 115 |
| | Approaches | 21 | 0 | 32 | 50 | 44 | 7 | | 154 |
| | Meets | 2 | | 25 | | 22 | 63 | 59 | 171 |
| | Masters | 0 | | 5 | | 22 | | 80 | 107 |

Texas Education Agency
2022 Accountability Ratings Overall Summary
DOUGLAS BENOLD MIDDLE (246904040) - GEORGETOWN ISD - WILLIAMSON COUNTY

Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|-----------------------------|
| Overall | | 85 | B |
| Student Achievement | | 86 | B |
| STAAR Performance | 56 | 86 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| School Progress | | 85 | B |
| Academic Growth | 76 | 85 | B |
| Relative Performance (Eco Dis: 23.1%) | 56 | 66 | Not Rated: Senate Bill 1365 |
| Closing the Gaps | 73 | 82 | B |

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- X ELA/Reading**
- X Mathematics**
- X Science**
- X Social Studies**
- X Comparative Academic Growth**
- X Postsecondary Readiness**
- X Comparative Closing the Gaps**

Texas Education Agency
2022 Identification of Schools for Improvement
DOUGLAS BENOLD MIDDLE (246904040) - GEORGETOWN ISD - WILLIAMSON COUNTY

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current & Monitored) + | Special Ed (Current) |
|--|------------------|------------|------------|-----------------|------------|------------------|-------------------|-------------|-------------------------------|----------------------|
| Count of Indicators Missed for Three Consecutive Years* | | | | | | | | | | |
| A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement. | | | | | | | | | | |
| | - | 1 | 0 | - | - | - | - | 2 | 1 | 2 |
| Academic Achievement (Percent at Meets Grade Level or Above) | | | | | | | | | | |
| Reading Target | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 29% | 19% |
| 2018 | - | 42% | 57% | - | - | - | 55% | 33% | 28% | 21% |
| 2019 | 20% | 40% | 60% | - | - | - | 58% | 32% | 29% | 16% |
| 2022 | 28% | 45% | 68% | - | - | - | - | 33% | 39% | 15% |
| Mathematics Target | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 40% | 23% |
| 2018 | 24% | 29% | 53% | - | - | - | 49% | 22% | 27% | 11% |
| 2019 | 24% | 39% | 58% | - | - | - | 50% | 33% | 32% | 20% |
| 2022 | 28% | 37% | 67% | - | - | - | - | 28% | 29% | 11% |
| Growth (Academic Growth) | | | | | | | | | | |
| Reading Target | 62 | 65 | 69 | 67 | 77 | 67 | 68 | 64 | 64 | 59 |
| 2018 | - | 67 | 68 | - | - | - | 62 | 64 | 57 | 61 |
| 2019 | 50 | 58 | 63 | - | - | - | 74 | 55 | 63 | 44 |
| 2022 | 74 | 69 | 79 | - | - | - | - | 74 | 72 | 67 |
| Mathematics Target | 67 | 69 | 74 | 71 | 86 | 74 | 73 | 68 | 68 | 61 |
| 2018 | - | 62 | 66 | - | - | - | 75 | 58 | 61 | 51 |
| 2019 | - | 64 | 61 | - | - | - | 65 | 59 | 64 | 40 |
| 2022 | 60 | 75 | 77 | - | - | - | - | 68 | 69 | 66 |
| Student Success (Student Achievement Domain Score (STAAR Component Only)) | | | | | | | | | | |
| Target | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 37 | 23 |
| 2018 | 36 | 37 | 55 | - | - | - | 54 | 30 | 30 | 20 |
| 2019 | 31 | 41 | 57 | - | - | - | 56 | 36 | 30 | 19 |
| 2022 | 29 | 43 | 64 | - | 62 | - | 66 | 34 | 39 | 19 |

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

Texas Education Agency
2022 Closing the Gaps
DOUGLAS BENOLD MIDDLE (246904040) - GEORGETOWN ISD - WILLIAMSON COUNTY

Calculation Report

| indicator | Total Met | Total Evaluated | % Met | Weight | Score |
|-------------------------------|-----------|-----------------|-------|--------|-----------|
| Academic Achievement | 13 | 20 | 65% | 30% | 19.5 |
| Growth Status | 17 | 18 | 94% | 50% | 47.0 |
| ELP Status | 0 | 1 | 0% | 10% | 0.0 |
| Student Success Status | 8 | 12 | 67% | 10% | 6.7 |
| Closing the Gaps Score | | | | | 73 |

Status and Data Table

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current & Monitored)+ | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Evaluated |
|------------------------------------|--------------|------------------|------------|------------|-----------------|------------|------------------|-------------------|-------------|------------------------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-----------------|
| Academic Achievement Status | | | | | | | | | | | | | | | | |
| ELA/Reading Target | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 29% | 19% | 36% | 46% | 42% | | |
| Target Met | Yes | No | Yes | Yes | | | | | Yes | Yes | No | Yes | Yes | Yes | | |
| % at Meets GL Standard or Above | 59% | 28% | 45% | 68% | * | 64% | - | 65% | 33% | 39% | 15% | 64% | 61% | 51% | | |
| # at Meets GL Standard or Above | 398 | 11 | 82 | 283 | * | ** | - | 15 | 50 | 16 | 13 | 16 | 312 | 86 | | |
| Total Tests (Adjusted) | 676 | 39 | 184 | 415 | * | ** | - | 23 | 150 | 41 | 86 | 25 | 509 | 167 | | |
| Mathematics Target | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 40% | 23% | 44% | 47% | 45% | | |
| Target Met | Yes | No | No | Yes | | | | | No | No | No | Yes | Yes | Yes | | |
| % at Meets GL Standard or Above | 55% | 28% | 37% | 67% | * | 45% | - | 58% | 28% | 29% | 11% | 64% | 58% | 46% | | |
| # at Meets GL Standard or Above | 378 | 11 | 70 | 278 | * | ** | - | 14 | 42 | 12 | 10 | 16 | 299 | 79 | | |
| Total Tests (Adjusted) | 685 | 39 | 189 | 418 | * | ** | - | 24 | 151 | 42 | 89 | 25 | 515 | 170 | | |
| Total Indicators | | | | | | | | | | | | | | | 13 | 20 |
| Growth Status | | | | | | | | | | | | | | | | |
| ELA/Reading Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | | |
| Target Met | Yes | Yes | Yes | Yes | | | | | Yes | Yes | Yes | | Yes | Yes | | |
| Academic Growth Score | 76% | 74% | 69% | 79% | * | 90% | - | 76% | 74% | 72% | 67% | 76% | 76% | 75% | | |
| Growth Points | 435.0 | 23.0 | 105.0 | 281.5 | * | ** | - | 14.5 | 86.0 | 27.5 | 46.0 | 17.5 | 357.0 | 78.0 | | |
| Total Tests | 571 | 31 | 153 | 356 | * | ** | - | 19 | 117 | 38 | 69 | 23 | 467 | 104 | | |
| Mathematics Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | | |
| Target Met | Yes | No | Yes | Yes | | | | | Yes | Yes | Yes | | Yes | Yes | | |
| Academic Growth Score | 76% | 60% | 75% | 77% | * | 72% | - | 97% | 68% | 69% | 66% | 73% | 77% | 73% | | |
| Growth Points | 416.0 | 18.5 | 113.5 | 258.0 | * | ** | - | 18.5 | 79.0 | 27.5 | 45.0 | 16.0 | 340.5 | 75.5 | | |
| Total Tests | 547 | 31 | 152 | 333 | * | ** | - | 19 | 116 | 40 | 68 | 22 | 443 | 104 | | |
| Total Indicators | | | | | | | | | | | | | | | 17 | 18 |

Texas Education Agency
2022 Closing the Gaps
DOUGLAS BENOLD MIDDLE (246904040) - GEORGETOWN ISD - WILLIAMSON COUNTY

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current & Monitored)+ | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Evaluated |
|--------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|------------------------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-----------------|
| Graduation Rate Status | | | | | | | | | | | | | | | | |
| Target | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | n/a | n/a | n/a | | |
| Target Met | | | | | | | | | | | | | | | | |
| 2020 % Graduated | - | - | - | - | - | - | - | - | - | - | - | | | | | |
| 2021 % Graduated | - | - | - | - | - | - | - | - | - | - | - | | | | | |
| 2021 # Graduated | - | - | - | - | - | - | - | - | - | - | - | | | | | |
| 2021 Total in Class | - | - | - | - | - | - | - | - | - | - | - | | | | | |
| Total Indicators | | | | | | | | | | | | | | | | |
| English Language Proficiency Status | | | | | | | | | | | | | | | | |
| Target | | | | | | | | | | 36% | | | | | | |
| Target Met | | | | | | | | | | No | | | | | | |
| TELPAS Progress Rate | | | | | | | | | | 23% | | | | | | |
| TELPAS Progress | | | | | | | | | | 7 | | | | | | |
| TELPAS Total | | | | | | | | | | 30 | | | | | | |
| Total Indicators | | | | | | | | | | | | | | | 0 | 1 |
| Student Success Status | | | | | | | | | | | | | | | | |
| Target | 47 | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 37 | 23 | 43 | 48 | 45 | | |
| Target Met | Yes | No | Yes | Yes | | No | | Yes | No | Yes | No | Yes | Yes | Yes | | |
| STAAR Component Score | 56 | 29 | 43 | 64 | 8 | 62 | - | 66 | 34 | 39 | 19 | 61 | 58 | 51 | | |
| % at Approaches GL Standard or Above | 82% | 51% | 70% | 90% | 25% | 88% | - | 91% | 60% | 66% | 39% | 87% | 84% | 77% | | |
| % at Meets GL Standard or Above | 54% | 25% | 38% | 64% | 0% | 56% | - | 62% | 29% | 33% | 14% | 60% | 57% | 46% | | |
| % at Masters GL Standard | 32% | 12% | 21% | 38% | 0% | 41% | - | 45% | 12% | 18% | 3% | 37% | 33% | 29% | | |
| Total Tests | 1,853 | 102 | 489 | 1,157 | 8 | 32 | - | 65 | 399 | 101 | 236 | 75 | 1,398 | 455 | | |
| Total Indicators | | | | | | | | | | | | | | | 8 | 12 |
| School Quality Status | | | | | | | | | | | | | | | | |
| Target | 47% | 31% | 41% | 58% | 42% | 76% | 39% | 53% | 39% | 30% | 27% | 43% | 50% | 31% | | |
| Target Met | | | | | | | | | | | | | | | | |
| % Students Meeting CCMR | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| # Students Meeting CCMR | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Total Students | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Total Indicators | | | | | | | | | | | | | | | | |
| Participation 2020-21 | | | | | | | | | | | | | | | | |
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | |
| ELA/Reading | | | | | | | | | | | | | | | | |
| % Participation | 93% | 97% | 89% | 94% | * | 100% | * | 96% | 92% | 100% | 90% | 95% | 94% | 90% | | |
| # Participants | 644 | 30 | 160 | 411 | * | 9 | * | 26 | 156 | 35 | 66 | 21 | 513 | 131 | | |

Texas Education Agency
2022 Closing the Gaps
DOUGLAS BENOLD MIDDLE (246904040) - GEORGETOWN ISD - WILLIAMSON COUNTY

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current & Monitored)+ | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Evaluated |
|------------------------------|--------------|------------------|------------|------------|-----------------|------------|------------------|-------------------|-------------|------------------------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-----------------|
| Total Tests | 692 | 31 | 179 | 437 | * | 9 | * | 27 | 169 | 35 | 73 | 22 | 547 | 145 | | |
| Mathematics | | | | | | | | | | | | | | | | |
| % Participation | 93% | 97% | 89% | 95% | * | 100% | * | 96% | 92% | 97% | 88% | 95% | 94% | 90% | | |
| # Participants | 646 | 30 | 160 | 413 | * | 9 | * | 26 | 156 | 33 | 65 | 21 | 517 | 129 | | |
| Total Tests | 692 | 31 | 179 | 437 | * | 9 | * | 27 | 169 | 34 | 74 | 22 | 549 | 143 | | |
| Participation 2021-22 | | | | | | | | | | | | | | | | |
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | |
| ELA/Reading | | | | | | | | | | | | | | | | |
| % Participation | 98% | 100% | 98% | 97% | * | 100% | - | 96% | 98% | 100% | 96% | 100% | 98% | 97% | | |
| # Participants | 708 | 42 | 197 | 428 | * | ** | - | 24 | 159 | 48 | 92 | 26 | 516 | 192 | | |
| Total Tests | 724 | 42 | 201 | 439 | * | ** | - | 25 | 163 | 48 | 96 | 26 | 526 | 198 | | |
| Mathematics | | | | | | | | | | | | | | | | |
| % Participation | 98% | 100% | 99% | 98% | * | 100% | - | 100% | 97% | 98% | 98% | 100% | 99% | 97% | | |
| # Participants | 714 | 42 | 199 | 431 | * | ** | - | 25 | 158 | 47 | 94 | 26 | 521 | 193 | | |
| Total Tests | 726 | 42 | 202 | 440 | * | ** | - | 25 | 163 | 48 | 96 | 26 | 527 | 199 | | |

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

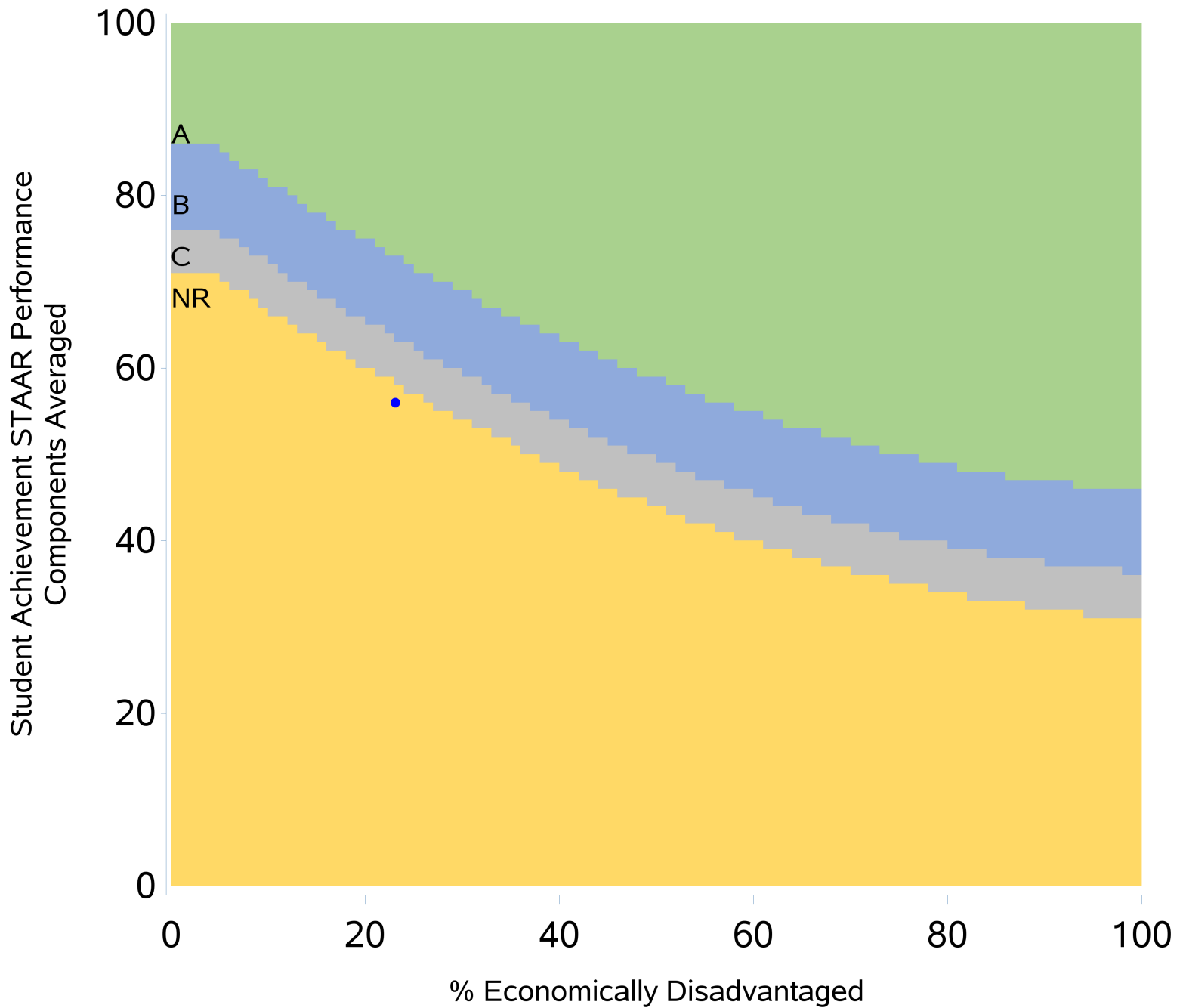
Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2022 Relative Performance

DOUGLAS BENOLD MIDDLE (246904040) - GEORGETOWN ISD - WILLIAMSON COUNTY



| | | | | Value needed for: | | |
|------------------------------|------------------------------------|----------------|-------------------|-------------------|----|----|
| % Economically Disadvantaged | % Economically Disadvantaged Range | Type of Campus | STAAR Performance | 90 | 80 | 70 |
| 23.1 | 23.1 to 24 | Middle School | 56 | 73 | 63 | 58 |



Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 246-904 GEORGETOWN ISD
Campus: 040 DOUGLAS BENOLD

Report Date: MAY 2022
Date of Testing: SPRING 2022

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced AH = Advanced High | | Listening | | | | | Speaking | | | | | Reading | | | | | Writing | | | | | |
|---|--|---|-----|--------|---------|---------------------------|----------|--------|---------|---------------------------|-----|---------|---------|---------------------------|-----|--------|---------|-----|-----|-----|-----|-----|
| | | Number of Students Rated | | Number | Percent | Number of Students Rated | | Number | Percent | Number of Students Rated | | Number | Percent | Number of Students Rated | | Number | Percent | | | | | |
| | | Students Absent | | 16 | 100 | Students Absent | | 16 | 100 | Students Absent | | 16 | 100 | Students Absent | | 16 | 100 | | | | | |
| | | Not Rated: EC | | 0 | 0 | Not Rated: EC | | 0 | 0 | Not Rated: EC | | 0 | 0 | Not Rated: EC | | 0 | 0 | | | | | |
| | | Not Rated: ARD Decision | | 0 | 0 | Not Rated: ARD Decision | | 0 | 0 | Not Rated: ARD Decision | | 0 | 0 | Not Rated: ARD Decision | | 0 | 0 | | | | | |
| | | Other Students Not Rated | | 0 | 0 | Other Students Not Rated | | 0 | 0 | Other Students Not Rated | | 0 | 0 | Other Students Not Rated | | 0 | 0 | | | | | |
| | | Total Documents Submitted | | 16 | 100 | Total Documents Submitted | | 16 | 100 | Total Documents Submitted | | 16 | 100 | Total Documents Submitted | | 16 | 100 | | | | | |
| | | # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH | |
| All Students | | 16 | 0 | 50 | 31 | 19 | 16 | 13 | 50 | 38 | 0 | 16 | 13 | 56 | 25 | 6 | 16 | 6 | 50 | 25 | 19 | |
| Male | | 10 | 0 | 50 | 30 | 20 | 10 | 20 | 60 | 20 | 0 | 10 | 10 | 60 | 20 | 10 | 10 | 10 | 50 | 10 | 30 | |
| Female | | 6 | 0 | 50 | 33 | 17 | 6 | 0 | 33 | 67 | 0 | 6 | 17 | 50 | 33 | 0 | 6 | 0 | 50 | 50 | 0 | |
| No Information Provided | | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Hispanic/Latino | | 15 | 0 | 47 | 33 | 20 | 15 | 13 | 47 | 40 | 0 | 15 | 13 | 53 | 27 | 7 | 15 | 7 | 47 | 27 | 20 | |
| Am. Indian or Alaska Native | | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | |
| Asian | | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Black or African American | | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Native Hawaiian/Pacific Islander | | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| White | | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Two or More Races | | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| No Information Provided | | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Economically Disadvantaged | | Yes | 7 | 0 | 57 | 29 | 14 | 7 | 0 | 43 | 57 | 0 | 7 | 14 | 57 | 29 | 0 | 7 | 0 | 57 | 43 | 0 |
| | | No | 9 | 0 | 44 | 33 | 22 | 9 | 22 | 56 | 22 | 0 | 9 | 11 | 56 | 22 | 11 | 9 | 11 | 44 | 11 | 33 |
| | | No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Title I, Part A | | Participants | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | Nonparticipants | 16 | 0 | 50 | 31 | 19 | 16 | 13 | 50 | 38 | 0 | 16 | 13 | 56 | 25 | 6 | 16 | 6 | 50 | 25 | 19 |
| | | No Information Provided | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Migrant | | Yes | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | No | 16 | 0 | 50 | 31 | 19 | 16 | 13 | 50 | 38 | 0 | 16 | 13 | 56 | 25 | 6 | 16 | 6 | 50 | 25 | 19 |
| | | No Information Provided | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Identified as Emergent Bilingual/English Learner | | | 16 | 0 | 50 | 31 | 19 | 16 | 13 | 50 | 38 | 0 | 16 | 13 | 56 | 25 | 6 | 16 | 6 | 50 | 25 | 19 |
| | | Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | Non-Emergent Bilingual/Non-English Learner | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | No Information Provided | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Bilingual | | Participants | 1 | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | |
| | | Nonparticipants | 15 | 0 | 53 | 27 | 20 | 15 | 13 | 53 | 33 | 0 | 15 | 13 | 60 | 20 | 7 | 15 | 7 | 53 | 20 | 20 |
| | | No Information Provided | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| ESL | | Participants | 14 | 0 | 57 | 29 | 14 | 14 | 14 | 57 | 29 | 0 | 14 | 14 | 64 | 14 | 7 | 14 | 7 | 57 | 14 | 21 |
| | | Nonparticipants | 2 | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | |
| | | No Information Provided | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Special Education | | Yes | 3 | --- | --- | --- | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- | |
| | | No | 13 | 0 | 46 | 31 | 23 | 13 | 15 | 54 | 31 | 0 | 13 | 8 | 62 | 23 | 8 | 13 | 8 | 46 | 31 | 15 |
| | | No Information Provided | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Gifted/Talented | | Participants | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | Nonparticipants | 16 | 0 | 50 | 31 | 19 | 16 | 13 | 50 | 38 | 0 | 16 | 13 | 56 | 25 | 6 | 16 | 6 | 50 | 25 | 19 |
| | | No Information Provided | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| At-Risk | | Yes | 16 | 0 | 50 | 31 | 19 | 16 | 13 | 50 | 38 | 0 | 16 | 13 | 56 | 25 | 6 | 16 | 6 | 50 | 25 | 19 |
| | | No | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | No Information Provided | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Years in U.S. Schools | | One | 1 | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | |
| | | Two | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| | | Three | 2 | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | |
| | | Four | 1 | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | |
| | | Five | 2 | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | |
| | | Six or More | 10 | 0 | 50 | 30 | 20 | 10 | 10 | 50 | 40 | 0 | 10 | 10 | 50 | 30 | 10 | 10 | 0 | 50 | 20 | 30 |
| | | No Information Provided | 0 | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| TELPAS Composite Rating | | | | | | Yearly Progress in TELPAS Composite Rating | | | | | | | | | |
|---|-----|-----|--------|---------|---------------|--|---|-----|--|-----|--|-----|--|-----|--|
| Number of Students Receiving a Composite Rating Number of Students Not Receiving a Composite Rating Total Documents Submitted | | | Number | Percent | Average Score | # of Matched Students | Students Who Progressed One Proficiency Level | | Students Who Progressed Two Proficiency Levels | | Students Who Progressed Three Proficiency Levels | | Students Who Progressed At Least One Proficiency Level | | |
| | | | 16 | 100 | | | | | | | | | | | |
| | | | 0 | 0 | | | | | | | | | | | |
| # Std | BEG | INT | ADV | AH | | | # | % | # | % | # | % | # | % | |
| 16 | 0 | 63 | 38 | 0 | 2.5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 | 0 | 70 | 30 | 0 | 2.4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 6 | 0 | 50 | 50 | 0 | 2.5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 15 | 0 | 60 | 40 | 0 | 2.5 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 7 | 0 | 57 | 43 | 0 | 2.4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 9 | 0 | 67 | 33 | 0 | 2.5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 16 | 0 | 63 | 38 | 0 | 2.5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 16 | 0 | 63 | 38 | 0 | 2.5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 16 | 0 | 63 | 38 | 0 | 2.5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 15 | 0 | 67 | 33 | 0 | 2.4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 14 | 0 | 71 | 29 | 0 | 2.4 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 2 | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 3 | --- | --- | --- | --- | --- | 3 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 13 | 0 | 62 | 38 | 0 | 2.5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 16 | 0 | 63 | 38 | 0 | 2.5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 2 | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 2 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 10 | 0 | 60 | 40 | 0 | 2.6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| | Listening | | | | | Speaking | | | | | Reading | | | | | Writing | | | | |
|--|-----------|---------|-----|-----|-----|---------------------------|---------|-----|-----|-----|---------------------------|---------|-----|-----|-----|---------------------------|---------|-----|-----|-----|
| | Number | Percent | | | | Number | Percent | | | | Number | Percent | | | | Number | Percent | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Number of Students Rated | 11 | 100 | | | | Number of Students Rated | 11 | 100 | | | Number of Students Rated | 11 | 100 | | | Number of Students Rated | 10 | 100 | | |
| Students Absent | 0 | 0 | | | | Students Absent | 0 | 0 | | | Students Absent | 0 | 0 | | | Not Rated: EC | 0 | 0 | | |
| Not Rated: EC | 0 | 0 | | | | Not Rated: EC | 0 | 0 | | | Not Rated: ARD Decision | 0 | 0 | | | Not Rated: ARD Decision | 0 | 0 | | |
| Not Rated: ARD Decision | 0 | 0 | | | | Not Rated: ARD Decision | 0 | 0 | | | Other Students Not Rated | 0 | 0 | | | | | | | |
| Other Students Not Rated | 0 | 0 | | | | Other Students Not Rated | 0 | 0 | | | | | | | | | | | | |
| Total Documents Submitted | 11 | 100 | | | | Total Documents Submitted | 11 | 100 | | | Total Documents Submitted | 11 | 100 | | | Total Documents Submitted | 10 | 100 | | |
| | # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH |
| All Students | 11 | 9 | 0 | 55 | 36 | 11 | 9 | 45 | 45 | 0 | 11 | 27 | 18 | 18 | 36 | 10 | 0 | 10 | 90 | 0 |
| Male | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- |
| Female | 6 | 0 | 0 | 50 | 50 | 6 | 17 | 33 | 50 | 0 | 6 | 0 | 33 | 0 | 67 | 6 | 0 | 0 | 100 | 0 |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Hispanic/Latino | 8 | 0 | 0 | 63 | 38 | 8 | 13 | 38 | 50 | 0 | 8 | 25 | 25 | 13 | 38 | 8 | 0 | 13 | 88 | 0 |
| Am. Indian or Alaska Native | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Asian | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Black or African American | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Native Hawaiian/Pacific Islander | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| White | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Two or More Races | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Economically Disadvantaged Yes | 8 | 0 | 0 | 50 | 50 | 8 | 13 | 25 | 63 | 0 | 8 | 13 | 25 | 25 | 38 | 8 | 0 | 13 | 88 | 0 |
| No | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Title I, Part A Participants | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Nonparticipants | 10 | 0 | 0 | 60 | 40 | 10 | 10 | 40 | 50 | 0 | 10 | 20 | 20 | 20 | 40 | 10 | 0 | 10 | 90 | 0 |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Migrant Yes | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No | 10 | 0 | 0 | 60 | 40 | 10 | 10 | 40 | 50 | 0 | 10 | 20 | 20 | 20 | 40 | 10 | 0 | 10 | 90 | 0 |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Identified as Emergent Bilingual/English Learner Monitored 1st Year, reclassified from EB/EL | 11 | 9 | 0 | 55 | 36 | 11 | 9 | 45 | 45 | 0 | 11 | 27 | 18 | 18 | 36 | 10 | 0 | 10 | 90 | 0 |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Bilingual Participants | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Nonparticipants | 10 | 0 | 0 | 60 | 40 | 10 | 10 | 40 | 50 | 0 | 10 | 20 | 20 | 20 | 40 | 10 | 0 | 10 | 90 | 0 |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| ESL Participants | 10 | 0 | 0 | 60 | 40 | 10 | 10 | 40 | 50 | 0 | 10 | 20 | 20 | 20 | 40 | 10 | 0 | 10 | 90 | 0 |
| Nonparticipants | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Special Education Yes | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No | 9 | 0 | 0 | 56 | 44 | 9 | 11 | 33 | 56 | 0 | 9 | 11 | 22 | 22 | 44 | 9 | 0 | 11 | 89 | 0 |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Gifted/Talented Participants | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Nonparticipants | 10 | 0 | 0 | 60 | 40 | 10 | 10 | 40 | 50 | 0 | 10 | 20 | 20 | 20 | 40 | 10 | 0 | 10 | 90 | 0 |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| At-Risk Yes | 10 | 0 | 0 | 60 | 40 | 10 | 10 | 40 | 50 | 0 | 10 | 20 | 20 | 20 | 40 | 10 | 0 | 10 | 90 | 0 |
| No | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Years in U.S. Schools One | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Two | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Three | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- |
| Four | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Five | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Six or More | 8 | 0 | 0 | 50 | 50 | 8 | 13 | 38 | 50 | 0 | 8 | 25 | 25 | 13 | 38 | 8 | 0 | 13 | 88 | 0 |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| TELPAS Composite Rating | | | | | | Yearly Progress in TELPAS Composite Rating | | | | | | | | | |
|---|-----|-----|--------|-----|---------|--|-----------------------|---|-----|--|-----|--|-----|--|--|
| Number of Students Receiving a Composite Rating Number of Students Not Receiving a Composite Rating Total Documents Submitted | | | Number | | Percent | Average Score | # of Matched Students | Students Who Progressed One Proficiency Level | | Students Who Progressed Two Proficiency Levels | | Students Who Progressed Three Proficiency Levels | | Students Who Progressed At Least One Proficiency Level | |
| | | | 10 | 91 | | | | | | | | | | | |
| | | | 1 | 9 | | | | | | | | | | | |
| # Std | BEG | INT | ADV | AH | | | # | % | # | % | # | % | # | % | |
| 10 | 0 | 30 | 60 | 10 | 2.9 | 10 | 3 | 30 | 0 | 0 | 0 | 0 | 3 | 30 | |
| 4 | --- | --- | --- | --- | --- | 4 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 6 | 0 | 17 | 67 | 17 | 3.1 | 6 | 1 | 17 | 0 | 0 | 0 | 0 | 1 | 17 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 8 | 0 | 38 | 63 | 0 | 2.8 | 8 | 1 | 13 | 0 | 0 | 0 | 0 | 1 | 13 | |
| 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 8 | 0 | 25 | 63 | 13 | 3.0 | 8 | 3 | 38 | 0 | 0 | 0 | 0 | 3 | 38 | |
| 2 | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 10 | 0 | 30 | 60 | 10 | 2.9 | 10 | 3 | 30 | 0 | 0 | 0 | 0 | 3 | 30 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 10 | 0 | 30 | 60 | 10 | 2.9 | 10 | 3 | 30 | 0 | 0 | 0 | 0 | 3 | 30 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 10 | 0 | 30 | 60 | 10 | 2.9 | 10 | 3 | 30 | 0 | 0 | 0 | 0 | 3 | 30 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 10 | 0 | 30 | 60 | 10 | 2.9 | 10 | 3 | 30 | 0 | 0 | 0 | 0 | 3 | 30 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
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| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 10 | 0 | 30 | 60 | 10 | 2.9 | 10 | 3 | 30 | 0 | 0 | 0 | 0 | 3 | 30 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 10 | 0 | 30 | 60 | 10 | 2.9 | 10 | 3 | 30 | 0 | 0 | 0 | 0 | 3 | 30 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 10 | 0 | 30 | 60 | 10 | 2.9 | 10 | 3 | 30 | 0 | 0 | 0 | 0 | 3 | 30 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 9 | 0 | 22 | 67 | 11 | 3.0 | 9 | 3 | 33 | 0 | 0 | 0 | 0 | 3 | 33 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 10 | 0 | 30 | 60 | 10 | 2.9 | 10 | 3 | 30 | 0 | 0 | 0 | 0 | 3 | 30 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
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| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | | | | | |

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| | Listening | | | | | Speaking | | | | | Reading | | | | | Writing | | | | |
|--|-----------|---------|-----|-----|-----|---------------------------|---------|-----|-----|-----|---------------------------|---------|-----|-----|-----|---------------------------|---------|-----|-----|-----|
| | Number | Percent | | | | Number | Percent | | | | Number | Percent | | | | Number | Percent | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Number of Students Rated | 8 | 100 | | | | Number of Students Rated | 8 | 100 | | | Number of Students Rated | 8 | 100 | | | Number of Students Rated | 8 | 100 | | |
| Students Absent | 0 | 0 | | | | Students Absent | 0 | 0 | | | Students Absent | 0 | 0 | | | Not Rated: EC | 0 | 0 | | |
| Not Rated: EC | 0 | 0 | | | | Not Rated: EC | 0 | 0 | | | Not Rated: ARD Decision | 0 | 0 | | | Not Rated: ARD Decision | 0 | 0 | | |
| Not Rated: ARD Decision | 0 | 0 | | | | Not Rated: ARD Decision | 0 | 0 | | | Other Students Not Rated | 0 | 0 | | | | | | | |
| Other Students Not Rated | 0 | 0 | | | | Other Students Not Rated | 0 | 0 | | | | | | | | | | | | |
| Total Documents Submitted | 8 | 100 | | | | Total Documents Submitted | 8 | 100 | | | Total Documents Submitted | 8 | 100 | | | Total Documents Submitted | 8 | 100 | | |
| # Std | BEG | INT | ADV | AH | | # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH |
| All Students | 8 | 0 | 50 | 25 | 25 | 8 | 0 | 38 | 63 | 0 | 8 | 13 | 63 | 25 | 0 | 8 | 25 | 25 | 38 | 13 |
| Male | 5 | 0 | 40 | 20 | 40 | 5 | 0 | 40 | 60 | 0 | 5 | 20 | 60 | 20 | 0 | 5 | 20 | 40 | 20 | 20 |
| Female | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Hispanic/Latino | 5 | 0 | 60 | 20 | 20 | 5 | 0 | 60 | 40 | 0 | 5 | 20 | 80 | 0 | 0 | 5 | 40 | 40 | 20 | 0 |
| Am. Indian or Alaska Native | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Asian | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Black or African American | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Native Hawaiian/Pacific Islander | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| White | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Two or More Races | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Economically Disadvantaged Yes | 6 | 0 | 50 | 17 | 33 | 6 | 0 | 33 | 67 | 0 | 6 | 17 | 50 | 33 | 0 | 6 | 33 | 17 | 33 | 17 |
| No | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Title I, Part A Participants | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Nonparticipants | 8 | 0 | 50 | 25 | 25 | 8 | 0 | 38 | 63 | 0 | 8 | 13 | 63 | 25 | 0 | 8 | 25 | 25 | 38 | 13 |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Migrant Yes | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No | 8 | 0 | 50 | 25 | 25 | 8 | 0 | 38 | 63 | 0 | 8 | 13 | 63 | 25 | 0 | 8 | 25 | 25 | 38 | 13 |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Identified as Emergent Bilingual/English Learner | 8 | 0 | 50 | 25 | 25 | 8 | 0 | 38 | 63 | 0 | 8 | 13 | 63 | 25 | 0 | 8 | 25 | 25 | 38 | 13 |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Bilingual Participants | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Nonparticipants | 8 | 0 | 50 | 25 | 25 | 8 | 0 | 38 | 63 | 0 | 8 | 13 | 63 | 25 | 0 | 8 | 25 | 25 | 38 | 13 |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| ESL Participants | 7 | 0 | 43 | 29 | 29 | 7 | 0 | 29 | 71 | 0 | 7 | 14 | 57 | 29 | 0 | 7 | 14 | 29 | 43 | 14 |
| Nonparticipants | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Special Education Yes | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No | 8 | 0 | 50 | 25 | 25 | 8 | 0 | 38 | 63 | 0 | 8 | 13 | 63 | 25 | 0 | 8 | 25 | 25 | 38 | 13 |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Gifted/Talented Participants | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Nonparticipants | 8 | 0 | 50 | 25 | 25 | 8 | 0 | 38 | 63 | 0 | 8 | 13 | 63 | 25 | 0 | 8 | 25 | 25 | 38 | 13 |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| At-Risk Yes | 8 | 0 | 50 | 25 | 25 | 8 | 0 | 38 | 63 | 0 | 8 | 13 | 63 | 25 | 0 | 8 | 25 | 25 | 38 | 13 |
| No | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Years in U.S. Schools One | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- |
| Two | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Three | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- |
| Four | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Five | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Six or More | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| TELPAS Composite Rating | | | | | | Yearly Progress in TELPAS Composite Rating | | | | | | | | | |
|---|-----|-----|--------|---------|---------------|--|---|-----|--|-----|--|-----|--|-----|--|
| Number of Students Receiving a Composite Rating Number of Students Not Receiving a Composite Rating Total Documents Submitted | | | Number | Percent | Average Score | # of Matched Students | Students Who Progressed One Proficiency Level | | Students Who Progressed Two Proficiency Levels | | Students Who Progressed Three Proficiency Levels | | Students Who Progressed At Least One Proficiency Level | | |
| | | | 8 | 100 | | | | | | | | | | | |
| | | | 0 | 0 | | | | | | | | | | | |
| # Std | BEG | INT | ADV | AH | | | # | % | # | % | # | % | # | % | |
| 8 | 0 | 38 | 50 | 13 | 2.5 | 6 | 4 | 67 | 0 | 0 | 0 | 0 | 4 | 67 | |
| 5 | 0 | 40 | 40 | 20 | 2.5 | 4 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 3 | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 5 | 0 | 60 | 40 | 0 | 2.2 | 3 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 6 | 0 | 33 | 50 | 17 | 2.5 | 4 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 2 | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 8 | 0 | 38 | 50 | 13 | 2.5 | 6 | 4 | 67 | 0 | 0 | 0 | 0 | 4 | 67 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 8 | 0 | 38 | 50 | 13 | 2.5 | 6 | 4 | 67 | 0 | 0 | 0 | 0 | 4 | 67 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 8 | 0 | 38 | 50 | 13 | 2.5 | 6 | 4 | 67 | 0 | 0 | 0 | 0 | 4 | 67 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 8 | 0 | 38 | 50 | 13 | 2.5 | 6 | 4 | 67 | 0 | 0 | 0 | 0 | 4 | 67 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 7 | 0 | 29 | 57 | 14 | 2.6 | 6 | 4 | 67 | 0 | 0 | 0 | 0 | 4 | 67 | |
| 1 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 8 | 0 | 38 | 50 | 13 | 2.5 | 6 | 4 | 67 | 0 | 0 | 0 | 0 | 4 | 67 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 8 | 0 | 38 | 50 | 13 | 2.5 | 6 | 4 | 67 | 0 | 0 | 0 | 0 | 4 | 67 | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 2 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 3 | --- | --- | --- | --- | --- | 3 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 2 | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | |



GISD 2022 SES Survey Benold Middle School Results Summary

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INTRODUCTION

The core mission of Georgetown ISD (GISD) is to inspire and empower every learner to lead, grow, and serve. Student voice plays an important role in achieving that mission. A large body of research literature exists that describes many persistent, positive effects associated with increasing student voice in education. Engaging student voice has been shown to increase students' leadership abilities (Cushman 2003). Student voice can lead to an increased likelihood that students will experience self-worth, engagement, and purpose in school (Quaglia Institute for School Voice and Aspirations, 2016). Student involvement can also lead to significant gains in youth development goals (Mitra 2004, 2006). In addition to the positive effects associated with engaging student voice, student perception data can provide a rich source of information for district and campus leadership to consider while making key decisions.

The 2021-2022 Student Experience Survey (SES) was administered to all students in grades three through eleven in [Date]. Parents received notice of the survey through district-wide communication on [Date] and parents were given the opportunity to preview questions and opt their student out of the survey. The survey was administered through Google Forms and was setup to be administered through English/Language Arts (secondary) or homeroom classrooms (elementary). The campus response rate goal was 85%. The following represents the actual response rates across our three levels - elementary, middle, and high school.

| Level | Total Students | Total Response | Total Percentage |
|--------------|----------------|----------------|------------------|
| Middle (6-8) | 2,829 | 2,359 | 83.3% |
| Benold 6-8 | 727 | 641 | 88% |

The survey results are broken down into five categories:

- Intrapersonal questions examine student abilities to understand and manage the self.
- Interpersonal questions examine student abilities to understand and relate to others.
- Cognitive questions examine student awareness of the power of the mind
- Environmental questions examine student experiences of classroom learning.
- Instructional questions examine student experiences of classroom learning.

Cushman, K. (2003). Fires in the bathroom: Advice for teachers from high school students. New York City,

Mitra, D. (2004). The significance of students: Can increasing student voice in schools lead to gains in youth development? The Teachers College Record, 106(4), 651-688. NY: The New Press.

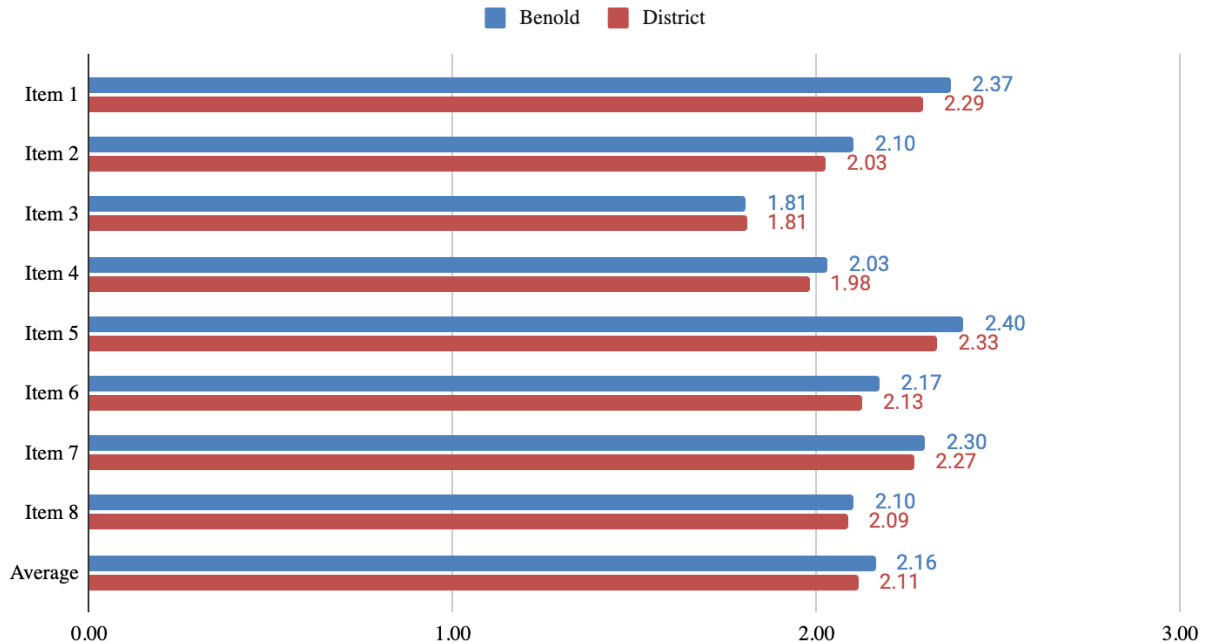
Mitra, D. L. (2006). Youth as a bridge between home and school comparing student voice and parent involvement as strategies for change. Education and Urban Society, 38(4), 455-480.

Quaglia Institute for School Voice and Aspirations. (2016.) School voice report 2016. Retrieved from quagliainstitute.org/dmsView/School_Voice_Report_2016

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 |

Benold Intrapersonal

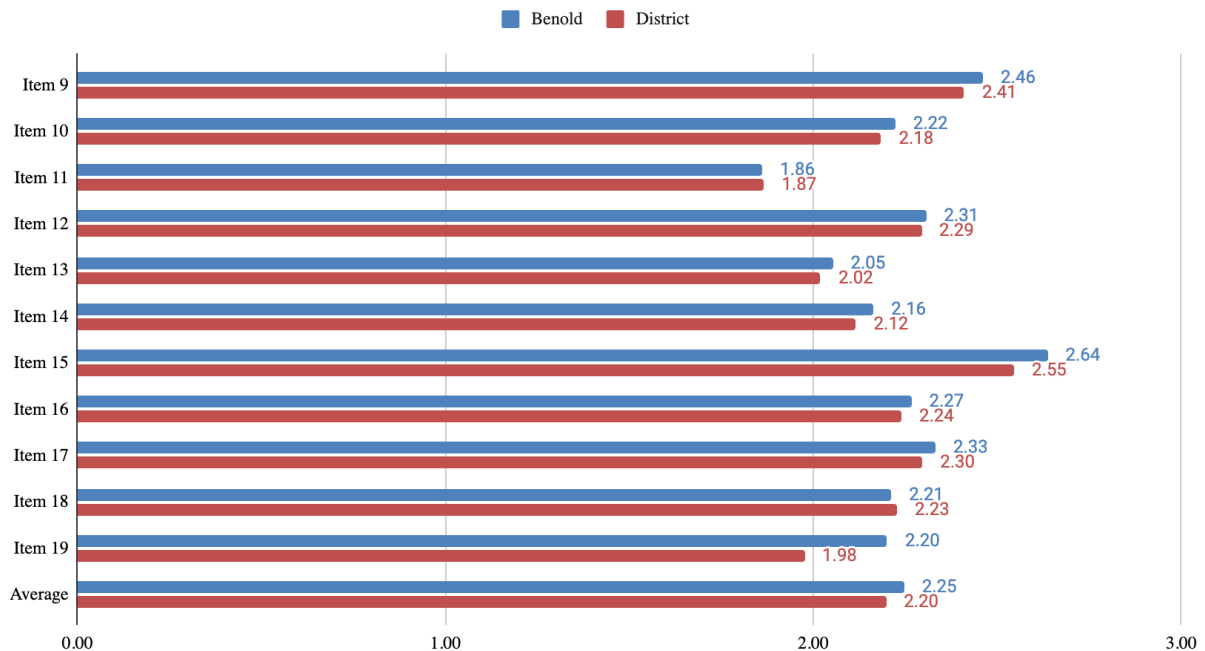


Response 0 = Never
Response 3 = Always

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. |

Benold Interpersonal

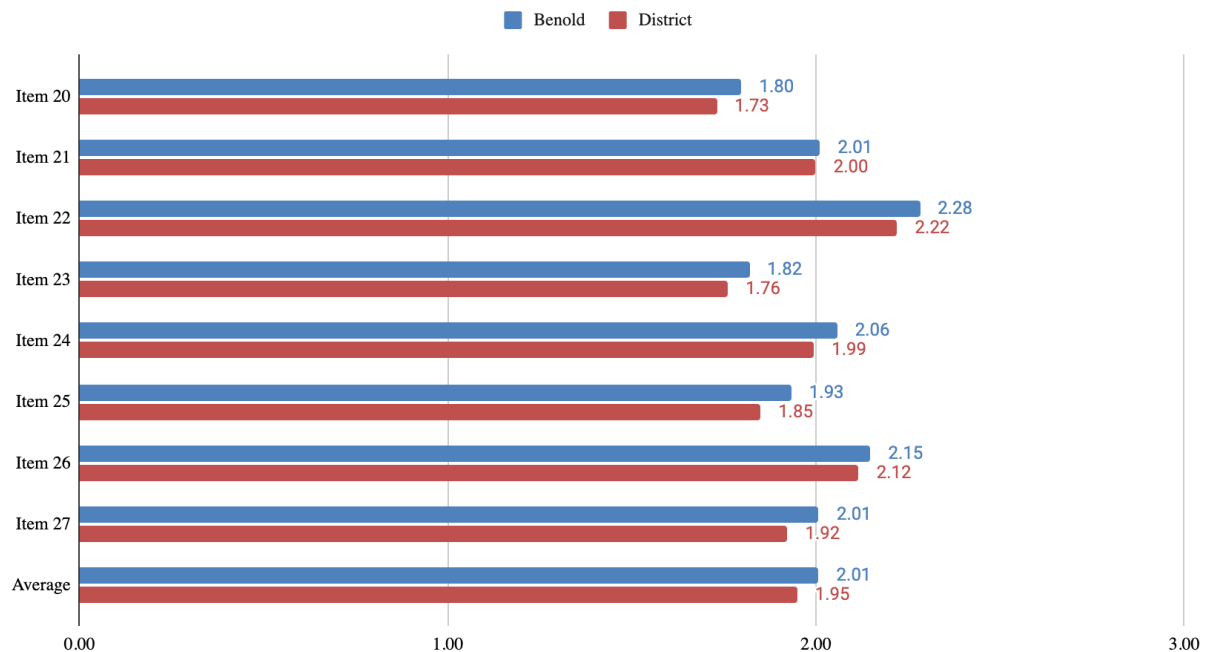


Response 0 = Never
Response 3 = Always

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. |

Benold Cognitive

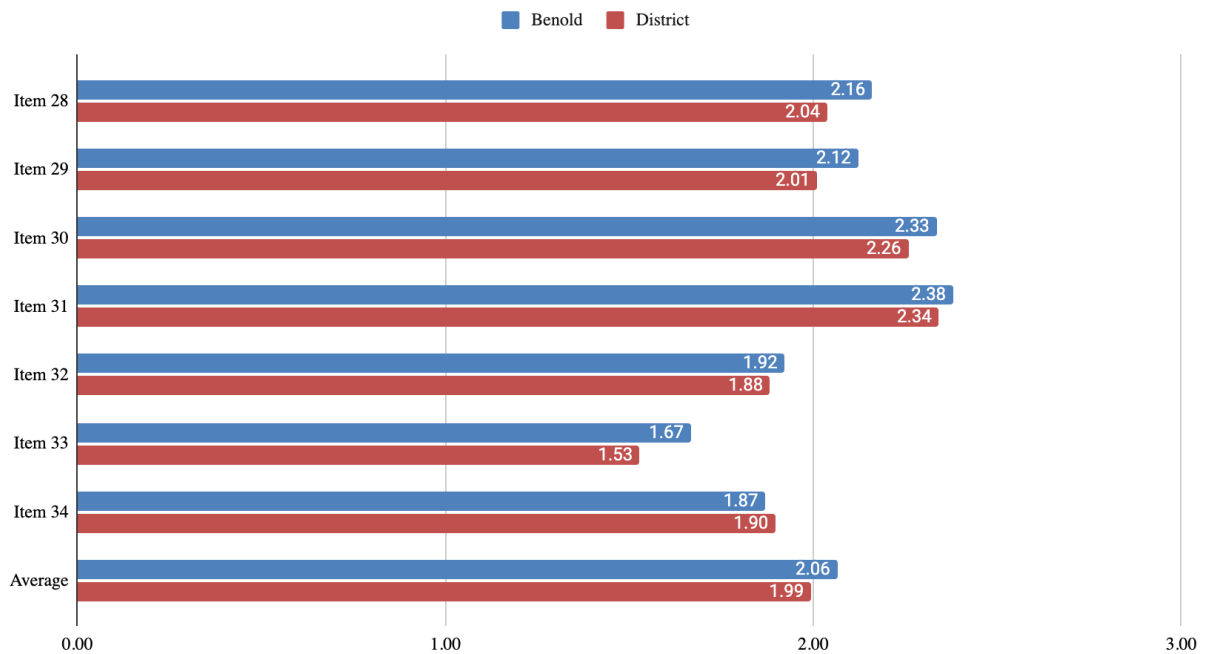


Response 0 = Never
Response 3 = Always

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. |

Benold Environmental

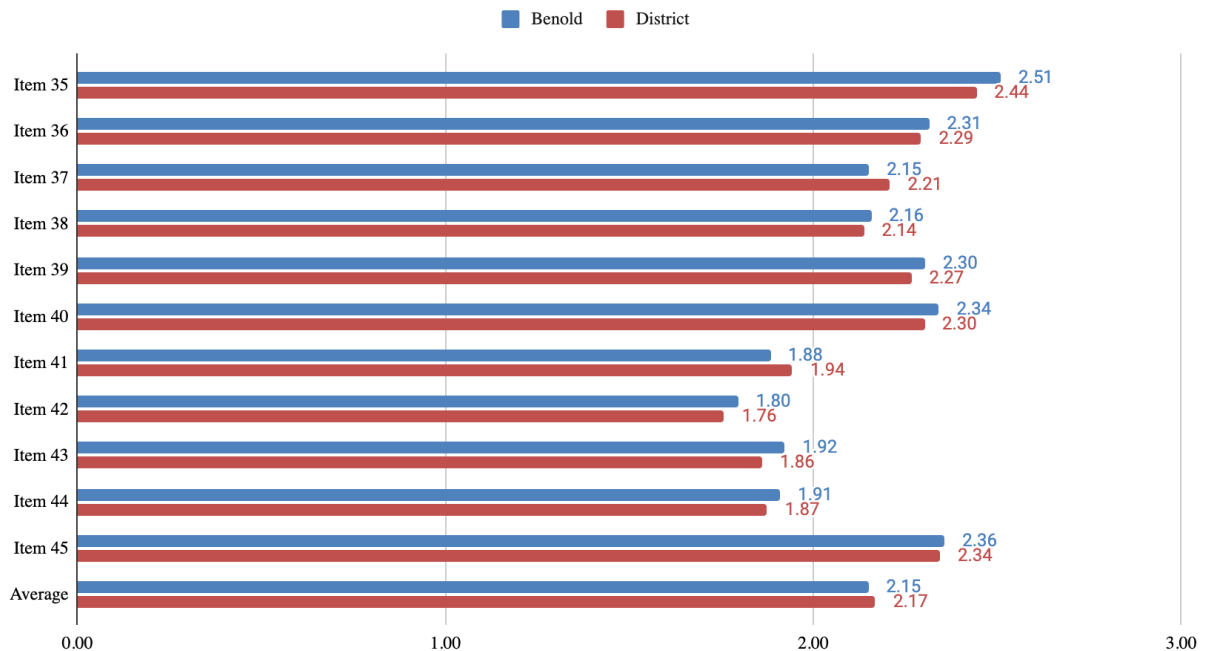


Response 0 = Never
Response 3 = Always

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. |

Benold Instructional



Response 0 = Never
Response 3 = Always

SECTION SIX: POPULATION RESPONSES

| Campus Demographic Data | | | |
|--------------------------|--------|----------------------------------|--------|
| Males | 51.24% | Eco Dis | 23.14% |
| Females | 48.76% | American Indian / Alaskan Native | 0.55% |
| SPED | 12.26% | Asian | 1.52% |
| 504 | 17.22% | Black / African-American | 6.06% |
| LEP (Emergent Bilingual) | 4.82% | Hispanic | 28.24% |
| At Risk | 44.21% | Multi-Race (Two or More) | 3.86% |
| Gifted | 10.88% | White / Non - Hispanic | 59.78% |
| | | Native Hawaiian/Pacific Islander | 0.00% |

| Benold | | | | | | |
|----------------------------------|------------------|------------------|----------------|----------------|-----------------|------------------|
| | Average Intra | Average Inter | Average Cog | Average SEL | Average Env. | Average Inst. |
| District Overall | 2.11 | 2.20 | 1.95 | 2.09 | 1.97 | 2.13 |
| Benold Overall | 2.16 | 2.25 | 2.01 | 2.14 | 2.04 | 2.15 |
| Males | 2.20 | 2.18 | 2.03 | 2.14 | 2.10 | 2.15 |
| Females | 2.13 | 2.31 | 1.99 | 2.14 | 1.99 | 2.15 |
| SPED | 2.10 | 2.22 | 1.96 | 2.09 | 2.04 | 2.03 |
| 504 | 2.08 | 2.17 | 1.99 | 2.08 | 2.00 | 2.04 |
| LEP | 2.15 | 2.12 | 1.98 | 2.09 | 2.18 | 2.14 |
| At Risk | 2.10 | 2.18 | 1.93 | 2.07 | 1.98 | 2.04 |
| Gifted | 2.21 | 2.28 | 2.17 | 2.22 | 2.04 | 2.33 |
| Eco Dis | 2.03 | 2.08 | 1.80 | 1.97 | 1.96 | 1.96 |
| American Indian / Alaskan Native | 2.63 | 2.36 | 2.21 | 2.40 | 2.50 | 2.45 |
| Asian / Pacific Is / Hawaiian | 1.90 | 1.89 | 1.68 | 1.82 | 1.75 | 2.19 |
| Black / African-American | 2.09 | 2.17 | 2.02 | 2.09 | 2.02 | 2.14 |
| Hispanic | 2.13 | 2.15 | 1.89 | 2.06 | 2.01 | 2.02 |
| Multi-Race (Two or More) | 2.09 | 2.23 | 1.99 | 2.10 | 2.01 | 2.15 |
| White / Non - Hispanic | 2.19 | 2.31 | 2.07 | 2.19 | 2.07 | 2.21 |

| Benold Grade Level Breakdown | | | | | | |
|------------------------------|---------------|---------------|-------------|-------------|--------------|---------------|
| | Average Intra | Average Inter | Average Cog | Average SEL | Average Env. | Average Inst. |
| 6 | 2.12 | 2.19 | 2.03 | 2.11 | 2.07 | 2.12 |
| 7 | 2.17 | 2.30 | 1.95 | 2.14 | 2.04 | 2.09 |
| 8 | 2.20 | 2.25 | 2.04 | 2.17 | 2.02 | 2.24 |

| |
|--------------|
| 0 - .6 |
| .61 - 1.2 |
| 1.21 - 1.809 |
| 1.81 - 2.409 |
| >2.41 |

SECTION SEVEN: RESOURCES

[Learner Profile, SEL, and Student Experiences Survey Resource](#)

| Well-Rounded Students | | | |
|---|--|---|--|
| This Pillar Aligns Most Directly With District Goal 1: STUDENT-CENTERED Develop a future-ready learning experience that reflects student voice, choice and ownership. | | | |
| Foundational Beliefs of Our School Systems: Our actions should be student-centered. It is our responsibility to prepare students for their future. Developing leaders is vital to our success. Instruction should be designed based on the needs of the learners. Community engagement enhances educational experiences. | | | |
| Key Questions for This Pillar: | | | |
| | Empowerment | Inclusion & Involvement | Learner Profile Development |
| | To what extent are learners in every student group empowered in school? | To what extent are learners in every student group welcomed, respected, valued, and involved in school? | To what extent are learners in every student group developing learner profile attributes? |
| System Response for each Key Question: | We want to be a system with the capacity to provide engaging lessons for our diverse learners that will help them build competencies that empower them to become intrinsically motivated to learn. | We want to be a system with the capacity where students feel empowered to design, generate or create projects or work that connects to their culture as well as share feedback on the cultural relevance of their learning experiences. | We want to be a system with the capacity to assist in all students' development of cultural humility and social emotional competence by exposing them to learner profile attributes through meaningful learning experiences. |
| L1 | Our culture will be such that student empowerment is highly valued. | Our culture will be such that every student feels seen and heard by educators who express a genuine interest in their lives. | Our culture will be such that developing learner profile attributes is part of every learning experience. |
| L2 | Our system will have the capacity to engage diverse learners in learning experiences that build competence and confidence in their individual skill sets. | Our culture will be such that diverse perspectives and identities are sought after and respected. [1] | Our system will have the capacity to develop shared understanding of how cultural humility and trauma-informed practices relate to students' social-emotional wellbeing and learner profile development. |
| L3 | Our system will have the capacity to empower diverse learners to make their own learning decisions that lead to successful outcomes. | Our culture will be such that the contributions of diverse individuals are so respected that we explore barriers to inclusion and involvement and seek and create solutions. | Our system will have the capacity to continuously grow in cultural humility and social emotional competence. |
| L4 | Our system will have the capacity to empower diverse learners by continuously building and supporting student agency. | Our system will have the capacity to continuously build active student participation in learning activities and eliminate social emotional and physical barriers to that participation. | Our culture will be such that cultural humility, social emotional competence, and learner profile development are part of every learning experience. |
| Potential Evidence(s) as progress indicator: [2] | | | |
| Evidence: | Student Perceptual Data (Qualitative and Quantitative) | | |
| Source: | Student Survey Data (Inclusion Survey and SEL Survey) | | |
| Person/Dept Responsible: | Science Department | Social Studies Department and Campus Counselors | |
| Frequency: | Semi-Annual | Semi-Annual | |
| Progress Indicator: | Annual | Annual | |
| Evidence: | Staff Perceptual Data (Qualitative and Quantitative) | | |
| Source: | Staff Survey Data | | |
| Person/Dept Responsible: | Science Department | Social Studies Department | |
| Frequency: | Annual | Annual | |
| Progress Indicator: | Winter 2022 | Winter 2022 | |

[1] I'm wondering if this one is first. First, the adults at school have to actively seek out the opportunity to hear students. Just a thought!

[2] If you identify more than 3 evidences (which is okay), just copy and paste a set of green rows below and keep rolling.

Priority Information Organizer w/ Resources

| Priority | Signal (Year Provided) | | | Who are you collaborating with? |
|---|------------------------|--|---|---|
| | Maintain | Minor Change | Major Change | |
| Literacy + Numeracy Brandon Jayroe, Staci Whittenton, Michele Patterson | | 2022 - 2023 - Campus-wide expectations for literacy in all classes | | |
| Learner Profile + Social Emotional Learning Jennifer Lugo, Amanda Smith | | | 2022 - 2023 - Expansion of the Nest - Abandon ISS/Implement Reset Room - Implementation of SEL Lessons during EAGLE Time | Heather Moeller, Heather Stoner |
| CCMR Sunny Schlaudt | | | 2022 - 2023 - Abandon Clubs on Friday - All Staff Will Support Pathways | Davin Vogler, Bretton Schulz, Amy Beran |
| CBAS Brandon Jayroe | 2022 - 2023 | | | |
| Learning Org Nathan Boone | | 2022 - 2023 - Redesign Faculty Meeting | | |
| Personalized Learning Brandon Jayroe, Staci Whittenton | | | 2022 - 2023 - Implement LMS - Local Assessment Analysis | Amy Heil, Jennifer King |
| Competency Based Ed Brandon Jayroe, Staci Whittenton | 2022 - 2023 | | | |
| CKH Brandon Jayroe, Sunny Schlaudt, Nathan Boone | | 2022 - 2023 - Traction Plans for Leadership - Process Champions Training | | |
| Designing Engaging Work Staci Whittenton | 2022 - 2023 | | | |
| PLC + MTSS (academic + behavioral) Staci Whittenton, Jason Granger, Cynthia Sokoff, Jessica Bailey, Cody Boling | | 2022 - 2023 - Implement MTSS in Teaming | | |
| Attendance Brandon Jayroe, Deb Kleen | | 2022 - 2023 - Attendance Accountability - Campus-wide Competitions | | |

Benold Pathway Goal

Benold is a learning organization providing personalized learning opportunities for volunteers who pursue mastery of concepts and growth in Learner Profile attributes.

PILLARS

RELATIONSHIPS FEEDBACK OWNERSHIP INNOVATION

STRUCTURE

STUDENT CULTURE

Picture of Success: The Student Culture team provides guidance to students that will prepare them for success now and in the future.

2022 - 2023 Goals & Action Steps:

Goal 1 - Students will gain self knowledge and develop personal responsibility academically and socially by seeking assistance from their EAGLE Time (Engage, Achieve, Grow, Learn, Explore) teacher, checking their assignments, or participating in a small group/peer to peer.

Action Steps:

1. Refine and monitor EAGLE Time routines, procedures and expectations - brightly colored ask for assistance daily, peer assistance, small groups.
2. Campus wide advisory document - who have I checked in with? - Who needs to be brought to MTSS? Who can Ms. Rives meet with?
3. Partner with NJHS goals of including - 8th graders working with 6th grade classrooms (and maybe some 7th grade classrooms)

Wonderings: How can we help students that don't "want" help?

How can we streamline the passes and make sure students are where they are supposed to be? - **working with T& L on this**

Instilling self motivation/ownership to get work done. Teachers are trying and cannot get students motivated based on grades.

Goal 2 - Students will obtain knowledge through inquiry and exploration by participating in pathway club opportunities that will foster growth and future success.

Action Steps:

1. Support club design during Monday PLC time.
2. Build partnerships with community members and [GHS/BMS Pathways](#) Teachers **** Externship
3. Partner with the counselors for PGP planning early on in the students MS career.
4. Coordinate a Future Readiness Fair / Health Fair

Goal 3 - Students will build respectful relationships by communicating and collaborating with peers and staff members throughout their school day (hallways, arrival, lunch, recess, dismissal).

Action Steps:

1. CKH/MTSS/Eagle Essentials - poster boards - \$180
2. Student of the month with the learner profile attributes
August: Build and Model Respectful Relationships
September: Build and Model Respectful Relationships
October: Obtains Knowledge through Inquiry and Exploration
November: Develops Self-Knowledge and Personal Responsibility
December: Develops Self-Knowledge and Personal Responsibility
January: Adapts and Perseveres
February: Adapts and Perseveres
March: Communicates, Collaborates and Applies Critical Thinking
April: Obtains Knowledge through Inquiry and Exploration
May: Creates and Innovates
3. Develop avenues for peer mentoring/staff mentoring
 - a. NJHS students will be able to assist 6th grade students that are showing need (with slips of paper or otherwise).
4. Welcome back events - \$618
5. Recess Equipment - \$390

STAFF CULTURE

Picture of Success: Benold Staff Culture will develop, implement and monitor Campus Commitments.

2022 - 2023 Goals & Action Steps:

Goal 1 - Connecting Staff to the campus, vision, commitments - Identify what the staff of Benold should be committed to in order to live out our vision on a daily basis. Be aware of campus morale in order to make informed decisions to support staff members.

Action Steps:

- Develop Campus commitments based on beliefs, customs and values.
- Develop Social Contract
- Develop and adjust staff communication means throughout the year.
 - Faculty Meeting, News Letter, Announcements, etc.
- Be aware of staff morale through a Morale Check. Do

Goal 2 - Love where you live - Through different events during the year, staff members will be able to join in fellowship with those from different parts of the campus.

Action steps:

- Develop a structure that allows people to pick and choose events that would speak to them.
 - Bingo Board

- Develop a process in which staff members can sponsor events such as a hike on Saturday morning at a park.
- Develop ways to highlight the positives that staff are doing on campus.

HEALTH & WELLNESS

Picture of Success: Through intentional advocacy efforts, the Benold Middle School Health and Wellness Team focuses their efforts in promoting *personalized learning opportunities* and resources that support the physical, social, and emotional well-being of our school community. With the goal of **whole-person centered growth**, students and staff will feel safe, supported, valued, and successful.

2022 - 2023 Goals and Action Steps:

Goal 1 - #BErelational SEL Academy C2Y3: Social Emotional Learning (SEL) is the process of supporting the Learner Profile within a safe and caring learning environment. SEL develops our capacity for compassionate empathy, self-management, social and cultural humility, and responsible decision making. We will continue our participation in the SEL Academy as we enter year 3 of implementation.

SEL Goals :Over the course of the 22-23 school year, Benold seeks to increase student application of coping skills while they are in the red/blue of the Mood Meter (Intrapersonal). Additionally, Benold seeks to increase students' perception of being cared for by peers and ability to work cooperatively in groups at school (Interpersonal).

Action Steps:

1. Conduct annual SES and reach an 90% response rate for students in March
2. Establish team roles and consider strategic integration of learner profile
3. Send staff surveys, collect data, review data, and design systems of support where needed
4. Collaborate and consult with district SEL Specialist; Heather Moeller
5. Attend SEL focused trainings throughout the school year
6. Implementation of SEL lessons

Goal 2 - #BEwell Healthy School Choices: The Health & Wellness Team will promote and support overall wellness and healthy lifestyle choices through various campus events and fun challenges for staff and students.

Action Steps:

1. Collaborating with the Staff Culture team to organize fun, engaging, and relevant events for staff.
 - Examples of activities may include: Step Tracking Contest, healthy recipe book
2. Partner with the Student Culture team to organize student friendly activities/challenges that are fun, engaging, and promote healthy lifestyle habits.
3. Restorative Circles
4. Reset Room

Goal 3 - #BEcalm Stress Management: Provide strategies and resources to staff and students to help reduce stress and anxiety.

Action Steps:

1. Counselors will directly teach mindfulness practices during guidance lessons
2. The Health & Wellness Team will create opportunities for staff to participate in mindfulness activities (Headspace, Yoga, Adult Coloring, etc...)

TEACHING & LEARNING

Picture of Success: The Teaching and Learning Team will provide support, resources, and opportunities for collaboration, so that all teachers will feel empowered to provide quality learning experiences for all students.

2022 - 2023 Goals and Action Steps:

Goal 1 - Create a campus wide culture of literacy.

Action Steps:

1. Through professional learning on the use of word walls, anchor charts, classroom libraries (both general and unit specific), the TL team will empower teachers to establish environments of literacy in each classroom.
2. All teachers will regularly incorporate authentic and appropriate reading opportunities within the learning cycle. TL will provide professional support on how to implement reading instruction that is content specific in addition to providing needed resources.
3. All teachers will regularly incorporate authentic and appropriate writing opportunities within the learning cycle. TL will provide professional support on various strategies teachers can use.

Goal 2 - Our PLCs will be guided by the 4 questions to continue developing into an intentional, productive, and collaborative time for teachers.

Action Steps:

1. Content teachers will meet weekly in the PLC room to establish then review norms for collaborating and reviewing data. Designing Engaging Work and Friendly Friends Protocol will be part of the norms.
2. Grade level teachers will meet weekly to discuss individual student needs, design cross curricular activities, and determine how different contents can support each other.
3. TL Team will create a tool that includes best PLC practices (SIG, Benold Beacon) for each PLC member to regularly reflect on their collaborative time and use it to identify potential improvement areas and where coaching support is needed.

Goal 3 - By using best practices, teachers will focus on making RtI Tier 1 learning more effective to reduce the amount of students who are in need of Tier 2. This will in turn allow for Tier 2 instruction to be more personalized.

Action Steps:

1. Teachers will collaborate with their teaching partner to design an engaging unit cycle as described in the [RtI in Action](#) summer course.
2. Teachers will need to remain flexible in their unit cycles to allow for reteach (Tier 2) and extension times.

Features of Behavior/Counselors Support

| Emergent Tree | Benold MS-Behavior | Benold MS-Counselors |
|--|---|--|
| ACKNOWLEDGMENTS | | |
| Provide specific feedback on the display of core values. Tools and strategies help staff maintain a daily 3:1 ratio of acknowledgment to corrections with students. | <ul style="list-style-type: none"> • Student Shout Outs through announcements and student of the month • Awards • Affirmation based on Social Contract (Core Values) | <ul style="list-style-type: none"> • Student Shout Outs • Affirmations • Counselor check-ins (teacher referred) |
| CORRECTIONS | | |
| Address behaviors that violate core values. Strategies focus on reteaching replacement behaviors and provide ways to restore and reintegrate students back to the school community. | <ul style="list-style-type: none"> • Social contract • The Nest • The Reset room • Guidance lessons • Eagles Essentials • Referrals • Parent conferences • AP conferences | <ul style="list-style-type: none"> • The NEST • Reset Room • Guidance Lessons • Parent Conferences • MTSS Meetings • Check-in with counselor (admin referred) • Check-in with counselor (student initiated) |
| SYSTEM SUPPORTS | | |
| Procedures to support both initial implementation and long term maintenance. These procedures include team-based planning, revision, data-based decisions, communication, training, and documentation. | <ul style="list-style-type: none"> • Beginning of the year training for new teachers • PLCs based on academic data • MTSS based on behavior and academics • CKH • Campus leadership huddle • Discipline reviews • Teachers observations • Agendas: MTSS, PLCs, discipline reviews | <ul style="list-style-type: none"> • BOY trainings on mood meter with staff and students • BOY trainings on The Nest vs Reset Room • MTSS • CKH • Campus Leadership Huddle • Small groups • SBT referral • Pre/Post Surveys from Guidance Lessons • Learner Profile Survey • Counseling visits |
| SKILL BUILDING | | |
| Social, emotional, and behavioral skills necessary for student success are identified and established as core | <ul style="list-style-type: none"> • Guidance lessons • Mood meter • CKH: Creation of social | <ul style="list-style-type: none"> • Guidance Lessons • Small Groups • CKH Social Contracts |

| | | |
|---|---|---|
| values. Planned, direct instruction is provided to ensure mastery and generalization of skills. All other system components connect back to these core values and skills. | <ul style="list-style-type: none"> contracts • Eagle Essentials • Learner Profile • Reset room • The Nest • Counselor visits • Pep rallies • Digital Citizenship • Drug Awareness sessions (Red Ribbon week) | <ul style="list-style-type: none"> • Learner Profile Survey (SES) • Reset Room • The Nest • Counselor check-ins • Counselor Visits • SBT Referral |
| CONNECTIONS | | |
| Intentional activities develop positive relationships in the school environment. Connection strategies ensure students engage in positive interactions with staff on a daily basis. | <ul style="list-style-type: none"> • CKH • Beginning of the year training for new teachers • Reset room • Adult presence in hallways during passing periods (before/after school) • Parent calls for positive communication • Students shout outs • Pathways/Clubs • Counselor requests • Pep rallies • Digital Citizenship • Drug Awareness sessions • Spirit week | <ul style="list-style-type: none"> • Student Essentials Guidance Lesson at BOY • Counselor Check-ins • Counselor collaboration in MTSS • Lunch Duty • Small Groups |
| DATA INFORMED | | |
| Procedures to collect, analyze, and review data to ensure school culture and safety goals are met. Universal screening, progress monitoring, and fidelity assessments guide decisions to meet school wide, classroom, and individual needs. | <ul style="list-style-type: none"> • Student incident reports • Referrals • Discipline reviews • MTSS • Campus leadership huddle • PLCs • Walkthroughs • Classroom Observations • Teachers observations • SRO on campus | <ul style="list-style-type: none"> • The Nest usage • Counselor visits • Pre/Post Surveys from classroom guidance • Learner Profile Survey • CKH survey • SBT referrals • Mental Health Threat Log • Campus leadership huddle • MTSS |

| Position | Name | How Much | Who Pays |
|---|---------------------|----------------------|------------------------------|
| Science Department Chair | Michelle Champion | \$1,000 | District |
| History Department Chair | Krystal Rackley | \$1,000 | District |
| Reading Language Arts Department Chair | Chelsey Cabarrubias | \$1,000 | District |
| Math Department Chair | Sydney Patrick | \$1,000 | District |
| Special Education Department Chair | Nick Chambley | \$1,000 | Campus |
| Fine Arts Department Chair | Zach Cheatham | \$1,000 | \$500 District, \$500 Campus |
| Girls' Athletic Coordinator | Elizabeth Graham | \$2,000 | District |
| Boys' Athletic Coordinator | James Hammack | \$2,000 | District |
| Athletics Facilities Manager | James Hammack | \$2,000 | District |
| Campus Energy Coordinator | John Crutchfield | \$500 | District |
| MS Drill Team Sponsor | Krystal Rackley | \$1,000 | District |
| National Junior Honor Society Sponsor | Grant Cain | \$300 | District |
| Seaperch Sponsor | Vacant | \$1,000 | District |
| Student Council Sponsor | Priscilla Caldwell | \$1,000 | District |
| Yearbook | Vacant | \$1,000 | Campus |
| Social Media | | | Campus |
| 6th Grade MTSS Lead Teacher | | \$1,000 | Campus |
| 7th Grade MTSS Lead Teacher | | \$1,000 | Campus |
| 8th Grade MTSS Lead Teacher | Jessica Bailey | \$1,000 | Campus |
| Health & Wellness Action Team Facilitator | Jason Granger | \$1,000 | Campus |
| Teaching & Learning Action Team Facilitator | Ashlyn Taylor | \$1,000 | Campus |
| Student Culture Action Team Facilitator | Grant Cain | \$1,000 | Campus |
| Staff Culture Action Team Facilitator | Jessica Simpson | \$1,000 | Campus |
| Health & Wellness Action Team Member (6) | | \$3,000 (\$500 each) | Campus |
| 1 | Becky Cansler | | |
| 2 | Ed Feldman | | |
| 3 | Olin Meadows | | |
| 4 | Erica Acuna | | |
| 5 | Priscilla Caldwell | | |
| 6 | Lauren Sikes | | |
| | | | |

| | | | |
|--|--------------------|----------------------|--------|
| Teaching & Learning Action Team Member (6) | | \$3,000 (\$500 each) | Campus |
| 1 | Amy Draeger | | |
| 2 | Robin Morales | | |
| 3 | Maddie Harrop | | |
| 4 | Kristina Leach | | |
| 5 | | | |
| 6 | | | |
| | | | |
| Student Culture Action Team Member (6) | | \$3,000 (\$500 each) | Campus |
| 1 | Cody Boling | | |
| 2 | Katie Dane | | |
| 3 | Brianna Timourian | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| Staff Culture Action Team Member (6) | | \$3,000 (\$500 each) | Campus |
| 1 | Ashlen LaCanne | | |
| 2 | Michelle Champion | | |
| 3 | Jessica Bailey | | |
| 4 | Christina Gonzalez | | |
| 5 | Dina Urban | | |
| 6 | Kris Kosted | | |

START



SIDE 1

2023
CHECKERBOARD PATTERN

District Snapshot



VISIT US

    @georgetownisd

www.georgetownisd.org

VISION 
MISSION

Our Story...

In Georgetown ISD, our **vision** is to be the home of the most inspired students, served by the most empowered leaders. As the second-fastest growing school district in the Austin metro area, we believe public education is the foundation of our evolving community, and we strive to provide unique learning opportunities that meet the diverse needs of every learner, no matter the circumstances.

At GISD, our **mission** is to inspire and empower every learner to...

Lead. Grow. Serve.

NEXT





District Snapshot

SIDE 2

13,155

student enrollment
at 10 ES, 4 MS, 3 HS,
2 ALT Campuses

1,904

GISD
staff members

3,200

college credit
hours completed
equivalent to \$1.2 million
in tuition saved at a
four-year college

26

Advanced
Placement (AP)
courses offered

3

 new facilities

to open in 2024
as part of the 2021 Bond
approved by voters

\$500k

awarded by the
GISD Education
Foundation
since 2015

16

Industry-based
certifications
885 earned in 2021-22

\$1.213

tax rate:
\$0.8846(M&O)
\$0.3290 (I&S)

B

2022 Texas
Accountability
Rating



96%

graduation rate
compared to 90.3%
state average

Financial Ratings:

AA
Standard & Poor's

Aa1
Moody's Investor

Every student in GISD benefits from personalized learning experiences where students are encouraged to find and develop their passions to become future ready. From robust STEM programs starting in kindergarten to innovative career and technical programs including aerospace engineering, cosmetology and culinary arts, we have programs for every learner.

SCAN ME



MORE



SOURCES: GISD, TEA, educationdata.org

Eagle Road Map

C.K.H. FOUNDATION/STRATEGIES

-Personal Relationships - Knowing students/their interests
Greetings - Affirmations - Good Things - Positive
Social Contract - Reference Social Contract - FOUR
QUESTIONS
Nest/Reset Room, Counselor visit
End of Day: Rating Social Contract and LAUNCH

When RESET is the route:

- Call 5090 for support and communicate you have a student that could use the RESET room.
- Rives does a RESTORATIVE circle with the student or students
- The student will work his/her way back to the classroom. (Rives will decide when this is)
- No referral, no admin.
- Communication from Mrs. Rives.

When a REFERRAL is the route:

- Call for an administrator @ 5090
- Write a referral as soon as you can (referral must include CKH strategies tried)
- Contact guardian
- No Reset - has already had a reset for the behavior, extreme/ persistent disrespect or inappropriate interaction/ language
- Student will not return to class referred from
- Admin Processes - within 24 hrs
- Communication to teacher and/or staff what came from it.
- Opportunity for restorative Circle with student and teacher.

AUTOMATIC REFERRALS:

- Gang Related Behavior
- Assault
- Drugs, tobacco, alcohol
- Possession of inappropriate item
- Threats
- Abusive/obscene use of technology, language, or gestures
- Fighting
- Aggressive & disrespectful behavior toward another

| Weekday | Day of Week % Average | Date | Daily % Present | No School |
|-----------|--------------------------|---------|--------------------|-----------------------|
| Thursday | 95.97741935 | 8/18/22 | 100 | First Day of School |
| Friday | 94.074 | 8/19/22 | 98.92 | |
| | | 8/20/22 | | |
| | | 8/21/22 | | |
| Monday | 94.83678571 | 8/22/22 | 98.63 | |
| Tuesday | 95.84333333 | 8/23/22 | 98.18 | |
| Wednesday | 95.696 | 8/24/22 | 97.28 | |
| Thursday | 95.97741935 | 8/25/22 | 97.13 | |
| Friday | 94.074 | 8/26/22 | 96.37 | |
| | | 8/27/22 | | |
| | | 8/28/22 | | |
| Monday | 94.83678571 | 8/29/22 | 94.86 | |
| Tuesday | 95.84333333 | 8/30/22 | 96.22 | |
| Wednesday | 95.696 | 8/31/22 | 96.37 | |
| Thursday | 95.97741935 | 9/1/22 | 95.77 | |
| Friday | 94.074 | 9/2/22 | 93.96 | |
| | | 9/3/22 | | |
| | | 9/4/22 | | |
| Monday | | 9/5/22 | | Labor Day |
| Tuesday | 95.84333333 | 9/6/22 | 95.16 | |
| Wednesday | 95.696 | 9/7/22 | 95.76 | |
| Thursday | 95.97741935 | 9/8/22 | 96.21 | |
| Friday | 94.074 | 9/9/22 | 95.76 | |
| | | 9/10/22 | | |
| | | 9/11/22 | | |
| Monday | 94.83678571 | 9/12/22 | 95.61 | |
| Tuesday | 95.84333333 | 9/13/22 | 96.52 | |
| Wednesday | 95.696 | 9/14/22 | 97.58 | |
| Thursday | 95.97741935 | 9/15/22 | 97.27 | |
| Friday | 94.074 | 9/16/22 | 96.36 | |
| | | 9/17/22 | | |
| | | 9/18/22 | | |
| Monday | | 9/19/22 | | Professional Learning |
| Tuesday | 95.84333333 | 9/20/22 | 96.66 | |
| Wednesday | 95.696 | 9/21/22 | 96.81 | |
| Thursday | 95.97741935 | 9/22/22 | 96.66 | |

| | |
|-----------------------|------------|
| 22-23 Attendance Rate | 95.1608982 |
|-----------------------|------------|

| Year | Purl | Carver | Frost | Cooper | Wolf Ranch | McCoy | Village | Ford | Mitchell | Williams |
|---------|--------|--------|--------|--------|------------|--------|---------|--------|----------|----------|
| 2021-22 | 91.03% | 92.88% | 91.47% | 90.58% | 90.99% | 92.91% | 92.30% | 93.89% | 91.29% | 90.51% |
| WAIVER | 81.03% | 82.88% | 81.47% | 80.58% | 80.99% | 82.91% | 82.30% | 83.89% | 81.29% | 80.51% |

| Weekday | Day of Week % Average | Date | Daily % Present | No School |
|-----------|--------------------------|----------|--------------------|--------------------|
| Friday | 94.074 | 9/23/22 | 96.66 | |
| | | 9/24/22 | | |
| | | 9/25/22 | | |
| Monday | 94.83678571 | 9/26/22 | 95.92 | |
| Tuesday | 95.84333333 | 9/27/22 | 96.98 | |
| Wednesday | 95.696 | 9/28/22 | 97.43 | |
| Thursday | 95.97741935 | 9/29/22 | 96.98 | |
| Friday | 94.074 | 9/30/22 | 96.23 | |
| | | 10/1/22 | | |
| | | 10/2/22 | | |
| Monday | 94.83678571 | 10/3/22 | 96.69 | |
| Tuesday | 95.84333333 | 10/4/22 | 97.29 | |
| Wednesday | 95.696 | 10/5/22 | 96.83 | |
| Thursday | 95.97741935 | 10/6/22 | 95.02 | |
| Friday | | 10/7/22 | | Fall Break Holiday |
| | | 10/8/22 | | |
| | | 10/9/22 | | |
| Monday | | 10/10/22 | | Fall Break Holiday |
| Tuesday | 95.84333333 | 10/11/22 | 88.65 | |
| Wednesday | 95.696 | 10/12/22 | 88.69 | |
| Thursday | 95.97741935 | 10/13/22 | 92.32 | |
| Friday | 94.074 | 10/14/22 | 91.87 | |
| | | 10/15/22 | | |
| | | 10/16/22 | | |
| Monday | 94.83678571 | 10/17/22 | 92.78 | |
| Tuesday | 95.84333333 | 10/18/22 | 93.37 | |
| Wednesday | 95.696 | 10/19/22 | 93.37 | |
| Thursday | 95.97741935 | 10/20/22 | 93.52 | |
| Friday | 94.074 | 10/21/22 | 90.81 | |
| | | 10/22/22 | | |
| | | 10/23/22 | | |
| Monday | 94.83678571 | 10/24/22 | 93.07 | |
| Tuesday | 95.84333333 | 10/25/22 | 94.28 | |
| Wednesday | 95.696 | 10/26/22 | 93.83 | |
| Thursday | 95.97741935 | 10/27/22 | 95.93 | |
| Friday | 94.074 | 10/28/22 | 92.92 | |

| Weekday | Day of Week % Average | Date | Daily % Present | No School |
|-----------|--------------------------|----------|--------------------|-----------------|
| | | 10/29/22 | | |
| | | 10/30/22 | | |
| Monday | | 10/31/22 | | Student Holiday |
| Tuesday | 95.84333333 | 11/1/22 | 92.17 | |
| Wednesday | 95.696 | 11/2/22 | 93.98 | |
| Thursday | 95.97741935 | 11/3/22 | 94.88 | |
| Friday | 94.074 | 11/4/22 | 92.62 | |
| | | 11/5/22 | | |
| | | 11/6/22 | | |
| Monday | 94.83678571 | 11/7/22 | 94.55 | |
| Tuesday | 95.84333333 | 11/8/22 | 96.82 | |
| Wednesday | 95.696 | 11/9/22 | 96.07 | |
| Thursday | 95.97741935 | 11/10/22 | 96.52 | |
| Friday | 94.074 | 11/11/22 | 94.55 | |
| | | 11/12/22 | | |
| | | 11/13/22 | | |
| Monday | 94.83678571 | 11/14/22 | 96.05 | |
| Tuesday | 95.84333333 | 11/15/22 | 95.14 | |
| Wednesday | 95.696 | 11/16/22 | 95.9 | |
| Thursday | 95.97741935 | 11/17/22 | 95.75 | |
| Friday | 94.074 | 11/18/22 | 91.35 | |
| | | 11/19/22 | | |
| | | 11/20/22 | | |
| | | 11/21/22 | | Thanksgiving |
| | | 11/22/22 | | Thanksgiving |
| | | 11/23/22 | | Thanksgiving |
| | | 11/24/22 | | Thanksgiving |
| | | 11/25/22 | | Thanksgiving |
| | | 11/26/22 | | |
| | | 11/27/22 | | |
| Monday | 94.83678571 | 11/28/22 | 94.07 | |
| Tuesday | 95.84333333 | 11/29/22 | 95.76 | |
| Wednesday | 95.696 | 11/30/22 | 96.52 | |
| Thursday | 95.97741935 | 12/1/22 | 96.67 | |
| Friday | 94.074 | 12/2/22 | 94.39 | |
| | | 12/3/22 | | |

| Weekday | Day of Week % Average | Date | Daily % Present | No School |
|-----------|--------------------------|----------|--------------------|-------------------|
| | | 12/4/22 | | |
| Monday | 94.83678571 | 12/5/22 | 91.97 | |
| Tuesday | 95.84333333 | 12/6/22 | 93.94 | |
| Wednesday | 95.696 | 12/7/22 | 93.48 | |
| Thursday | 95.97741935 | 12/8/22 | 94.7 | |
| Friday | 94.074 | 12/9/22 | 92.12 | |
| | | 12/10/22 | | |
| | | 12/11/22 | | |
| Monday | 94.83678571 | 12/12/22 | 94.7 | |
| Tuesday | 95.84333333 | 12/13/22 | 96.06 | |
| Wednesday | 95.696 | 12/14/22 | 96.21 | |
| Thursday | 95.97741935 | 12/15/22 | 94.55 | |
| Friday | 94.074 | 12/16/22 | 85.76 | Early Dismissal |
| | | 12/17/22 | | |
| | | 12/18/22 | | |
| | | 12/19/22 | | Christmas Holiday |
| | | 12/20/22 | | Christmas Holiday |
| | | 12/21/22 | | Christmas Holiday |
| | | 12/22/22 | | Christmas Holiday |
| | | 12/23/22 | | Christmas Holiday |
| | | 12/24/22 | | Christmas Holiday |
| | | 12/25/22 | | Christmas Holiday |
| | | 12/26/22 | | Christmas Holiday |
| | | 12/27/22 | | Christmas Holiday |
| | | 12/28/22 | | Christmas Holiday |
| | | 12/29/22 | | Christmas Holiday |
| | | 12/30/22 | | Christmas Holiday |
| | | 12/31/22 | | |
| | | 1/1/23 | | |
| Monday | | 1/2/23 | | Student Holiday |
| Tuesday | | 1/3/23 | | Student Holiday |
| Wednesday | 95.696 | 1/4/23 | 93.09 | |
| Thursday | 95.97741935 | 1/5/23 | 94.59 | |
| Friday | 94.074 | 1/6/23 | 93.99 | |
| | | 1/7/23 | | |
| | | 1/8/23 | | |

| Weekday | Day of Week % Average | Date | Daily % Present | No School |
|-----------|--------------------------|---------|--------------------|--------------------|
| Thursday | 95.97741935 | 4/27/23 | 96.99 | |
| Friday | 94.074 | 4/28/23 | 93.22 | |
| | | 4/29/23 | | |
| | | 4/30/23 | | |
| Monday | 94.83678571 | 5/1/23 | 93.67 | |
| Tuesday | 95.84333333 | 5/2/23 | 96.08 | |
| Wednesday | 95.696 | 5/3/23 | 96.08 | |
| Thursday | 95.97741935 | 5/4/23 | 95.18 | |
| Friday | 94.074 | 5/5/23 | 94.88 | |
| | | 5/6/23 | | |
| | | 5/7/23 | | |
| Monday | 94.83678571 | 5/8/23 | 94.13 | |
| Tuesday | 95.84333333 | 5/9/23 | 97.74 | |
| Wednesday | 95.696 | 5/10/23 | 97.14 | |
| Thursday | 95.97741935 | 5/11/23 | 96.54 | |
| Friday | 94.074 | 5/12/23 | 95.04 | |
| | | 5/13/23 | | |
| | | 5/14/23 | | |
| Monday | 94.83678571 | 5/15/23 | 93.83 | |
| Tuesday | 95.84333333 | 5/16/23 | 96.54 | |
| Wednesday | 95.696 | 5/17/23 | 96.23 | |
| Thursday | 95.95636364 | 5/18/23 | 96.54 | |
| Friday | 93.9815625 | 5/19/23 | 95.33 | |
| | | 5/20/23 | | |
| | | 5/21/23 | | |
| Monday | 94.83678571 | 5/22/23 | 96.54 | |
| Tuesday | 95.84333333 | 5/23/23 | 97.14 | |
| Wednesday | 95.696 | 5/24/23 | 95.03 | |
| Thursday | 95.82472222 | 5/25/23 | 92.77 | |
| Friday | 93.53314286 | 5/26/23 | 81.93 | Last Day of School |
| The Year | 95.1608982 | | | |

(Benold) GISD Strategic Direction Change Decision Chart

| | | Change Decision (check one) | | | | |
|--------------------------------------|---|-----------------------------|--------------|---|----------------|--|
| | Priority Objective | Maintain Direction | Minor Change | Major Change (2-3 & please explain) | Change engine? | If major change, who are you collaborating with? |
| Student Learning, Growth, & Progress | In GISD, instruction, assessment, and intervention are aligned. | | | 1. Essential Intervening Standards in PLC with Content Partner 2. Common Assessment Creation Prior to Unit Implementation 3. Utilize EAGLE Time to provide intervention for Essential Intervening Standards | Yes | GISD Curriculum Team and Ca |
| | In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile. | x | | | No | |
| | GISD students are prepared for postsecondary education and the workforce.* | x | | | | |
| | GISD students demonstrate excellence in the state's academic standards and the GISD learner profile attributes. | x | | | No | |
| Student & Staff Wellness | GISD students are treated with respect and are respectful to each other and to adults. | x | | | | |
| | GISD employees find meaning and value in their work. | x | | | | |
| | Students feel GISD schools and classrooms are physically and psychologically safe. | x | | | | |
| Staff Recruitment & Retention | Georgetown ISD provides competitive compensation and benefits to employees.** | | | | | |
| | Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization. | | x | | | |
| Community & Connectivity | GISD is transparent with reporting progress and providing access to information. | x | | | | |
| | GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools. | x | | | | |
| | Parents and community members feel welcome and invited in GISD schools. | x | | | | |

*Elementary campuses are not required to address this objective, but may in the event that improvement efforts are relevant

**Campuses will not specifically address compensation and benefits to employees apart from district efforts

| How to use this document Click HERE | | | |
|---|---|--|--|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | At Benold Middle School instruction, assessment and intervention are aligned. | | |
| 2023-2024 Q1: (Aug - Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Essential Standards Designation | Teacher PLC's | Essential Intervening Standards are identified prior to the unit being engaged with students. | Allocate time and space for teacher partners to determine which standards are essential. Facilitate learning around highly essential standards. |
| Summative Assessments | Teacher PLC's | We are working with content partner to create common assessments. | Learning around common assessment creation. |
| Systemic Interventions | Prevention Work Through Eagle Time | We have a systemic tier 2 intervention system (EAGLE Time). We will begin using common assessments to determine who needs targeted support and create targeted support around essential intervening standards. | Learning around prevention/extension strategies (Tier 1) identified in "Taking Action." Implementing prevention strategies within the regular classroom. EAGLE Time interventions (Tier 2) based on essential Intervening standard remediation need. |
| 2023-2024 Q2: (Nov - Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023-2024 Q3: (Feb - April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |

| 2023-2024 Q4: (May - July) | | | |
|--|----------------|---|---|
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| | | | |

Georgetown Independent School District
Carver Elementary School
2023-2024 Campus Improvement Plan



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| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 13 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 19 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 25 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 26 |
| Addendums | 30 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Carver is an elementary school situated in a multicultural community. School services range from Early Childhood Special Education to fifth grade. The school also offers a range of programatic supports such as Special Education, Section 504, Gifted and Talented, Emergent Bilingual, including dual language program in grades three through five.

Carver is made up of a diverse student body with diverse needs as indicated through the summer 2023 PEIMS submission.

| School Population (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | Count | Percent |
|---|------------|-------------|
| Student Total | 788 | 100% |
| Early Education Grade | 6 | 0.76% |
| Pre-Kindergarten Grade | 40 | 5.08% |
| Kindergarten Grade | 113 | 14.34% |
| 1st Grade | 119 | 15.10% |
| 2nd Grade | 116 | 14.72% |
| 3rd Grade | 142 | 18.02% |
| 4th Grade | 130 | 16.50% |
| 5th Grade | 122 | 15.48% |

| Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | Count | Percent |
|--|-------|---------|
| Gender | | |
| Female | 374 | 47.46% |
| Male | 414 | 52.54% |
| Ethnicity | | |
| Hispanic-Latino | 349 | 44.29% |
| Race | | |
| American Indian - Alaskan Native | 1 | 0.13% |
| Asian | 68 | 8.63% |
| Black - African American | 80 | 10.15% |
| Native Hawaiian - Pacific Islander | 1 | 0.13% |
| White | 242 | 30.71% |

| Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | | |
|--|-------|---------|
| | Count | Percent |
| Two-or-More | 47 | 5.96% |
| Student Programs (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | | |
| | Count | Percent |
| CTE Attendance | 0 | 0.00% |
| Gifted and Talented | 42 | 5.33% |
| Pregnancy Related Services | 0 | 0.00% |
| Regional Day School Program for the Deaf | 1 | 0.13% |
| Section 504 | 41 | 5.20% |
| Special Education (SPED) | 138 | 17.51% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 207 | 26.27% |
| Standard or Alternative Bilingual/ESL | 81 | 10.28% |
| Dual Language Immersion/One-Way | 1 | 0.13% |
| Dual Language Immersion/Two-Way | 175 | 22.21% |
| Dyslexia | | |
| Dyslexia Indicator Code | 73 | 9.26% |
| Dyslexia Risk Code | 232 | 29.44% |
| Dyslexia Services Code | 73 | 9.26% |
| Title 1 Part A | | |
| Schoolwide Program | 14 | 1.78% |
| Targeted Assistance | 0 | 0.00% |
| Targeted Assistance Previously Participated | 0 | 0.00% |
| Title I Homeless | 0 | 0.00% |
| Neglected | 0 | 0.00% |
| Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | | |
| | Count | Percent |
| Foster Care | 1 | 0.13% |
| IGC Reviewed | 0 | 0.00% |
| Intervention Indicator | 248 | 31.47% |
| Migrant | 0 | 0.00% |
| Military Connected | 78 | 9.90% |
| Unschooling Asylee/Refugee | 0 | 0.00% |

| Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | Count | Percent |
|--|-------|---------|
| Economic Disadvantage | | |
| Economic Disadvantage Total | 313 | 39.72% |
| Free Meals | 256 | 32.49% |
| Reduced-Price Meals | 57 | 7.23% |
| Other Economic Disadvantage | 0 | 0.00% |
| Homeless Statuses | | |
| Homeless Status Total | 3 | 0.38% |
| Doubled Up | 3 | 0.38% |
| Unsheltered | 0 | 0.00% |
| Hotel/Motel | 0 | 0.00% |
| Shelter | 0 | 0.00% |
| Not Unaccompanied Youth | 3 | 0.38% |
| Unaccompanied Youth | 0 | 0.00% |

| Campus Student | | | | | | | | |
|-------------------------|----------------|----------------------|-----------|-----------|------------|-------------------|-----------------------|----------------------|
| | Fall | | | Summer | | | | |
| Campus | Snapshot Count | Transfer In Students | Eco Dis % | Eco Dis % | Homeless % | Total Refined ADA | Percent in Attendance | Transfer In Students |
| (246904102) - Carver EL | 726 | 7 | 37.19 | 39.72 | 0.38 | 663.28 | 94.12 | 7 |

| Year | Discipline | Status | Goal | Incidents |
|-------|------------------|--------|------|-----------|
| 22-23 | Sixth six weeks | 0.4% | 5% | 6 |
| 22-23 | Fifth six weeks | 0.4% | 5% | 3 |
| 22-23 | Fourth six weeks | 0.54% | 5% | 6 |
| 22-23 | Third six weeks | 0% | 5% | |

| Year | Discipline | Status | Goal | Incidents |
|-------|------------------|--------|------|-----------|
| 22-23 | Second six weeks | 0.14% | 5% | 2 |
| 22-23 | First six weeks | 0.42% | 5% | 3 |

| Campus Staff | | | | | | | | | | | | | | |
|-------------------------|----------------------------|------------------------|-------|------------------|-------|----------|-------|---------------------------|-------|------------------------|-------|----------------------|-------|----|
| | Staff | | | | | Teacher | | | | | | | | |
| Campus | Principals | Administrative Support | | Educational Aide | | SnapShot | | Retention From Prior Year | | Mobility New to Campus | | Mobility Left Campus | | |
| | | Count | FTE | Count | FTE | Count | FTE | Count % | FTE % | Count % | FTE % | Count % | FTE % | Co |
| (246904102) - Carver EL | Tosha Fontenot Vanmetre | 16 | 12.54 | 15 | 16.79 | 52 | 51.03 | 67.24 | 66.87 | 1.72 | 1.75 | 5.17 | 5.27 | 20 |

Demographics Strengths

Carver is a diverse school which lends itself to meeting the needs of so many students and their families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Carver will need to focus on reaching all students and families with unique needs. **Root Cause:** The multicultural community brings a need to meet students where they are in terms of language development.

Student Learning

Student Learning Summary

At Carver, student achievement is measure in multiple ways. Students and parents receive feedback through formative and summative assessments, universal screeners, state testing, and standards-based report cards.

Overview by grade-level of Reading and Math universal screener scores.

| Grade Level | Reading % Students at or above Benchmark | Math % Students at or above Benchmark | Math % Students met or exceeded growth benchmark |
|--------------|---|--|--|
| Kindergarten | 63 | 71 | 47 |
| First Grade | 69 | 69 | 54 |
| Second Grade | 63 | 71 | 62 |
| Third Grade | 64 | 65 | 55 |
| Fourth Grade | 58 | 62 | 48 |
| Fifth Grade | 56 | 59 | 52 |

State Testing Data is not yet available.

Student Learning Strengths

Based on data reviewed across the year and at the end of the year, Kindergarten through second grade stands out as an academic strengths in Reading and Math. Grade levels less impacted by Covid seem to be achieving higher overall and with growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels. **Root Cause:** Instructional leadership capacity has been lacking across levels.

School Processes & Programs

School Processes & Programs Summary

Carver implements the district adopted curriculum resources, and students utilize one-to-one technology. There is a professional learning plan comprised of District-led and Campus-led offerings. Administrators and teachers participate in weekly professional learning communities looking at state standards, creating formative assessments, and monitoring student progress. The leadership team seeks out input from stakeholders to inform campus decisions. Multiple data points are used to inform campus decisions as well. The campus schedule is built based on student needs with supports built into the school day. Carver offers enrichment opportunities such as GirlStart, school wide musical, SeaPerch, and UIL competition.

School Processes & Programs Strengths

The master scheduling process is collaborative and takes much stakeholder input. The master schedule allows for teacher collaboration and student supports to be guaranteed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is lack of clarity of expectations around processes and programs. **Root Cause:** The campus infrastructure for communication has not been in place to provide needed clarity.

Perceptions

Perceptions Summary

Carver collects feedback from students, staff, and parents through the form of surveys.

Student Learner Profile Survey Results - 334 grade 3-5 students completed, which is a 90% completion rate. Carver student scores were at or above district average for 13 out of 19 of the questions and below the district average for 6 of the questions.

Staff Climate Survey Results - 30 staff member completed the survey.

| Question | % Completely Agree, Mostly Agree, & Somewhat Agree | % Do not agree |
|---|--|----------------|
| In general, I am satisfied with my current job. | 100 | 0 |
| My work is valued by my supervisor. | 87 | 13 |
| I have the resources I need to get my work done. | 97 | 3 |
| I find my work interesting. | 97 | 3 |
| I find my work satisfying. | 100 | 0 |
| I find my work challenging. | 97 | 3 |
| I enjoy collaborating with my colleagues. | 100 | 0 |
| My supervisor trusts me. | 90 | 10 |
| I trust my supervisor. | 90 | 10 |
| I am encouraged to express my concerns openly. | 93 | 7 |
| I am hesitant to speak up because of fear of retaliation. | 10 | 90 |
| I am hesitant to speak up because of fear of retaliation. | 93 | 7 |
| I feel safe at work. | 97 | 3 |
| I feel welcomed at work. | 100 | 0 |
| Good work is recognized in my campus/ department. | 93 | 7 |
| There are opportunities for me to grow professionally in GISD. | 93 | 7 |
| I am encouraged to share my ideas openly. | 97 | 3 |
| I am committed to GISD's vision, mission and beliefs. | 100 | 0 |

Parent Survey Results - 61 K-5 grade parents completed the survey

| Strategic Priority Area | Summarized Question | % Strongly Agree and Agree |
|--------------------------------------|---|----------------------------|
| Student Learning, Growth, & Progress | Feel students are appropriately challenged | 80 |
| Student Learning, Growth, & Progress | Feel students are prepared for future success | 55 |
| Student Learning, Growth, & Progress | Feel student receives support for unique needs | 71 |
| Student Learning, Growth, & Progress | Feel students are prepared for next school year | 74 |
| Student Learning, Growth, & Progress | Feel they receive useful feedback | 61 |
| Student & Staff Wellbeing | Child has a sense of belonging | 76 |
| Student & Staff Wellbeing | Child looks forward to school | 54 |
| Student & Staff Wellbeing | Adults treat child with respect | 81 |
| Student & Staff Wellbeing | School is responsive to culture and language | 76 |
| Student & Staff Wellbeing | Child is connected to adults at school | 77 |
| Student & Staff Wellbeing | School is a safe place to learn | 82 |
| Community & Connectivity | School keeps me well informed of child's progress | 64 |
| Community & Connectivity | School stays in touch via multiple methods | 59 |
| Community & Connectivity | School encourages active partnership | 74 |
| Community & Connectivity | Feels welcomed and invited at school | 79 |

Perceptions Strengths

In general, staff feels satisfied at work, feel welcomed, and enjoy collaborating.

Students feel like they learned something new during the school year, they keep trying if they have a hard time with something, and they have positive thoughts about themselves.

Parents feel like their child is appropriately challenged at school, school is a safe place to learn, and they feel welcomed at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity. **Root Cause:** There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Priority Problem Statements

Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs.

Root Cause 1: The multicultural community brings a need to meet students where they are in terms of language development.

Problem Statement 1 Areas: Demographics

Problem Statement 2: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels.

Root Cause 2: Instructional leadership capacity has been lacking across levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is lack of clarity of expectations around processes and programs.

Root Cause 3: The campus infrastructure for communication has not been in place to provide needed clarity.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.

Root Cause 4: There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Problem Statement 4 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
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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





Goals

Goal 1: Student Learning, Growth and Progress

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

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

Evaluation Data Sources: PLC observational data, professional learning feedback surveys, MTSS meeting agendas and notes

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Teacher teams will meet weekly in PLC during a dedicated time in the master schedule and all staff members will participate in vertical alignment professional learning. Strategy's Expected Result/Impact: Clearly define instructional expectations, create common formative assessments, review student data, and plan for intervention. Result will be increased student academic achievement and increased instructional leadership capacity. Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Teacher Leaders Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Create, communicate, and implement a tiered, data-informed MTSS system with a dedicated time to meet during the school day routinely. Strategy's Expected Result/Impact: Student data reviewed more frequently and interventions deployed in a timely manner. Result is increased student academic achievement and growth. Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Teacher Leaders Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| |
|---|
| Demographics |
| Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs. Root Cause: The multicultural community brings a need to meet students where they are in terms of language development. |
| Student Learning |
| Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels. Root Cause: Instructional leadership capacity has been lacking across levels. |
| School Processes & Programs |
| Problem Statement 1: There is lack of clarity of expectations around processes and programs. Root Cause: The campus infrastructure for communication has not been in place to provide needed clarity. |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.





Evaluation Data Sources: See attached addendum

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Student Surveys, Celebration data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: We will monitor progress on Learner Profile attribute attainment, provide feedback systematically, and celebrate growth and achievement. Strategy's Expected Result/Impact: Increase focus on developing and progress monitoring Learner Profile traits. Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Create, communicate, and implement a goal setting and feedback routine in the classroom. Strategy's Expected Result/Impact: Teachers work with students to set realistic achievable goals, give feedback, and celebrate achievement or refine goals. Result in increased student agency. Staff Responsible for Monitoring: Classroom teachers Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs. Root Cause: The multicultural community brings a need to meet students where they are in terms of language development. |

Student Learning

Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels. **Root Cause:** Instructional leadership capacity has been lacking across levels.

School Processes & Programs

Problem Statement 1: There is lack of clarity of expectations around processes and programs. **Root Cause:** The campus infrastructure for communication has not been in place to provide needed clarity.

Perceptions





Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity. **Root Cause:** There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: Academic data, disciplinary data, parent and student survey data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Create, communicate, and implement a systematic celebration of academic mastery. Strategy's Expected Result/Impact: Students are recognized and celebrated in short cycle increments. Result in increased motivation to reach academic milestones. Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Teachers Problem Statements: Student Learning 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Deliver weekly learner profile, capturing kids hearts, and guidance lessons aligned to monthly themes. Strategy's Expected Result/Impact: The campus community will focus on certain traits to advance the learner profile attributes. Result increased student understanding of traits and create a common language. Staff Responsible for Monitoring: Counselor, Administrators, PLC team Problem Statements: Perceptions 1 | Formative | | | Summative |
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Performance Objective 4 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels. Root Cause: Instructional leadership capacity has been lacking across levels. |

Perceptions

Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity. **Root Cause:** There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Parent and student surveys

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Implement capturing kids heart strategies and lessons. Strategy's Expected Result/Impact: Build intra- and inter-personal skills. Result increase learner profile survey scores in kindness and conflict resolution. Staff Responsible for Monitoring: Administrators, Counselor, Learning Design Coaches, CKH process champions Problem Statements: Demographics 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Develop a vision, process, and implementation timeline for a student leadership team. Strategy's Expected Result/Impact: Empower students to take ownership of campus culture. Result in increased survey scores of students looking forward to going to school and feeling that students are kind to one another. Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Counselor, Team Leaders Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs. Root Cause: The multicultural community brings a need to meet students where they are in terms of language development. |

Perceptions





Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity. **Root Cause:** There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Staff surveys and feedback

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Create a systematic use of the staff brag board and celebrations. Strategy's Expected Result/Impact: Increase survey results for work being valued by supervisor. Staff Responsible for Monitoring: Administrators, Counselor, Learning Design Coaches Problem Statements: School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Create and communicate systematic approach to staff feedback so that it is timely, relative, and promotes the ideal learning organization. Strategy's Expected Result/Impact: Staff fosters growth through feedback process. Result in increased instructional capacity, increase survey results for work valued by supervisor. Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Team Leaders Problem Statements: Student Learning 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels. Root Cause: Instructional leadership capacity has been lacking across levels. |





| |
|--|
| School Processes & Programs |
| Problem Statement 1: There is lack of clarity of expectations around processes and programs. Root Cause: The campus infrastructure for communication has not been in place to provide needed clarity. |
| Perceptions |
| Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity. Root Cause: There is a lack of clarity or misalignment on priory work areas, communication, and feedback. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: MTSS universal screener data, parent and student surveys

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Implement capturing kids hearts strategies, celebrate learner profile attribute attainment, and utilize PBIS system supports. Strategy's Expected Result/Impact: Students know and respect school and classroom expectations due to shared ownership. Result in increase in survey scores of students look forward to coming to school, students are kind to one another, and conflict resolution between students. Staff Responsible for Monitoring: Administrator, Counselor, Learning Design Coaches, PLC team, MTSS Behavior Team Problem Statements: School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Create, communicate, and implement school wide safety processes and procedures. Strategy's Expected Result/Impact: Staff, students, and parents understand all campus procedures and adhere to those procedures. Staff Responsible for Monitoring: Administrators, Front Office Staff, Campus Leadership Team Problem Statements: School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 3 Problem Statements:

| |
|--|
| School Processes & Programs |
| Problem Statement 1: There is lack of clarity of expectations around processes and programs. Root Cause: The campus infrastructure for communication has not been in place to provide needed clarity. |
| Perceptions |
| Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity. Root Cause: There is a lack of clarity or misalignment on priory work areas, communication, and feedback. |





Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff surveys and feedback

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Create, communicate, and implement a staff onboarding, staff engagement, and campus professional learning plan. Strategy's Expected Result/Impact: Integrate staff into the Carver community and increase staff retention. Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Counselor, Social Committee Problem Statements: School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 1 Problem Statements:





| School Processes & Programs |
|--|
| Problem Statement 1: There is lack of clarity of expectations around processes and programs. Root Cause: The campus infrastructure for communication has not been in place to provide needed clarity. |
| Perceptions |
| Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity. Root Cause: There is a lack of clarity or misalignment on priory work areas, communication, and feedback. |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Academic data, parent and student surveys

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Create, communicate a tiered, systematic approach to giving progress updates to parents. Strategy's Expected Result/Impact: Parents understand where students are in their educational journey. Result in increased survey score for parents getting meaningful feedback on progress. Staff Responsible for Monitoring: Administrators, Classroom Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Create and implement a tiered communication plan that gives systematic access to information and progress reporting. Strategy's Expected Result/Impact: Staff and parents have a clear understanding about student progress and supports provided. Result in increased survey scores of parent receiving meaningful progress reports and students feeling successful in doing school work. Staff Responsible for Monitoring: Administrators, Classroom Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs. Root Cause: The multicultural community brings a need to meet students where they are in terms of language development. |

Student Learning

Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels. **Root Cause:** Instructional leadership capacity has been lacking across levels.

School Processes & Programs

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Perceptions





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Goal 4: Community and Connectivity

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Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Parent surveys

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Invite parents as a partner in education through visioning exercise at the beginning of the year and mid-year check ins. Strategy's Expected Result/Impact: Align the vision for each student between the parent and the teacher. Result in increase survey scores in students looking forward to coming to school. Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | |

Performance Objective 2 Problem Statements:





| Demographics |
|--|
| Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs. Root Cause: The multicultural community brings a need to meet students where they are in terms of language development. |
| Student Learning |
| Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels. Root Cause: Instructional leadership capacity has been lacking across levels. |
| School Processes & Programs |
| Problem Statement 1: There is lack of clarity of expectations around processes and programs. Root Cause: The campus infrastructure for communication has not been in place to provide needed clarity. |
| Perceptions |
| Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity. Root Cause: There is a lack of clarity or misalignment on priory work areas, communication, and feedback. |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent Surveys

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Promote campus events well in advance. Strategy's Expected Result/Impact: Provide parents more opportunity to plan to attend campus events. Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Website Coordinators Problem Statements: School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide opportunities for parent leadership, volunteers, and celebrations. Strategy's Expected Result/Impact: Parents feel welcomed, connected, and engaged in the school community. Result in increased survey scores. Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 1: There is lack of clarity of expectations around processes and programs. Root Cause: The campus infrastructure for communication has not been in place to provide needed clarity. |
| Perceptions |
| Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity. Root Cause: There is a lack of clarity or misalignment on priory work areas, communication, and feedback. |

Addendums

Carver ES

| | Early Literacy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | 2024 | | 2025 (Target) | | | | | |
| 33% | COVID | 36% (47%) | 39% | | 43% | | 47% | | 51% | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | 17% | 24% | 41% | - | 63% | - | * | 0% | 15% | * | 19% | 30% | 43% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 22% (30%) | 29% (36%) | 45% (68%) | - | 64% (57%) | - | * | 2% (22%) | 20% (21%) | * | 24% (25%) | 35% (47%) | 46% (-) |
| | 2022 | 29% | 35% | 49% | - | 65% | - | * | 5% | 27% | * | 31% | 40% | 50% |
| | 2023 | 37% | 43% | 53% | - | 66% | - | * | 12% | 35% | * | 39% | 47% | 54% |
| | 2024 | 48% | 52% | 58% | - | 67% | - | * | 28% | 47% | * | 50% | 54% | 58% |
| | 2025 | 63% | 63% | 63% | - | 68% | - | * | 63% | 63% | 63% | 63% | 63% | 63% |

| | Early Numeracy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|---|------------------|-----------|-----------|-----------------|-----------|------------------|-------------------|------------|---------------|---------------------|-----------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 34% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 34% | COVID | 37% (30%) | 40% | | 43% | | | 47% | | 51% | | | | |
| | | | | | | | | | | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | 0% | 19% | 56% | - | 63% | - | * | 17% | 10% | * | 15% | 33% | 39% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 2% (10%) | 24% (33%) | 57% (40%) | - | 64% (14%) | - | * | 22% (22%) | 14% (29%) | * | 20% (30%) | 38% (30%) | 43% (-) |
| | 2022 | 5% | 31% | 59% | - | 65% | - | * | 29% | 21% | * | 27% | 43% | 47% |
| | 2023 | 12% | 39% | 60% | - | 66% | - | * | 37% | 30% | * | 35% | 49% | 52% |
| | 2024 | 28% | 50% | 62% | - | 67% | - | * | 48% | 44% | * | 47% | 55% | 57% |
| | 2025 | 63% | 63% | 63% | - | 68% | - | * | 63% | 63% | 63% | 63% | 63% | 63% |

| How to use this document Click HERE | | | |
|---|---|--|---|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | Teachers, students, and parent know and understand current level of academic achievement, current goals, and learner profile attribute achievement; and there is a clear dialogue to foster growth for the student. | | |
| 2023-2024 Q1: (Aug - Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Limited Instructional Capacity | PLC antedotal notes and quantified check ins | There is a common understanding of language, curriculum expectations, resources, and alignment. | Move from a state of understanding to a state focused on student learning artifacts to drive instructional decisions. |
| Skewed Parent perceptions | Parent surveys | There is theme in the campus survey data that parents are not getting enough campus communication and progress updates on their student. | Move to a tiered system of progress reporting based on student need. Report progress on academic present levels and learner profile present levels. |
| Skewed Student perceptions | Student Surveys | There is a theme in the campus survey data that students do not feel successful in their academics and they have trouble with conflict. | Move to a positive reinforcement and celebration system, create clarity of expectations, increase skill building opportunities with any disciplinary needs. |
| 2023-2024 Q2: (Nov - Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| 2023-2024 Q3: (Feb - April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| 2023-2024 Q4: (May - July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |

Carver ES

| | Early Literacy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | 2024 | | 2025 (Target) | | | | | |
| 33% | COVID | 36% (47%) | 39% (57%) | | 43% (44%) | | 47% | | 51% | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | 17% | 24% | 41% | - | 63% | - | - | 0% | 15% | - | 19% | 30% | 43% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 22% (30%) | 29% (36%) | 45% (68%) | - | 64% (57%) | - | - | 2% (22%) | 20% (21%) | - | 24% (25%) | 35% (47%) | 46% (-) |
| | 2022 | 29% (83%) | 35% (43%) | 49% (66%) | - | 65% (67%) | - | - | 5% (19%) | 27% (27%) | - | 31% (40%) | 40% N/A | 50% (57%) |
| | 2023 | 37% (43%) | 43% (46%) | 53% (37%) | - | 66% (58%) | - | - (33%) | 12% (16%) | 35% (43%) | - | 39% (42%) | 47% N/A | 54% (44%) |
| | 2024 | 48% | 52% | 58% | - | 67% | - | - | 28% | 47% | - | 50% | 54% | 58% |
| | 2025 | 63% | 63% | 63% | - | 68% | - | - | 63% | 63% | 63% | 63% | 63% | 63% |

| | Early Numeracy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|---|------------------|---------------|-----------|-----------------|-----------|------------------|-------------------|------------|---------------|---------------------|-----------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 34% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 34% | COVID | 37% (30%) | 40% (32%) | | 43% (41%) | | | 47% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | 0% | 19% | 56% | - | 63% | - | - | 17% | 10% | - | 15% | 33% | 39% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 2% (10%) | 24% (33%) | 57% (40%) | - | 64% (14%) | - | - | 22% (22%) | 14% (29%) | - | 20% (30%) | 38% (30%) | 43% (-) |
| | 2022 | 5% (50%) | 31% (34%) | 59% (32%) | - | 65% (33%) | - | - | 29% (10%) | 21% (17%) | - | 27% (47%) | 43% N/A | 47% (32%) |
| | 2023 | 12% (36%) | 39% (37%) | 60% (43%) | - | 66% (67%) | - | - (33%) | 37% (16%) | 30% (38%) | - | 35% (25%) | 49% N/A | 52% (41%) |
| | 2024 | 28% | 50% | 62% | - | 67% | - | - | 48% | 44% | - | 47% | 55% | 57% |
| | 2025 | 63% | 63% | 63% | - | 68% | - | - | 63% | 63% | 63% | 63% | 63% | 63% |

Georgetown Independent School District
Cooper Elementary School
2023-2024 Campus Improvement Plan

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| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 18 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 24 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 30 |

| | |
|---|----|
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 32 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cooper Elementary is a diverse community of learners comprised of 737 students as reflected in the 2022-2023 Summer PEIMS Report, in EE through Grade 5. 50.61% of the students enrolled at Cooper Elementary are female; males comprise the remaining 49.39%. Cooper is a Dual Language Campus, with 26.59% of our students identified as Emergent Bilinguals (EB). Students from Kindergarten through Grade 5; Spanish-Speaking Emergent Bilinguals and English-Speaking Opt-In students participate in two-way Dual Language instruction. Enrolled PreKindergarten students participate in one-way Dual Language Instruction. Students at Cooper Elementary also benefit from programmatic services through Special Education, Section 504, Dyslexia Services, and Gifted and Talented.

Cooper Elementary is a Title I campus with 44.99% of the students enrolled at Cooper identified as At-Risk. 70.28% of the students meet the Economic Disadvantage criteria, with 61.87% of the students enrolled qualifying for free school meals. 21.85% of the students at Cooper qualify for Special Education services, including Speech Therapy, Resource/Inclusion, Mainstream, and Full Time Early Childhood.

| School Population (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | Count | Percent |
|---|------------|-------------|
| Student Total | 737 | 100% |
| Early Education Grade | 6 | 0.81% |
| Pre-Kindergarten Grade | 62 | 8.41% |
| Kindergarten Grade | 88 | 11.94% |
| 1st Grade | 111 | 15.06% |
| 2nd Grade | 110 | 14.93% |
| 3rd Grade | 118 | 16.01% |
| 4th Grade | 133 | 18.05% |
| 5th Grade | 109 | 14.79% |

| Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | Count | Percent |
|--|-------|---------|
| Gender | | |
| Female | 373 | 50.61% |
| Male | 364 | 49.39% |
| Ethnicity | | |
| Hispanic-Latino | 425 | 57.67% |

| Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | Count | Percent |
|--|-------|---------|
| Race | | |
| American Indian - Alaskan Native | 0 | 0.00% |
| Asian | 10 | 1.36% |
| Black - African American | 71 | 9.63% |
| Native Hawaiian - Pacific Islander | 1 | 0.14% |
| White | 196 | 26.59% |
| Two-or-More | 34 | 4.61% |

| Student Programs (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | Count | Percent |
|--|-------|---------|
| CTE Attendance | 0 | 0.00% |
| Gifted and Talented | 19 | 2.58% |
| Pregnancy Related Services | 0 | 0.00% |
| Regional Day School Program for the Deaf | 2 | 0.27% |
| Section 504 | 19 | 2.58% |
| Special Education (SPED) | 161 | 21.85% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 196 | 26.59% |
| Standard or Alternative Bilingual/ESL | 63 | 8.55% |
| Dual Language Immersion/One-Way | 12 | 1.63% |
| Dual Language Immersion/Two-Way | 137 | 18.59% |
| Dyslexia | | |
| Dyslexia Indicator Code | 67 | 9.09% |
| Dyslexia Risk Code | 199 | 27.00% |
| Dyslexia Services Code | 66 | 8.96% |
| Title 1 Part A | | |
| Schoolwide Program | 737 | 100.00% |
| Targeted Assistance | 0 | 0.00% |
| Targeted Assistance Previously Participated | 0 | 0.00% |
| Title I Homeless | 0 | 0.00% |
| Neglected | 0 | 0.00% |

| Special Education Services (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | | |
|--|-------|---------|
| | Count | Percent |
| Instructional Settings | | |
| Speech Therapy | 89 | 11.99% |
| Homebound | 0 | 0.00% |
| Hospital Class | 1 | 0.13% |
| Resource Room | 107 | 14.42% |
| VAC | 0 | 0.00% |
| Off Home Campus | 0 | 0.00% |
| State School | 0 | 0.00% |
| Residential Care | 0 | 0.00% |
| Self Contained | 9 | 1.21% |
| Full-Time Early Childhood | 6 | 0.81% |
| Mainstream | 32 | 4.31% |

| Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | | |
|--|-------|---------|
| | Count | Percent |
| Foster Care | 5 | 0.68% |
| IGC Reviewed | 0 | 0.00% |
| Intervention Indicator | 175 | 23.74% |
| Migrant | 0 | 0.00% |
| Military Connected | 30 | 4.07% |
| Unschooling Asylee/Refugee | 0 | 0.00% |
| Economic Disadvantage | | |
| Economic Disadvantage Total | 518 | 70.28% |
| Free Meals | 456 | 61.87% |
| Reduced-Price Meals | 62 | 8.41% |
| Other Economic Disadvantage | 0 | 0.00% |
| Homeless Statuses | | |
| Homeless Status Total | 12 | 1.63% |
| Doubled Up | 5 | 0.68% |
| Unsheltered | 4 | 0.54% |
| Hotel/Motel | 3 | 0.41% |

| Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/10/2023) | Count | Percent |
|--|-------|---------|
| Shelter | 0 | 0.00% |
| Not Unaccompanied Youth | 10 | 1.36% |
| Unaccompanied Youth | 2 | 0.27% |

| Campus Student | | | | | | | | |
|-----------------------------|----------------|----------------------|-----------|-----------|------------|-------------------|-----------------------|-------------------|
| | Fall | | | Summer | | | | |
| Campus | Snapshot Count | Transfer In Students | Eco Dis % | Eco Dis % | Homeless % | Total Refined ADA | Percent in Attendance | Transfer Students |
| Elementary Schools | | | | | | | | |
| (246904104) - Pat Cooper EL | 649 | 7 | 67.80 | 70.28 | 1.62 | 581.62 | 93.66 | |

At Risk Criteria Percentages for 2022 - 2023 for All Campuses

| Campus | | At Risk | Retained | | STAAR Did Not Meet 110% | | PK-3 Assessment Performance | | Pregnant or Parent | | DAEP Placement | | Expelled | | Prior PEIMS Dropout | | Emergent Bilingual/ English Learner | | DF | |
|-----------------------------|---------------------|---------|----------|-------|-------------------------|-------|-----------------------------|-------|--------------------|-------|----------------|-------|----------|-------|---------------------|-------|-------------------------------------|-------|------|------|
| | Total Student Count | Count | Campus % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Cour |
| (246904104) - Pat Cooper EL | 649 | 292 | 45.0 | 7 | 2.4 | 33 | 11.3 | 68 | 23.3 | 0 | 0.0 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 | 174 | 59.6 | |

Demographics Strengths

The diversity of the student population benefits all students as they learn to cooperate and engage with individuals which represent various demographics. Cooper, being a Dual Language Spanish Bilingual Campus, offers the opportunity for monolingual English speakers to learn a second language and attain biliteracy and bicultural perspectives by learning about cultural aspects of various Hispano-American countries.

The campus demographic diversity also affords students the opportunity to engage in and utilize the attributes of the Georgetown ISD Learner Profile. Through collaboration, communication, critical thinking, inquiry, development of self-knowledge and personal responsibility, as well as building and modeling respectful relationships, students learn to understand and respect the perspectives of others.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students do not have access to academic material, academic support from family, exposure to family violence, and suffer from food insecurity which impacts the readiness of students for attend and participating in school. **Root Cause:** 70.28% of the students enrolled at Cooper Elementary are identified as Economically Disadvantaged.

Student Learning

Student Learning Summary

Cooper Elementary utilizes multiple measures for determining student achievement. Students and their families receive feedback on student progress through nine-week Standards-Based Report cards, universal screener data, state assessments, and formative and summative assessments.

Attachments includes: NWEA Math MAP Scores and mClass Reading Scores.

2023 Spring STAAR Scores are pending.

| <1% : Values at or near 0% | >99% : Values at or near 100% | - : No Data Available |
|---|-------------------------------|-----------------------|
| * : If the number of students in the denominator is less than 5 (including 0).If the District Rate is 100% or rounds to 100%.If the District Rate is 0% or rounds to 0%.If the difference between the numerator and the denominator is less than 3.If the numerator is less than 5 (including 0). | | |
| Note: The Estimated Results section is based off the "2022 RDA Manual" . | | |
| Note: This report estimated results for 2021 were last updated on 07/31/23 11:27 AM | | |
| Note: This report estimated results for 2022 were last updated on 07/31/23 11:27 AM | | |

| BE/ESL/EB Indicator #1 BE STAAR 3-8 Passing Rate for PAT COOPER EL. | |
|---|-------------|
| Mathematics | 20-2 |
| Number of BE STAAR 3-8 Mathematics passers | 16 |
| Number of BE STAAR 3-8 Mathematics takers | 34 |
| Number of BE STAAR 3-8 Mathematics takers minus Number of BE STAAR 3-8 Mathematics passers | 18 |
| Mathematics BE STAAR 3-8 passing rate | 47.1% |
| Performance Level | - |
| Reading | 20-2 |
| Number of BE STAAR 3-8 Reading passers | 19 |
| Number of BE STAAR 3-8 Reading takers | 34 |
| Number of BE STAAR 3-8 Reading takers minus Number of BE STAAR 3-8 Reading passers | 15 |
| Reading BE STAAR 3-8 passing rate | 55.9% |
| Performance Level | - |
| Science | 20-2 |

| BE/ESL/EB Indicator #1 BE STAAR 3-8 Passing Rate for PAT COOPER EL. | |
|---|----|
| Number of BE STAAR 3-8 Science passers | 0 |
| Number of BE STAAR 3-8 Science takers | 1 |
| Number of BE STAAR 3-8 Science takers minus Number of BE STAAR 3-8 Science passers | 1 |
| Science BE STAAR 3-8 passing rate | 0% |
| Performance Level | - |

Achivement Scores from NWEA MAP Math 2022-2023 (Also attached)

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

| | 2018 - 2019 | | | 2019 - 2020 | | | 2020 - 2021 | | | 2021 - 2022 | | |
|---------------------------|-------------|-----------|---------|-------------|-----------|---------|-------------|-----------|---------|-------------|-----------|---|
| | SPED Pop | Total Pop | Percent | SPED Pop | Total Pop | Percent | SPED Pop | Total Pop | Percent | SPED Pop | Total Pop | F |
| 246904104 - Pat Cooper EL | 61 | 585 | 10.43% | 67 | 591 | 11.34% | 80 | 546 | 14.65% | 91 | 589 | 1 |
| 246904 - Georgetown ISD | 1,267 | 11,759 | 10.77% | 1,452 | 12,160 | 11.94% | 1,532 | 11,866 | 12.91% | 1,692 | 12,618 | 1 |

Student Learning Strengths

Cooper Elementary takes into consideration multiple sources of data for determining student achievement. 4th Grade NWEA Math Map Scores demonstrated an increase in student median scores from the fall administration to the spring administration. Emergent Bilingual (EB) Indicator 1 growth in both reading and mathematics demonstrated increases in STAAR Passing rate in the 2021-2022 year over the 2020-2021 year.

The percentage of 2nd Grade students at Cooper Elementary who took the mClass Reading Assessment who scored well-above benchmark surpassed the district percentage.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students lack experience with developing basic mathematics and reading skills and critical thinkings skills which can be demonstrated in various formats, including formative and summative assessments. **Root Cause:** 63.33% of our student population is "At Risk" which indicates a need for greater specialized and individualized instruction to help them access the general education curriculum and build essential academic skills.

School Processes & Programs

School Processes & Programs Summary

Cooper Elementary participates in district and campus professional learning based on student data from formative and summative assessments written and analyzed in weekly Professional Learning Communities (PLC). The campus implements district adopted curriculum resources like Amplify for Reading; STEMScopes for Math, Science, and Social Studies; and Tier 3 Resources like Fountas & Pinnell LLI and Do the Math.

The campus master schedule was developed collaboratively to ensure students receive supplemental and accelerated instruction during the academic day. The campus has a schedule and structure for weekly PLC Meetings and bimonthly campus Multi-Tier Student Support (MTSS) Team meetings at which collaboration includes looking at attendance, student discipline, academics, and working with district behavior specialists. The campus has worked to establish a positive student culture in which students can engage with each other in positive ways.

Cooper teachers participate in district Literacy and Math Labs and Learning Walks. Participate in technology training lead by the campus technology specialist to enhance and maximize the use of 1:1 student devices.

Monthly collaborative Liaison Network Meetings are held to gain input and leverage collaborative thought from each team/department on campus. The campus plans for Title I Parent/Community Nights and student clubs like GirlStart, SeaPerch, UIL Competiton, Mile Club, Honor Choir, and Student Council.

The campus collaborates with district departments to ensure the needs of students at Cooper are met, data is taken and monitored to ensure students participate in instruction as much as possible by creating Attendance Plans with students and their families.

| 1 - First six weeks | | 2 - Second six weeks | | 3 - Third six weeks | | 4 - Fourth six weeks | | 5 - Fifth six weeks | | 6 - Sixth six weeks | | Total |
|---------------------|--------|--------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|
| | PIA | Attendance Enrollment | PIA | Attendance Enrollment | PIA | Attendance Enrollment | PIA | Attendance Enrollment | PIA | Attendance Enrollment | PIA | Attendance Enrollment |
| Grade EE | 100.0% | 1 | 82.8% | 2 | 88.3% | 3 | 89.3% | 4 | 82.0% | 6 | 87.6% | 5 |
| Grade PK | 92.0% | 51 | 85.3% | 55 | 90.0% | 56 | 90.0% | 58 | 90.2% | 56 | 90.2% | 57 |
| Grade KG | 92.9% | 78 | 89.9% | 81 | 89.9% | 81 | 93.5% | 78 | 92.9% | 79 | 93.6% | 78 |
| Grade 01 | 94.7% | 96 | 91.0% | 98 | 91.6% | 99 | 95.1% | 101 | 93.2% | 108 | 95.3% | 104 |
| Grade 02 | 94.6% | 99 | 91.4% | 102 | 92.0% | 104 | 94.5% | 101 | 94.6% | 103 | 93.9% | 103 |
| Grade 03 | 95.1% | 103 | 91.3% | 109 | 92.4% | 108 | 94.9% | 107 | 94.5% | 109 | 93.8% | 109 |
| Grade 04 | 96.0% | 115 | 94.3% | 117 | 92.9% | 118 | 94.6% | 119 | 95.0% | 123 | 94.8% | 124 |
| Grade 05 | 96.6% | 90 | 94.2% | 92 | 94.1% | 97 | 96.3% | 101 | 96.3% | 107 | 94.1% | 106 |
| Total Students | 95.0% | 633 | 91.8% | 656 | 92.1% | 666 | 94.6% | 669 | 94.3% | 691 | 94.1% | 686 |

Discipline Action Reason Code Trend Analysis for 2021, 2022, 2023 for Georgetown ISD Where Ethnicity is All Eth-Race

| Discipline Action Reason Codes | 2020 - 2021 | | | | | | 2021 - 2022 | | | | | | 2022 - 2023 | | | |
|---|-------------|------|------|------|------|------|-------------|------|------|------|------|------|-------------|------|------|------|
| | RP 1 | RP 2 | RP 3 | RP 4 | RP 5 | RP 6 | RP 1 | RP 2 | RP 3 | RP 4 | RP 5 | RP 6 | RP 1 | RP 2 | RP 3 | RP 4 |
| 04 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 4 | -- | -- | -- | -- |
| 21 | -- | -- | -- | -- | 3 | -- | -- | 1 | 1 | -- | 7 | 24 | 4 | 10 | 10 | -- |
| 27 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 1 | 1 | -- |
| 36 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1 | -- |

School Processes & Programs Strengths

Cooper Elementary works collaboratively to provide multiple and various opportunities for students to engage in the life of the school; and teachers and professionals engage in collaborative planning to provide students with quality opportunities to extend their learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause:** The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Perceptions

Perceptions Summary

See parent and staff surveys (Addendums).

6.4 of the parents who completed the 2023 Georgetown ISD Parent Survey stated they would likely recommend their student's school to a friend or colleague, based on a scale of 1-10.

6.9 of the staff surveyed on the 2023 Georgetown ISD Staff Survey stated they would recommend GISD to a friend or colleague, based on a scale of 1-10. 88.7% of those who completed the survey were Instructional Staff.

The 2023 Student Experience Survey demonstrated a gap in Student perceptions versus the district average in Creates & Innovates, obtains knowledge through inquiry and exploration, applies critical thinking. As well as, Environmental: The ability for the school to offer a learning environment where a student can develop their Learner Profile Traits.

Perceptions Strengths

Students at Cooper believe they are afforded the opportunity to develop self-knowledge and personal responsibility, adapts and persevere. Overall, both parents and staff seem to completely agree, mostly agree, and somewhat agree Cooper Elementary is committed to student learning and creating a safe environment for all.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student are not afforded the ability to develop their Learner Profile Traits. **Root Cause:** There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits.

Priority Problem Statements

Problem Statement 1: Students lack experience with developing basic mathematics and reading skills and critical thinkings skills which can be demonstrated in various formats, including formative and summative assessments.

Root Cause 1: 63.33% of our student population is "At Risk" which indicates a need for greater specialized and individualized instruction to help them access the general education curriculum and build essential academic skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students do not have access to academic material, academic support from family, exposure to family violence, and suffer from food insecurity which impacts the readiness of students for attend and participating in school.

Root Cause 2: 70.28% of the students enrolled at Cooper Elementary are identified as Economically Disadvantaged.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement.

Root Cause 3: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student are not afforded the ability to develop their Learner Profile Traits.

Root Cause 4: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits.

Problem Statement 4 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Learning, Growth and Progress

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

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

High Priority

Evaluation Data Sources: Major Change - See addendum "Cooper Evidence + Priority Work" attached.

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: mClass, NWEA MAP Math, iReady, STAAR, Teacher anecdotal notes, student progress monitoring, teacher observations, student-teacher conferences.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
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| <p>Strategy 1: Cooper Elementary will continue to progress monitor students progress in literacy and numeracy skills through all three tiers of instruction to ensure students are making continuous progress toward individual goal.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate growth on literacy and numeracy skills as measured through progress monitoring.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Interventionists, LDC, Campus Administrators, Case Managers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 Title I, Part A</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 2: Cooper Elementary will utilize counseling lessons and Capturing Kids Hearts lessons to build student agency and skills which focus on developing the GISD Learner Profile Attributes. Strategy's Expected Result/Impact: Students will communicate, collaborate, and apply critical thinking skills as the build and engage in respectful relationships which help them to adapt and persevere in their inquiry and exploration of new learning based on their own interests. Staff Responsible for Monitoring: Counselor, CKH Process Champions, Classroom Teachers, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1 | | Formative | | | Summative |
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| | | <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| Problem Statement 1: Students lack experience with developing basic mathematics and reading skills and critical thinkings skills which can be demonstrated in various formats, including formative and summative assessments. Root Cause: 63.33% of our student population is "At Risk" which indicates a need for greater specialized and individualized instruction to help them access the general education curriculum and build essential academic skills. |
| School Processes & Programs |
| Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. Root Cause: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students. |
| Perceptions |
| Problem Statement 1: Student are not afforded the ability to develop their Learner Profile Traits. Root Cause: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits. |





Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: mClass, NWEA MAP Math, iReady, STAAR, Teacher anecdotal notes, student progress monitoring, teacher observations, student-teacher conferences.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Cooper Elementary will provide opportunities for students to develop student agency and gain skills which focus on developing the GISD Learner Profile Attributes. Strategy's Expected Result/Impact: Students will communicate, collaborate, and apply critical thinking skills as the build and engage in respectful relationships which help them to adapt and persevere in their inquiry and exploration of new learning based on their own interests. Staff Responsible for Monitoring: Counselor, CKH Process Champions, Classroom Teachers, Administrators TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Cooper Elementary will provide differentiated instruction to afford students the opportunity to work toward attaining grade level proficiency on requisite literacy and numeracy skills. Strategy's Expected Result/Impact: Students will be able read and utilize numerical fluency skills with ease to focus on problem-solving, critical thinking, and higher order thinking skills to access content to make them more successful critical thinkers in a post secondary enviroment and the workforce. Staff Responsible for Monitoring: Classroom teachers, Interventionists, LDCs, Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 | | Formative | | | Summative |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | | |

Performance Objective 3 Problem Statements:

| Student Learning |
|---|
| Problem Statement 1: Students lack experience with developing basic mathematics and reading skills and critical thinkings skills which can be demonstrated in various formats, including formative and summative assessments. Root Cause: 63.33% of our student population is "At Risk" which indicates a need for greater specialized and individualized instruction to help them access the general education curriculum and build essential academic skills. |
| School Processes & Programs |
| Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. Root Cause: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students. |
| Perceptions |
| Problem Statement 1: Student are not afforded the ability to develop their Learner Profile Traits. Root Cause: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits. |





Goal 1: Student Learning, Growth and Progress

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

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: mClass, NWEA MAP Math, iReady, STAAR, Teacher anecdotal notes, student progress monitoring, teacher observations, student-teacher conferences, and monitoring of student competency in developing GISD Learner Profile attributes.

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Cooper Elementary will provide students with Tier I instruction that is engaging, developmentally appropriate, and meets the various academic levels of students to aid students in developing skills and demonstrating knowledge of standards taught. Strategy's Expected Result/Impact: Students will demonstrate expected growth on state academic standards. Staff Responsible for Monitoring: Classroom Teachers, Interventionists, LDCs, Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 | | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 2: Cooper Elementary will engage students in learning which allows them to demonstrate the development and use of GISD Learner Profile Attributes to engage in projects, learning, and school activities which foster student inquiry, exploration, innovation, and creativity. Strategy's Expected Result/Impact: Students will initiate and participate in activities which facilitate the development of the GISD Learner Profile Attributes. Staff Responsible for Monitoring: GT Teacher, Librarian, Administration, LDCs, Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 - Perceptions 1 | | Formative | | | Summative |
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Performance Objective 4 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Students do not have access to academic material, academic support from family, exposure to family violence, and suffer from food insecurity which impacts the readiness of students for attend and participating in school. Root Cause: 70.28% of the students enrolled at Cooper Elementary are identified as Economically Disadvantaged. |
| Student Learning |
| Problem Statement 1: Students lack experience with developing basic mathematics and reading skills and critical thinkings skills which can be demonstrated in various formats, including formative and summative assessments. Root Cause: 63.33% of our student population is "At Risk" which indicates a need for greater specialized and individualized instruction to help them access the general education curriculum and build essential academic skills. |
| School Processes & Programs |
| Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. Root Cause: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students. |
| Perceptions |
| Problem Statement 1: Student are not afforded the ability to develop their Learner Profile Traits. Root Cause: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits. |





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Parent, Teacher, and Staff Surveys, Emergent Tree Behavior Benchmark Data, student Daily Report Cards.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| <p>Strategy 1: Cooper Elementary will work with the campus Multi-Tier System of Support (MTSS) Behavior Team to review current campus-wide expectations and refine processes regarding the implementation of Brag Boards, celebrating at the individual, class, and school-wide levels.</p> <p>Strategy's Expected Result/Impact: Students will uphold campus-wide expectations as an anchor for engaging with peers and adults in respectful interactions which adds to the school culture.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Cooper Elementary will implement Capturing Kids Hearts (CKH) with fidelity and focus on students behaving back into the classroom and the implementation of class ambassadors. The campus will also work toward meeting criteria for National Showcase School Recognition for the 2023-2024 School Year. Strategy's Expected Result/Impact: Students will use CKH as an anchor for engaging with peers and adults in respectful interactions and problem-solving which adds to the school culture. Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1 | | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. Root Cause: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students. |
| Perceptions |
| Problem Statement 1: Student are not afforded the ability to develop their Learner Profile Traits. Root Cause: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Staff Surveys, teacher check-ins, T-TESS Goal Setting and PreConference Meetings.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Cooper Elementary employees will engage in decision-making through committee work to provide input into the activities (campus consultative committees, Title I Nights, campus-wide celebrations, parent involvement, etc.) of the campus. Strategy's Expected Result/Impact: Cooper Elementary faculty and staff will engage in campus activities that gain buy-in and support in the campus climate and culture. Staff Responsible for Monitoring: All Staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Cooper Elementary will work with campus Learning Design Coaches, Interventionists, and Team Liaisons to participate in planning and presenting during professional learning and family nights. Strategy's Expected Result/Impact: Cooper Elementary employees with expertise will feel valued as contributors to | Formative | | | Summative |
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the Cooper Community by sharing their areas of interest and expertise.

Staff Responsible for Monitoring: Design Team Members

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Students do not have access to academic material, academic support from family, exposure to family violence, and suffer from food insecurity which impacts the readiness of students for attend and participating in school. **Root Cause:** 70.28% of the students enrolled at Cooper Elementary are identified as Economically Disadvantaged.

School Processes & Programs

Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause:** The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Perceptions





Problem Statement 1: Student are not afforded the ability to develop their Learner Profile Traits. **Root Cause:** There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Student and Family surveys, Student Daily Behavior Report Cards, feedback from Counselor and Teachers, routine check-ins with classrooms.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Cooper Elementary will follow and execute the recommendations of the district safety coordinator, enumerated in the 2023 Campus Safety Evaluation, including conducting daily safety audits, practicing safety drills, and following safety protocol recommendations from safety feedback meetings. Strategy's Expected Result/Impact: Cooper Elementary will ensure safety protocols have been followed and students are safe during emergency incident. Staff Responsible for Monitoring: Campus Safety AP, Administration, Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Cooper Elementary will implement Capturing Kids Hearts (CKH) with fidelity with a focus on the EXCEL model. Strategy's Expected Result/Impact: Students will experience physical and psychological safety while on campus and on school activities. Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|-----------------------------|
|-----------------------------|

| |
|--|
| Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. Root Cause: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students. |
|--|

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff Survey; Teacher 1:1 Meetings; T-TESS Goal Setting and PreConference Meetings

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| Strategy 1: Cooper Elementary will intentionally foster a positive culture in which all employees feel safe and valued by providing mentorship, opportunities for meaningful input, and activities which encourage the building of positive colleague relationships. Strategy's Expected Result/Impact: The percent of recitivism will be reduced from year to year. Staff Responsible for Monitoring: Campus Administration, Design Team, Counselor, Lead Design Coaches TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 | | | | |

| Strategy 2 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 2: Cooper Elementary will collaborate with the Human Resources Department to identify and secure faculty and staff whose professional beliefs align with the vision, mission, beliefs, and norms of Georgetown ISD. Strategy's Expected Result/Impact: Cooper Elementary will hire educators who contribute to the development of a positive climate and culture at Cooper Elementary. Staff Responsible for Monitoring: Administrative Team, Design Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| | | <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | |

Performance Objective 1 Problem Statements:





| School Processes & Programs |
|--|
| Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. Root Cause: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students. |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Parent and Community Surveys, Open Rates from campus communication, Sign-In Sheets from campus wide activities.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Cooper Elementary will ensure campus processes and information are shared with clarity, parents know who to contact when they have questions or need information, and parents are able to easily find information online. Strategy's Expected Result/Impact: Parents, students, and district stakeholders have access to necessary information. Staff Responsible for Monitoring: Administrative Leadership TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Cooper Elementary will respond to parent and community partner requests with clarity and transparency. Strategy's Expected Result/Impact: Parents will experience customer service which results in efficiently having questions addressed and/or answered in a professional manner. Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause:** The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Parent Surveys, Anecdotal Information obtained from parent contact logs to measure engagement with parents and community members.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Cooper Elementary will be present and visible at community events and engages the community in a positive, professional demeanor. Strategy's Expected Result/Impact: The community will evidence the presence and support of the Cooper Elementary community. Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Cooper Elementary will provide opportunities for parents to access the campus through school-wide activities and celebrations (Meet the Teacher, Open House, musical performances, Watch DOGS, PTA Meetings, PTA Events, Title I Nights, Parent Engagement Nights, etc.). | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

Strategy's Expected Result/Impact: Parents will experience a stronger partnership with the school as they evidence the quality work and student experience at Cooper Elementary.

Staff Responsible for Monitoring: All Staff

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs





Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause:** The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent Surveys and tracking of parent and community participation at campus events.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Cooper Elementary will communicate campus activities with sufficient advance notice in both English and Spanish, to afford parents and community members sufficient time to attend and participate in campus events. Strategy's Expected Result/Impact: Parents and community members will feel welcome to attend and participate in the events held at Cooper Elementary. Staff Responsible for Monitoring: Campus Leadership Team, Design Team, Title I Committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Cooper Elementary faculty, staff, and students will greet all campus visitors who have properly checked into the office, with the Capturing Kids Hearts (CKH) EXCEL Model. Strategy's Expected Result/Impact: Parents and community members will feel welcome when they are visiting Cooper Elementary. Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause:** The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Campus Funding Summary

| 211 Title I, Part A | | | | | |
|---------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

Addendums

Cooper ES

| | Early Literacy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 39% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 39% | COVID | 41% (30%) | 43% | | 46% | | | 48% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | 17% | 27% | 59% | - | - | - | * | * | 18% | * | 20% | 42% | 32% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 22% (-) | 32% (23%) | 60% (43%) | - | - | - | * | * | 23% (23%) | * | 25% (18%) | 46% (30%) | 37% (-) |
| | 2022 | 29% | 38% | 61% | - | - | - | * | * | 30% | * | 32% | 49% | 42% |
| | 2023 | 37% | 45% | 61% | - | - | - | * | * | 38% | * | 40% | 54% | 48% |
| | 2024 | 48% | 53% | 62% | - | - | - | * | * | 49% | * | 50% | 58% | 55% |
| | 2025 | 63% | 63% | 63% | - | - | - | * | * | 63% | * | 63% | 63% | 63% |

| | Early Numeracy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|---|------------------|----------|-----------|-----------------|-------|------------------|-------------------|------------|---------------|---------------------|----------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 37% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 37% | COVID | 39% (9%) | 42% | | 45% | | | 48% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | 0% | 30% | 55% | - | - | - | * | * | 24% | * | 40% | 27% | 24% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 2% | 35% (5%) | 57% (18%) | - | - | - | * | * | 29% (7%) | * | 44% (7%) | 32% (9%) | 29% (-) |
| | 2022 | 5% | 40% | 58% | - | - | - | * | * | 35% | * | 48% | 38% | 35% |
| | 2023 | 12% | 47% | 60% | - | - | - | * | * | 43% | * | 53% | 45% | 43% |
| | 2024 | 28% | 54% | 61% | - | - | - | * | * | 52% | * | 58% | 53% | 52% |
| | 2025 | 63% | 63% | 63% | - | - | - | * | * | 63% | * | 63% | 63% | 63% |

Cooper ES

| | Early Literacy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 39% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 39% | COVID | 41% (30%) | 43% (38%) | | 46% | | | 48% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | 17% | 27% | 59% | - | - | - | * | * | 18% | * | 20% | 42% | 32% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 22% (-) | 32% (23%) | 60% (43%) | - | - | - | * | * | 23% (23%) | * | 25% (18%) | 46% (30%) | 37% (-) |
| | 2022 | 29.%(50%) | 38% (31%) | 61% (47%) | - | - | - | * | * | 30% (26%) | * | 32% (29%) | 49% N/A | 42% (38%) |
| | 2023 | 37% | 45% | 61% | - | - | - | * | * | 38% | * | 40% | 54% | 48% |
| | 2024 | 48% | 53% | 62% | - | - | - | * | * | 49% | * | 50% | 58% | 55% |
| | 2025 | 63% | 63% | 63% | - | - | - | * | * | 63% | * | 63% | 63% | 63% |

| | Early Numeracy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|---|------------------|-----------|------------|-----------------|-------|------------------|-------------------|------------|---------------|---------------------|-----------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 37% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 37% | COVID | 39% (9%) | 42% (38%) | | 45% | | | 48% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | 0% | 30% | 55% | - | - | - | * | * | 24% | * | 40% | 27% | 24% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 2% | 35% (5%) | 57% (18%) | - | - | - | * | * | 29% (7%) | * | 44% (7%) | 32% (9%) | 29% (-) |
| | 2022 | 5% (50%) | 40% (31%) | 58.% (50%) | - | - | - | * | * | 35% (28%) | * | 48% (29%) | 38% N/A | 35% (38%) |
| | 2023 | 12% | 47% | 60% | - | - | - | * | * | 43% | * | 53% | 45% | 43% |
| | 2024 | 28% | 54% | 61% | - | - | - | * | * | 52% | * | 58% | 53% | 52% |
| | 2025 | 63% | 63% | 63% | - | - | - | * | * | 63% | * | 63% | 63% | 63% |

| How to use this document Click HERE | | | |
|---|---|---|---|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | Instruction, assessment, and interventions are aligned to support each student in making academic progress and developing attributes of the Learner Profile. To accomplish the desired state of this priority, Cooper Elementary will build capacity with consistent behavior expectations across the campus and within each grade level knowing that until students feel safe and secure, learning is more difficult to achieve; facilitate collaborative planning vertically and horizontally to ensure alignment of standards and rigor based on the principles of designing engaging work to provide students with relevant instruction and experiences based on best practices to maximize student understanding and critical thinking; and to provide students with experiences and learning to increase student agency through the implementation of Capturing Kids Hearts Lessons and Learner Profile attributes. | | |
| 2023–2024 Q1: (Aug – Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Consistent behavioral expectations: Students will exhibit appropriate school behavior and social interactions with adults and peers to support student learning and improved campus climate. | -Student Experience Survey -Discipline Referrals -MTSS Behavior Data Review -Brag Board Data--Tracking Grade Level and Classroom Positive Reinforcement Data | The campus has experienced an increase in noncompliant and maladaptive behavior which is a result of multiple causes including effects of COVID–19 isolation, family trauma based on socio–economic status, and inconsistency in support of campus expectations. There was ambiguity and a lack of consistency from the campus administration regarding the tiered level of behavioral support, coupled with staffing challenges. | |
| Collaborative Planning: Teachers will engage in collaborative planning to design engaging, relevant student learning opportunities which focuses on the needs of all students accessing grade level TEKS. | -PLC Feedback, Teacher Survey -PLC Document Revisions Anecdotal Notes and Feedback about PLC Process Units design prior to instruction to include (lesson plans) - unpacking essential intervention standards - consider student learning needs - assessment/exemplars | Cooper is onboarding more than 10 new staff members again, which has occurred over multiple years and the team needs a common understanding of planning and designing engaging work at Cooper. There is a need to work on developing formative assessments as units are unpacked. All staff needs an opportunity to align foundational principles for collaborative planning. The desire to move PLC work from LDC facilitated to teacher/team ownership. | |
| Effective Tier 1 Instruction: All Cooper staff will engage in activities to build capacity in understanding and implementing instruction to support Tier 1 instruction for all students. | -mClass, iReady, NWEA MAP Math, STAAR, and common assessments -Walk-Through Data -Monitor high yield instructional strategies through learning walks (student engagement during instructional time; DOK, etc.) -PL Agenda/Attendance tracking & follow-up coaching -MTSS meeting agendas/data | Not all grade levels are consistently collaborating to create engaging lessons. There is room for improving the amount of time students are engaged in academically relevant work. Data does not support students time on task is accelerating student improvement. Tier 1 instruction is not presently meeting the academic needs of at least 85% of the students. Students continue to experience academic delays resulting of high mobility, COVID, and lack of foundational skills. Need to ensure extension opportunities for students who already know the content. | |
| Student Agency : Students learn through activities that are meaningful and relevant to each learner, driven by their interests, and self-initiated with appropriate guidance from teachers to foster development in the Learner Profile. | -Student Experience Survey -Referral data/Brag board data -Anecdotal data tracking of student development of the learner profile attributes | Many teachers and staff do not understand or fully implement, acknowledge, or teach the Learner Profile attributes. Students have difficulty learning to problem-solve and develop critical thinking skills which will help with social-emotional skills. | |
| 2023–2024 Q2: (Nov – Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023–2024 Q3: (Feb – April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023–2024 Q4: (May – July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |



Grade Report

Grade K

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 78 |
| Mean RIT Score | 150.8 |
| Standard Deviation | 10.7 |
| District Grade-Level Mean RIT | 156.4 |
| Students At or Above District Grade-Level Mean RIT | 24 |
| Grade-Level Mean RIT | 154.3 |
| Students At or Above Grade-Level Mean RIT | 27 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 21 | 27% | 19 | 24% | 16 | 21% | 12 | 15% | 10 | 13% | 150-151-152 | 10.7 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 1

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 104 |
| Mean RIT Score | 167.8 |
| Standard Deviation | 14.2 |
| District Grade-Level Mean RIT | 174.9 |
| Students At or Above District Grade-Level Mean RIT | 35 |
| Grade-Level Mean RIT | 174 |
| Students At or Above Grade-Level Mean RIT | 36 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 38 | 37% | 20 | 19% | 22 | 21% | 17 | 16% | 7 | 7% | 166-168-169 | 14.2 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 2

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 100 |
| Mean RIT Score | 181.2 |
| Standard Deviation | 16.2 |
| District Grade-Level Mean RIT | 188.3 |
| Students At or Above District Grade-Level Mean RIT | 37 |
| Grade-Level Mean RIT | 187.3 |
| Students At or Above Grade-Level Mean RIT | 37 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 41 | 41% | 14 | 14% | 14 | 14% | 14 | 14% | 17 | 17% | 180-181-183 | 16.2 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 3

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 106 |
| Mean RIT Score | 196.3 |
| Standard Deviation | 13.2 |
| District Grade-Level Mean RIT | 199.3 |
| Students At or Above District Grade-Level Mean RIT | 52 |
| Grade-Level Mean RIT | 199.2 |
| Students At or Above Grade-Level Mean RIT | 52 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 31 | 29% | 13 | 12% | 21 | 20% | 32 | 30% | 9 | 8% | 195-196-198 | 13.2 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 4

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 119 |
| Mean RIT Score | 203.5 |
| Standard Deviation | 17.5 |
| District Grade-Level Mean RIT | 208.7 |
| Students At or Above District Grade-Level Mean RIT | 54 |
| Grade-Level Mean RIT | 208.7 |
| Students At or Above Grade-Level Mean RIT | 54 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 39 | 33% | 15 | 13% | 18 | 15% | 31 | 26% | 16 | 13% | 202-203-205 | 17.5 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 5

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 106 |
| Mean RIT Score | 211.4 |
| Standard Deviation | 16.5 |
| District Grade-Level Mean RIT | 214.5 |
| Students At or Above District Grade-Level Mean RIT | 54 |
| Grade-Level Mean RIT | 217.1 |
| Students At or Above Grade-Level Mean RIT | 43 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 31 | 29% | 19 | 18% | 25 | 24% | 22 | 21% | 9 | 8% | 210-211-213 | 16.5 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

Math


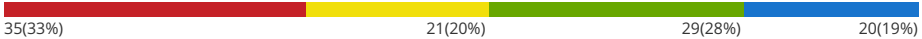


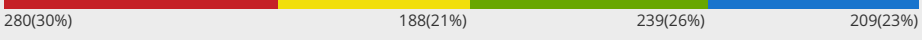

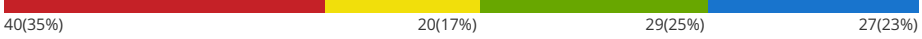

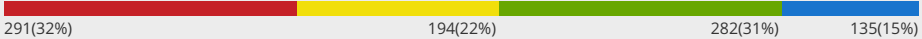


Cooper Elementary

| | FALL 2022-2023 ACHIEVEMENT | | | | | | SPRING 2022-2023 ACHIEVEMENT | | | | | | |
|---------|----------------------------|-------------------------|-----|-----|-----|-----|------------------------------|-------------------------|-----|-----|-----|-----|---------------------------------|
| Grade | Median Percentile | Achievement Percentiles | | | | | Median Percentile | Achievement Percentiles | | | | | Number of Students ¹ |
| K | 48th | 9% | 21% | 30% | 25% | 15% | 43rd | 25% | 24% | 21% | 15% | 15% | 67 |
| Grade 1 | 47th | 25% | 20% | 22% | 24% | 9% | 32nd | 38% | 17% | 23% | 16% | 6% | 87 |
| Grade 2 | 41st | 27% | 19% | 25% | 13% | 16% | 37th | 39% | 14% | 14% | 15% | 18% | 92 |
| Grade 3 | 43rd | 28% | 18% | 25% | 18% | 11% | 44th | 28% | 13% | 20% | 30% | 9% | 99 |
| Grade 4 | 57th | 24% | 16% | 18% | 22% | 20% | 48th | 30% | 12% | 15% | 29% | 14% | 105 |
| Grade 5 | 49th | 20% | 23% | 23% | 24% | 10% | 45th | 27% | 17% | 26% | 21% | 9% | 88 |

Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th

Comparing Populations: DIBELS 8th Edition

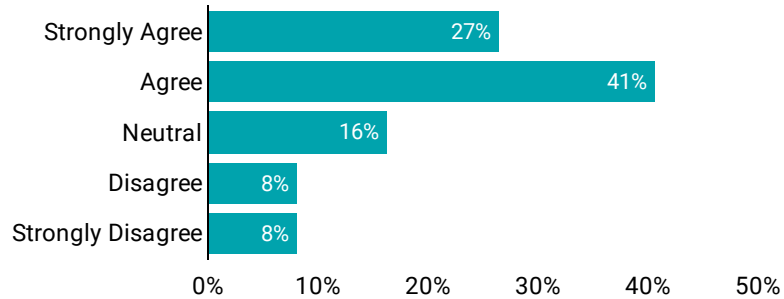
| View | | Population | | Time | | Measure | |
|---|--|---|-------------------------------------|---|----------------|---|--|
| Segment Results by: School Report Level: Account Grade Divider: On Display Data As: Percentage | | Show Students Enrolled: On Test Day Grade: All Grades District: Georgetown ISD School: Cooper Elementary | | School Year: 2022-2023 Period: All Periods | | Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels | |
| School | <div><div></div> Well Below Benchmark</div> | <div><div></div> Below Benchmark</div> | <div><div></div> At Benchmark</div> | <div><div></div> Above Benchmark</div> | Total Students | | |
| ↳ GEORGETOWN ISD | | | | | | Current as of 06/03/2023 | |
| Grade K | Reference Data Reference Point: Account | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>322(37%)198(23%)162(19%)184(21%)</div> | | | 866 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>334(39%)181(21%)199(23%)147(17%)</div> | | | 861 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>273(31%)146(17%)275(31%)190(21%)</div> | | | 884 | | |
| Cooper Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>39(51%)16(21%)14(18%)8(10%)</div> | | | 77 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>41(54%)12(16%)17(22%)6(8%)</div> | | | 76 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>31(40%)21(27%)18(23%)8(10%)</div> | | | 78 | | |
| Grade 1 | Reference Data Reference Point: Account | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>321(36%)168(19%)198(22%)202(23%)</div> | | | 889 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>382(41%)153(17%)216(23%)172(19%)</div> | | | 923 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>270(30%)127(14%)256(28%)255(28%)</div> | | | 908 | | |
| Cooper Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>47(49%)14(14%)21(22%)15(15%)</div> | | | 97 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>53(52%)20(20%)18(18%)10(10%)</div> | | | 101 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>36(35%)18(17%)33(32%)17(16%)</div> | | | 104 | | |
| Grade 2 | Reference Data Reference Point: Account | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>346(37%)117(13%)243(26%)220(24%)</div> | | | 926 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>346(36%)143(15%)236(25%)228(24%)</div> | | | 953 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>296(31%)143(15%)233(25%)278(29%)</div> | | | 950 | | |
| Cooper Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>44(44%)15(15%)20(20%)21(21%)</div> | | | 100 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>42(41%)15(15%)26(25%)19(19%)</div> | | | 102 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>35(34%)17(17%)17(17%)32(32%)</div> | | | 101 | | |

| Grade 3 | Reference Data | Reference Point: Account |
|-------------------|--|--------------------------|
| | 22-23 BOY  929 22-23 MOY  938 22-23 EOY  929 | |
| Cooper Elementary | 22-23 BOY  105 22-23 MOY  105 22-23 EOY  108 | |
| Grade 4 | Reference Data | Reference Point: Account |
| | 22-23 BOY  915 22-23 MOY  913 22-23 EOY  916 | |
| Cooper Elementary | 22-23 BOY  116 22-23 MOY  116 22-23 EOY  120 | |
| Grade 5 | Reference Data | Reference Point: Account |
| | 22-23 BOY  902 22-23 MOY  927 22-23 EOY  936 | |
| Cooper Elementary | 22-23 BOY  89 22-23 MOY  97 22-23 EOY  104 | |

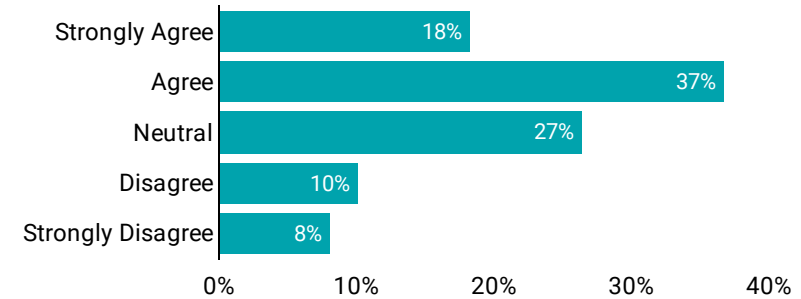
2023 GISD Parent Survey

Strategic Priority Area 1: Student Learning, Growth and Progress

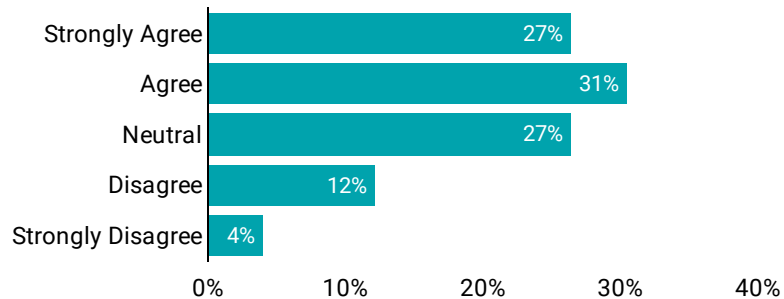
My child is appropriately challenged by the school academic curriculum.



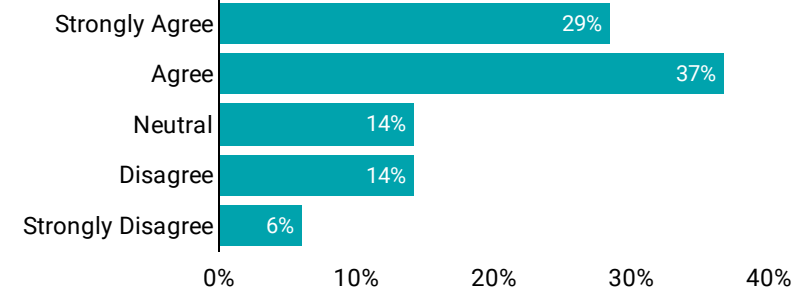
My child is being adequately prepared for future success (including college/career/life ready).



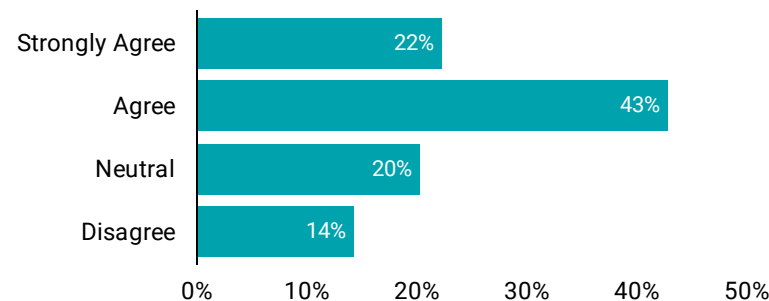
The school provides support for my child's unique learning needs.



My child is being well-prepared for the next school year.



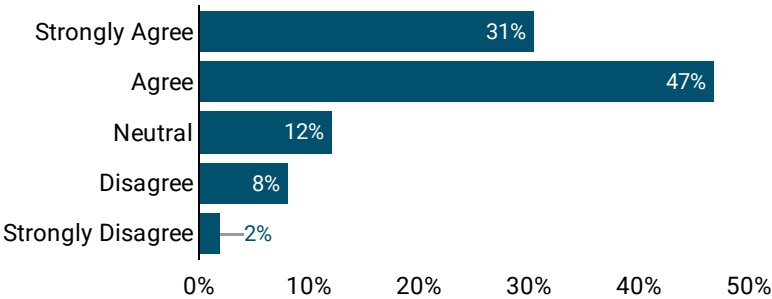
My child receives useful feedback about their work.



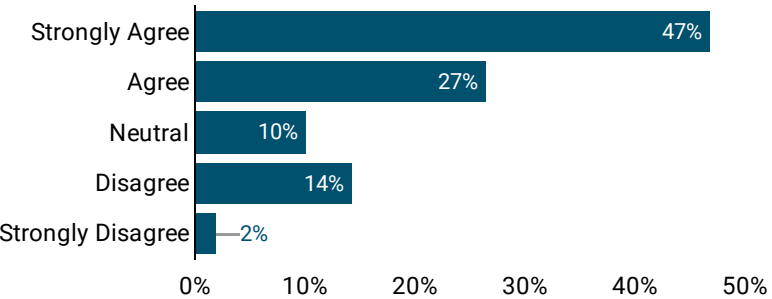
2023 GISD Parent Survey

Strategic Priority Area 2: Student and Staff Well-Being

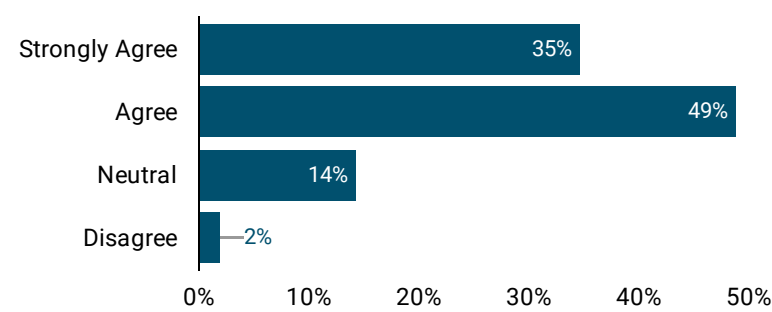
My child has a sense of belonging at their school.



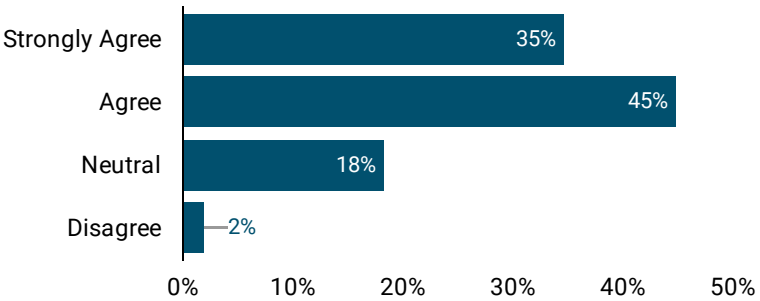
My child looks forward to going to school.



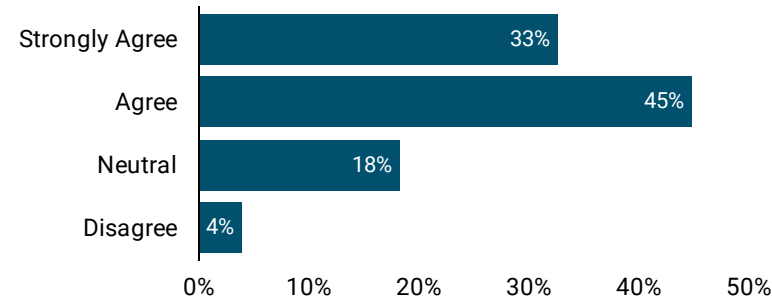
Adults at my child's school treat my child with respect.



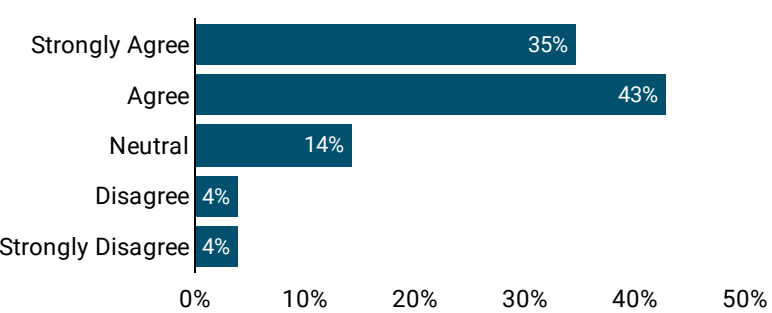
The school is responsive to my family's culture and language.



My child feels connected to the adults at their school.



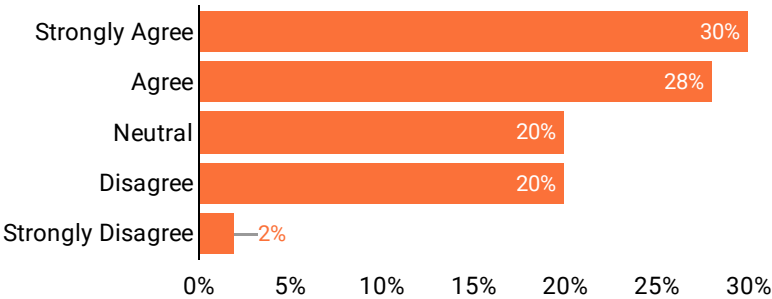
My child's school is a safe place to learn.



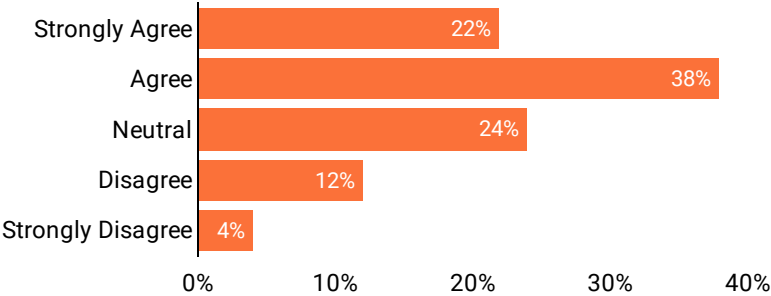
2023 GISD Parent Survey

Strategic Priority Area 4: Community and Connectivity

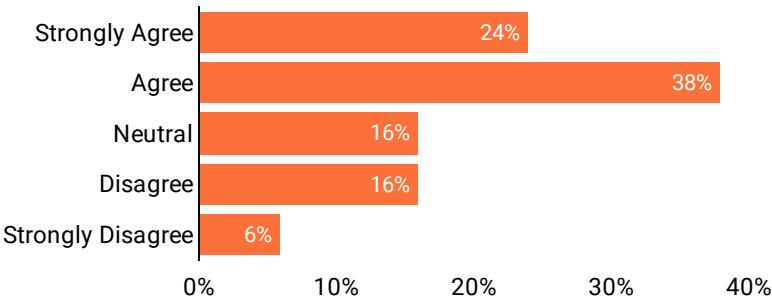
The school keeps me well-informed about my child's progress in school.



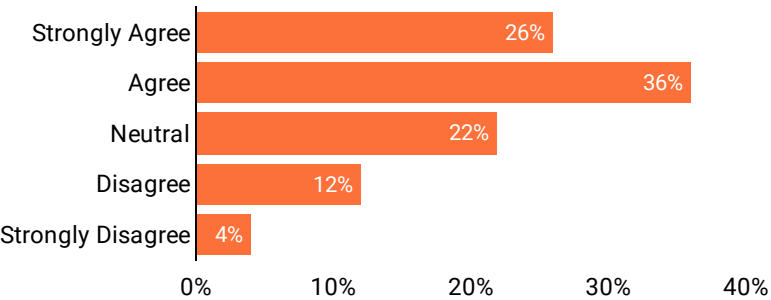
The school is very good at staying in touch with me regarding all aspects of their educational experience (e.g. letters, phone calls, or emails).



The school encourages me to be an active partner with the school in educating my child.



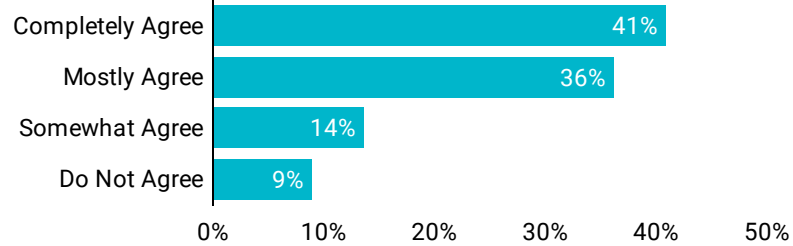
I feel welcomed and invited in my child's school.



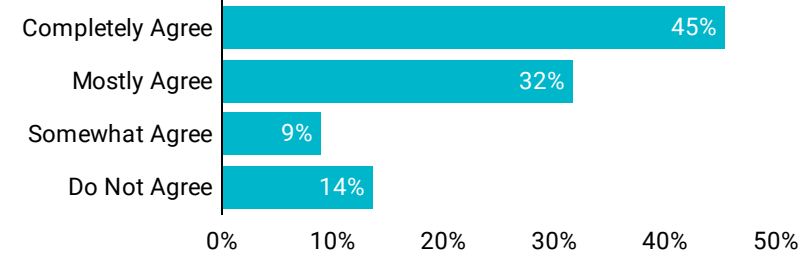


GISD Staff Survey 2023

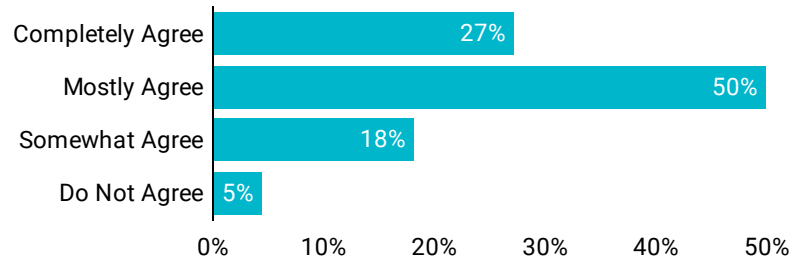
In general, I am satisfied with my current job.



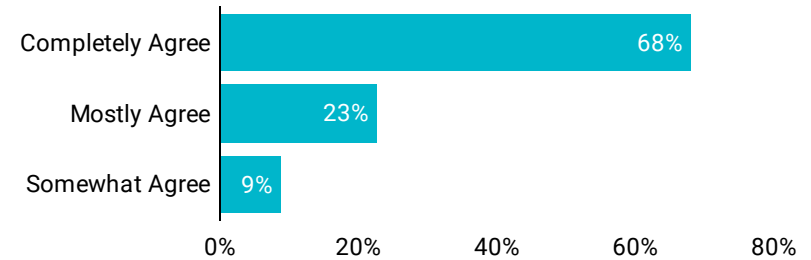
My work is valued by my supervisor.



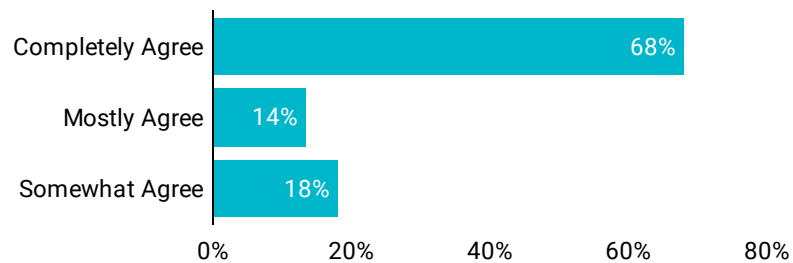
I have the resources I need to get my work done.



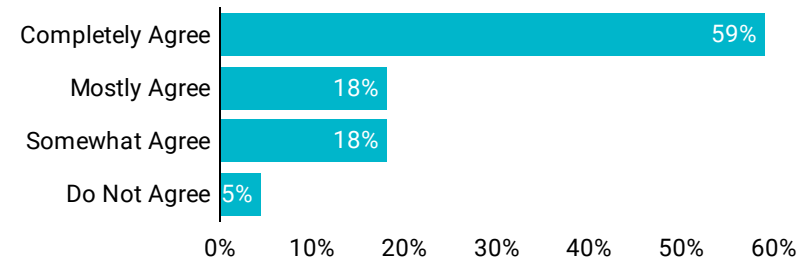
I find my work interesting.



I find my work satisfying.



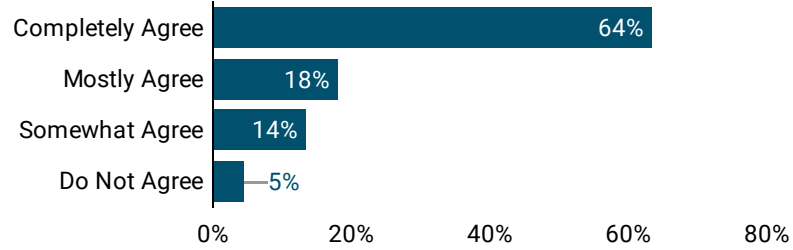
I find my work challenging.



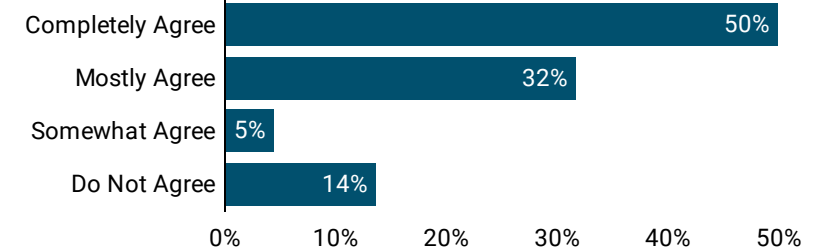


GISD Staff Survey 2023

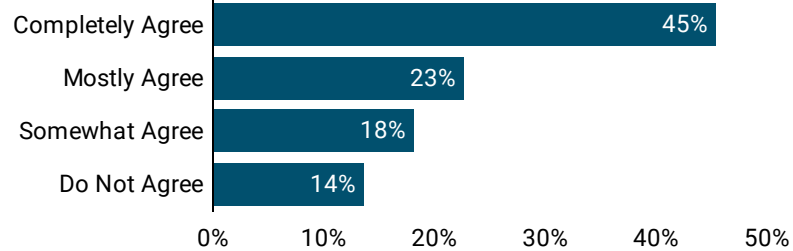
I enjoy collaborating with my colleagues.



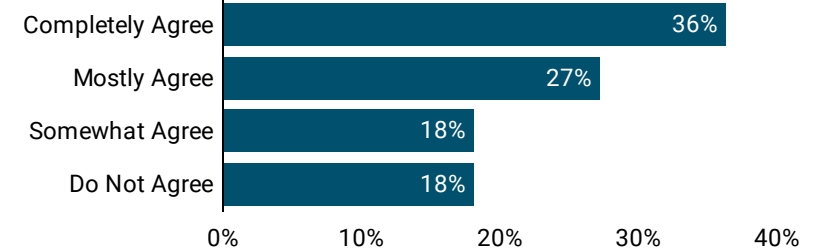
My supervisor trusts me.



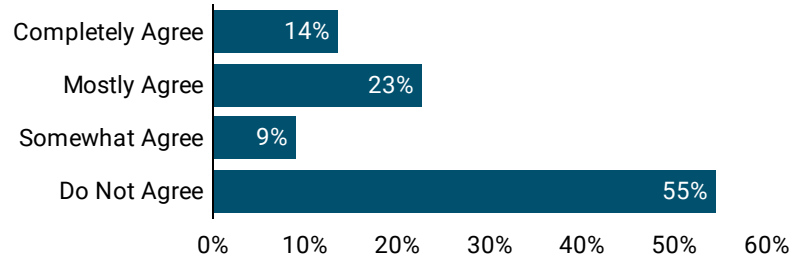
I trust my supervisor.



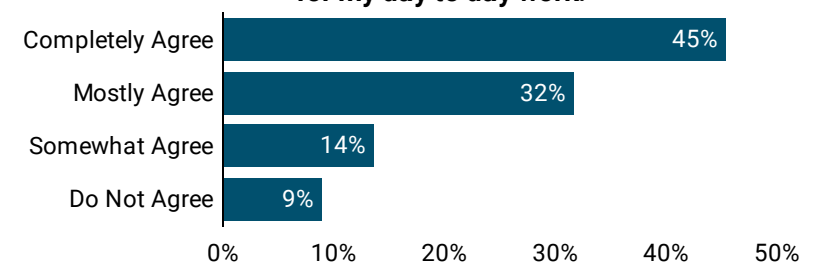
I am encouraged to express my concerns openly.



I am hesitant to speak up because of fear of retaliation.



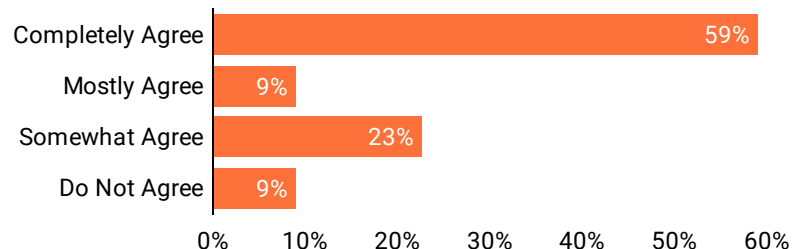
I have the authority to make decisions necessary for my day to day work.



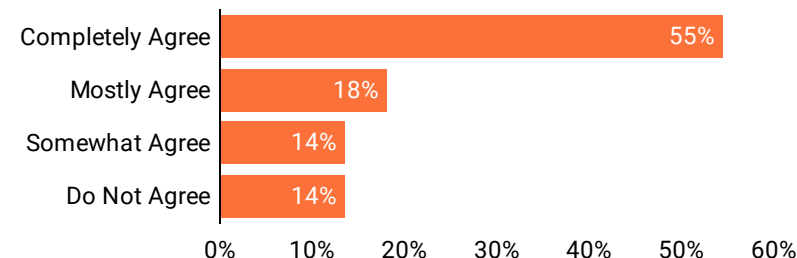


GISD Staff Survey 2023

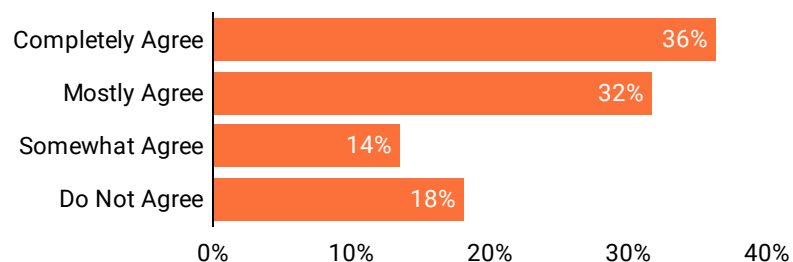
I feel safe at work.



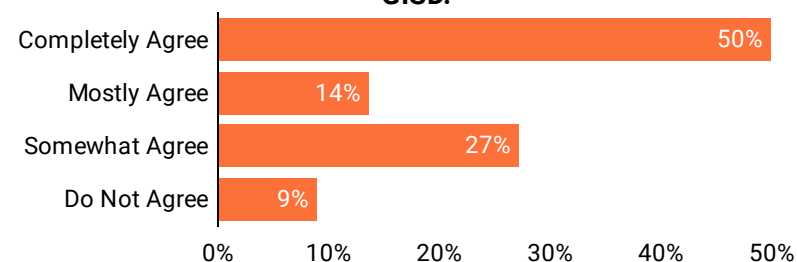
I feel welcomed at work.



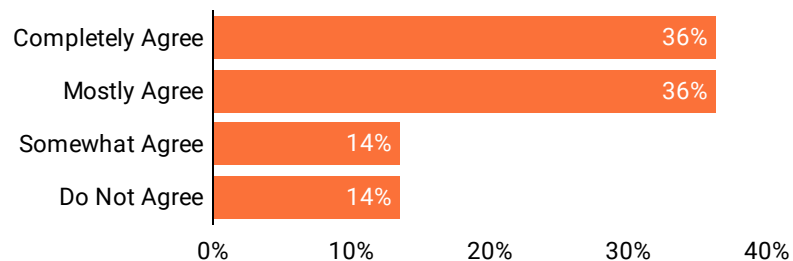
Good work is recognized in my campus/department.



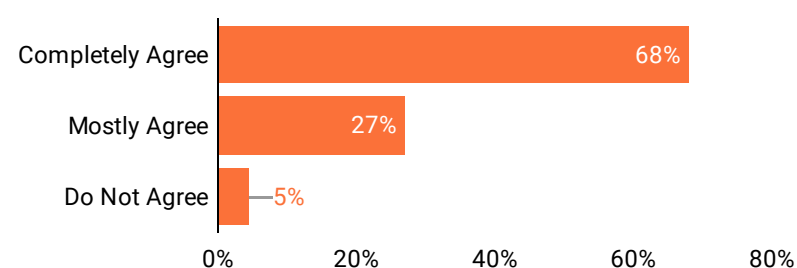
There are opportunities for me to grow professionally in GISD.



I am encouraged to share my ideas openly.



I am committed to GISD's vision, mission and beliefs.



Cooper ES

| | Early Literacy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 39% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 39% | COVID | 41% (30%) | 43% (38%) | | 46% (37%) | | | 48% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | 17% | 27% | 59% | - | - | - | - | - | 18% | - | 20% | 42% | 32% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 22% (-) | 32% (23%) | 60% (43%) | - | - | - | - | - | 23% (23%) | - | 25% (18%) | 46% (30%) | 37% (-) |
| | 2022 | 29.% (50%) | 38% (31%) | 61% (47%) | - | - | - | - | - | 30% (26%) | - | 32% (29%) | 49% N/A | 42% (38%) |
| | 2023 | 37% (67%) | 45% (25%) | 61% (56%) | - | - (100%) | - | - (50%) | - (13%) | 38% (31%) | - (50%) | 40% (24%) | 54% N/A | 48% (37%) |
| | 2024 | 48% | 53% | 62% | - | - | - | - | - | 49% | - | 50% | 58% | 55% |
| | 2025 | 63% | 63% | 63% | - | - | - | - | - | 63% | - | 63% | 63% | 63% |

| | Early Numeracy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|---|------------------|---------------|-----------|-----------------|----------|------------------|-------------------|------------|---------------|---------------------|-----------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 37% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 37% | COVID | 39% (9%) | 42% (38%) | | 45% (32%) | | | 48% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | 0% | 30% | 55% | - | - | - | - | - | 24% | - | 40% | 27% | 24% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 2% | 35% (5%) | 57% (18%) | - | - | - | - | - | 29% (7%) | - | 44% (7%) | 32% (9%) | 29% (-) |
| | 2022 | 5% (50%) | 40% (31%) | 58. (50%) | - | - | - | - | - | 35% (28%) | - | 48% (29%) | 38% N/A | 35% (38%) |
| | 2023 | 12% (100%) | 47% (20%) | 60% (52%) | - | - (100%) | - | - (33%) | - (4%) | 43% (25%) | - (50%) | 53% (10%) | 45% N/A | 43% (32%) |
| | 2024 | 28% | 54% | 61% | - | - | - | - | - | 52% | - | 58% | 53% | 52% |
| | 2025 | 63% | 63% | 63% | - | - | - | - | - | 63% | - | 63% | 63% | 63% |

Georgetown Independent School District

East View High School

2023-2024 Campus Improvement Plan



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| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 13 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 18 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 21 |
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Priority Problem Statements

Problem Statement 1: Must improve student EOC performance in nearly all EOC subject areas to be at least on level with rest of the state. Algebra, English I and English II are all below state average passing rate.

Root Cause 1: Overall lack of rigor and utilization of best practice instructional strategies.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Must increase number of students in advanced placement courses and taking advanced placement exams.

Root Cause 2: Overall lack of rigor and utilization of best practice instructional strategies.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students expressed in survey not feeling safe in restrooms on campus.

Root Cause 3: Lack of resources needed to monitor restrooms effectively.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Curriculum, Instruction and Assessment must be aligned at appropriate rigor level to ensure students achievement and progress.

Root Cause 4: Structured time for planning and professional discussion over assessment and standards.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness.

Root Cause 5: More robust learning management system needed.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: In effective collaboration focused on curriculum, instruction and assessment.

Root Cause 6: Lack of effective structures for professional learning communities.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: Must increase number of students qualifying for CCMR readiness.

Root Cause 7: More robust systems needed to ensure all students have multiple opportunities and way to access CCMR readiness.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Teachers do not feel as effective in their roles post pandemic as they did before.

Root Cause 8: Changing instructional practices, high teacher turnover, changing needs of students.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

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

Student Data: Assessments

- 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
- SAT and/or ACT assessment data

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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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





Goals

Goal 1: Student Learning, Growth and Progress

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

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

Evaluation Data Sources: Major change. See EVHS Strategic Change Decision Chart.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: See Addendum EVHS Strategic Change Direction Strategy's Expected Result/Impact: . ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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Performance Objective 1 Problem Statements:

| Student Achievement |
|--|
| Problem Statement 1: Must improve student EOC performance in nearly all EOC subject areas to be at least on level with rest of the state. Algebra, English I and English II are all below state average passing rate. Root Cause: Overall lack of rigor and utilization of best practice instructional strategies. |
| Problem Statement 2: Must increase number of students in advanced placement courses and taking advanced placement exams. Root Cause: Overall lack of rigor and utilization of best practice instructional strategies. |
| Curriculum, Instruction, and Assessment |
| Problem Statement 1: Curriculum, Instruction and Assessment must be aligned at appropriate rigor level to ensure students achievement and progress. Root Cause: Structured time for planning and professional discussion over assessment and standards. |





| |
|---|
| Curriculum, Instruction, and Assessment |
| Problem Statement 2: Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness. Root Cause: More robust learning management system needed. |
| School Context and Organization |
| Problem Statement 1: In effective collaboration focused on curriculum, instruction and assessment. Root Cause: Lack of effective structures for professional learning communities. |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: EOC Exams, Common Assessments, Student survey

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Implement the Schoology learning management system campus wide to all teachers as a tool for teacher, students and parents to be able to monitor progress towards mastery of content, meeting of standards and developing attributes in the Learner Profile. Strategy's Expected Result/Impact: Schoology will allow teachers, students and parents to monitor progress towards mastery of content, meeting of standards and progress in learner profile attributes on the same platform. Schoology will allow assessment data to be easily accessible and analyzed to monitor progress. Staff Responsible for Monitoring: Principal, Associate Principal, digital learning coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Continue to provide professional learning focused on growing and measuring GISD Learner Profile attainment. Strategy's Expected Result/Impact: Increase knowledge and capacity to effectively teach and measure student growth in the GISD Learner Profile. Staff Responsible for Monitoring: Principal, Associate Principal, Campus Design Team Problem Statements: Curriculum, Instruction, and Assessment 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Must improve student EOC performance in nearly all EOC subject areas to be at least on level with rest of the state. Algebra, English I and English II are all below state average passing rate. **Root Cause:** Overall lack of rigor and utilization of best practice instructional strategies.

Curriculum, Instruction, and Assessment

Problem Statement 1: Curriculum, Instruction and Assessment must be aligned at appropriate rigor level to ensure students achievement and progress. **Root Cause:** Structured time for planning and professional discussion over assessment and standards.





Problem Statement 2: Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness. **Root Cause:** More robust learning management system needed.

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Graduation Rates, CCMR data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide opportunities for students to access preparation support through tutorials and targeted instruction for TSIA2 exam in Mathematics. Strategy's Expected Result/Impact: Increase number of students meeting the standard on the TSI exam by 25% for first and second time testers. Staff Responsible for Monitoring: CCMR Counselor, Associate Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Monitor and meet one one with every student in a CTE course to encourage students to take a Industry Based Certification Exam. Strategy's Expected Result/Impact: Increase number of students taking and passing Industry Based Certification exams by 15%. Staff Responsible for Monitoring: CCMR Counselor, Counselors, Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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Performance Objective 3 Problem Statements:





| |
|---|
| Student Achievement |
| Problem Statement 3: Must increase number of students qualifying for CCMR readiness. Root Cause: More robust systems needed to ensure all students have multiple opportunities and way to access CCMR readiness. |
| Curriculum, Instruction, and Assessment |
| Problem Statement 2: Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness. Root Cause: More robust learning management system needed. |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: EOC exams, Student Survey, Common Assessments

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Continue to provide professional learning focused on growing and measuring GISD Learner Profile attainment. Strategy's Expected Result/Impact: Increase knowledge and capacity to effectively teach and measure student growth in the GISD Learner Profile. Staff Responsible for Monitoring: Principal, Associate Principal, Campus Design Team Problem Statements: Curriculum, Instruction, and Assessment 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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Performance Objective 4 Problem Statements:

| Curriculum, Instruction, and Assessment |
|---|
| Problem Statement 2: Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness. Root Cause: More robust learning management system needed. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Student and Staff surveys, discipline data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Campus wide implementation of behavior expectations using the Emergent Tree framework. Strategy's Expected Result/Impact: Behavior expectations will be clearly communicated to all students using a positive approach. Staff Responsible for Monitoring: Principal, Assistant principal, associate principal Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Add campus security to monitor parking lot, exterior doors, hallways and restrooms. Strategy's Expected Result/Impact: Improve campus security and increasing overall safety. Students and staff will feel safe and secure on campus. Staff Responsible for Monitoring: Assistant Principal Problem Statements: School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Continue to use structured hall pass/rest room pass system and common area structures. Strategy's Expected Result/Impact: Ensure students are in class and are safe in common areas, hallways, and rest rooms. | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| | | | | | |
|--|--|--|--|--|--|
| Staff Responsible for Monitoring: Principal, Assistant principals, security, staff Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 | | | | | |
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Performance Objective 1 Problem Statements:





| School Culture and Climate |
|--|
| Problem Statement 1: Students expressed in survey not feeling safe in restrooms on campus. Root Cause: Lack of resources needed to monitor restrooms effectively. |
| Staff Quality, Recruitment, and Retention |
| Problem Statement 1: Teachers do not feel as effective in their roles post pandemic as they did before. Root Cause: Changing instructional practices, high teacher turnover, changing needs of students. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Staff Survey, Staff interviews

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Continue to celebrate teachers and staff and affirm them in their accomplishments through Teacher/Support Staff of the month recognitions, staff luncheons, and teacher appreciation events. Strategy's Expected Result/Impact: Teachers and staff improve overall feeling of value and meaning in their work. Staff Responsible for Monitoring: Principal, Admin team Problem Statements: Staff Quality, Recruitment, and Retention 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Build PLC structure and provide support to teachers in the PLC framework to align instruction, assessment and intervention. Strategy's Expected Result/Impact: Increase overall effectiveness of instructional effectiveness and thereby increasing teachers overall feeling of value and meaning in their work as the see effectiveness. Staff Responsible for Monitoring: Principal, Associate Principal, Design Coach, Digital Learning coach, department chairs. Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Teachers do not feel as effective in their roles post pandemic as they did before. **Root Cause:** Changing instructional practices, high teacher turnover, changing needs of students.

Curriculum, Instruction, and Assessment

Problem Statement 1: Curriculum, Instruction and Assessment must be aligned at appropriate rigor level to ensure students achievement and progress. **Root Cause:** Structured time for planning and professional discussion over assessment and standards.

Problem Statement 2: Platform needed to structure and facilitate alignment of curriculum, instruction and assessment for efficiency and effectiveness. **Root Cause:** More robust learning management system needed.

School Context and Organization





Problem Statement 1: In effective collaboration focused on curriculum, instruction and assessment. **Root Cause:** Lack of effective structures for professional learning communities.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Student Survey, Student interviews

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Add campus security to monitor parking lot, exterior doors, hallways and restrooms. Strategy's Expected Result/Impact: Improve campus security and increasing overall safety. Students and staff will feel safe and secure on campus. Staff Responsible for Monitoring: Assistant Principal Problem Statements: School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Continue to use structured hall pass/rest room pass system and common area structures. Strategy's Expected Result/Impact: Ensure students are in class and are safe in common areas, hallways, and rest rooms. Staff Responsible for Monitoring: Principal, Assistant principals, security, staff Problem Statements: School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 3 Problem Statements:

| School Culture and Climate |
|---|
| Problem Statement 1: Students expressed in survey not feeling safe in restrooms on campus. Root Cause: Lack of resources needed to monitor restrooms effectively. |

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD provides competitive compensation and benefits to employees.

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 2: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff retention rate, staff survey, culture survey

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Campus leadership will continue to attend several university job fairs across the state to recruit teachers to EVHS and GISD. Strategy's Expected Result/Impact: Establish positive relationships with universities and identify teachers that embrace GISD mission, vision and beliefs. Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Campus leadership will continue to build a positive and professional work environment that supports teachers and staff by providing clarity through systems and processes. Strategy's Expected Result/Impact: Teachers and staff feel empowered and supported in their work and experience a positive and professional work environment. Staff Responsible for Monitoring: Principal, campus leadership Problem Statements: Staff Quality, Recruitment, and Retention 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Continue to celebrate teachers and staff and affirm them in their accomplishments through Teacher/Support Staff of the month recognitions, staff luncheons, and teacher appreciation events. Strategy's Expected Result/Impact: Teachers and staff improve overall feeling of value and meaning in their work. Staff Responsible for Monitoring: Principal, Admin team Problem Statements: Staff Quality, Recruitment, and Retention 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Continue to promote EVHS school culture and spirit through use of traditions and new culture building activities such as "School Song Fridays", Patriot Awards, Teacher/Staff recognitions and social media affirmations. Strategy's Expected Result/Impact: Increase sense of belonging and connection to mission vision and beliefs by all stakeholders. Staff Responsible for Monitoring: Principal Problem Statements: Staff Quality, Recruitment, and Retention 1 | Formative | | | Summative |
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Performance Objective 2 Problem Statements:





| Staff Quality, Recruitment, and Retention |
|--|
| Problem Statement 1: Teachers do not feel as effective in their roles post pandemic as they did before. Root Cause: Changing instructional practices, high teacher turnover, changing needs of students. |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Parent Survey, community feedback, social media data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Will continue to post Campus Improvement Plan on campus website. | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Continue weekly communication with parent and community through weekly newsletter, website and social media. Strategy's Expected Result/Impact: Transparent communication of news, student progress and events at EVHS. Staff Responsible for Monitoring: Principal, Admin Team, Front office | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Parent survey, Community feedback

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Launch a EVHS PTA. Strategy's Expected Result/Impact: Establish effective relationships parents and community. Staff Responsible for Monitoring: Principal | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | | |

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Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent survey, community feedback, community events data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Continue to communicate with parents and community through weekly newsletters, social media and our website in multiple languages. Strategy's Expected Result/Impact: Provide clear communication to parents and community and help them feel welcomed. | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Addendums

| How to use this document Click HERE | | | |
|--|---|---|---|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | In GISD, instruction, assessment, and intervention are aligned. | | |
| 2023-2024 Q1: (Aug - Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Aligned unit planner using 4 questions of PLC | Bi weekly checks | No common unit planner currently being used | Implement EVHS Unit planner using the 4 questions of PLC framework in all tested content classes and core classes. |
| Observed alignment of instruction, assessment, and intervention | T-Tess observations | Alignment is occurring in some classrooms based on walkthrough observations and T-Tess. | Conduct walkthroughs that focus on alignment of standards |
| PIC agendas & work reflect work towards alignment of standards, assessment and intervention | PLC Minutes and Observations | No common agenda is currently being used. Common PLC time for some content areas is occurring. | Implement the use of PLC time for tested core teachers w |
| Core tested content PLC's create common formative and summative assessments to monitor student progress | Bi weekly checks | Some departments use common assessment in core areas but is not consistent. | Implement common formative and summative assessme |
| Create the AVID program elective class and implement core AVID instructional strategies in core content | T-Tess observations, PLC Minutes and Observations | No AVID instructional stratagies are utilized with the exception of some use of socratic seminars and various graphic organizers. | Implement AVID instructional stratagies through PLC pla |
| 2023-2024 Q2: (Nov - Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| 2023-2024 Q3: (Feb - April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023-2024 Q4: (May - July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
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CCMR Board Outcome Goal

Yearly Target Goals

[illegible]

Georgetown Independent School District
Frost Elementary School
2023-2024 Campus Improvement Plan



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| Comprehensive Needs Assessment Data Documentation | 9 |
| Goals | 11 |
| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 12 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 18 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 24 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 28 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jack Frost Elementary is home to roughly 320 students. Frost is a neighborhood school that has been designated a Title 1 campus. Each grade level averages 2 to 3 classrooms. 70% of our students are economically disadvantaged, 32% of our students receive special education services, 6% of students qualify under Section 504 and 5% of our students receive gifted and talented services through our GT program. Frost will continue to be identified as a Title 1 campus due to them of students who are indicated as "At Risk" for the 2023-2024 school year. Our campus ethnicity is White 40%, 1% Asian 40%, Hispanic 10%, Black 7%, 2 or more races.

We have 31 teachers, 1 Counselor, 1 Instructional Coach, and 2 administrators on staff. We have five Special Education Programs (ILC, BCS, ECSE4, Inclusion/resource, dyslexia). 55% of those teachers have been retained from the previous year. Of the teacher turnover, 26% of those teachers are new to district.

Frost continues to maintain consistent enrollment numbers. Our staff numbers will continue to reflect until we move into a larger building within a few years.

Demographics Strengths

- Consistent lower enrollment and retention numbers of students
- Our lower enrollment compared to neighboring schools allows staff to meet student needs through the interventionist and special education support staff.
- The Title 1 designation has granted Frost the opportunity to participate in targeted professional development geared towards strengthening our Tier 1 and Tier 2 supports.
- There is a core staff that has been with Frost for 5 to 10+ years. This has allowed initiates to continue and gain momentum towards proficiency.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An elevated number of Special Education qualified students in a general education classroom limit the fidelity of high rigor instruction. **Root Cause:** The lack of supports and systems to effectively identify and intervene within the Tier 2 framework. Effective systems and data collection are not in place consistently across the campus in order to differentiate student ability level and areas of growth.

Student Learning

Student Learning Summary

Student academic growth is measured through informal and formal assessments such as STAAR, Mclass/Amplify, MAP, running records, unit assessments and observations (not an exhaustive list). The main focus of the campus has been on intentional and high rigor of Tier 1 instruction for all students. The previous year STAAR data did not demonstrate proficient student achievement across the campus however, it did demonstrate a significant increase in students closing the gap and making over a years worth of growth. The increase student growth can mostly be attributed to a focus on high rigor Tier 1 instruction as well as intentional teacher planning materials to ensure consistency between grade level classrooms as well as vertical teams. As a campus there will be continued focus on Tier 1 focus with an additional focus on Tier 2 instruction in reading and math.

The campus MAP data was consistent with the previous years STAAR data. Students demonstrated lower achievement scores however, half of the grade levels demonstrated expected growth or more for students overall. One factor that contributed to the measure of growth is the implementation of two contracted educators in which they focused on small group instruction in reading math in primarily K-2 students. The following chart demonstrates the MAP Achievement scores from the fall to the spring. The scores demonstrate students who are just below grade level, at grade level and above grade level. Majority of grade level maintained or decreased in their average scores however, this does not measure the students who made a years worth of growth. We are going to continue to examine our math systems and practices to increase the differential.

| Grade | Fall Achievement (Students in the 41st to >80th percentile) | Spring Achievement (Students in the 41st to >80th percentile) | Differential |
|-------|---|--|--------------|
| K | 79% | 79% | Maintained |
| 1 | 52% | 65% | Increase 13% |
| 2 | 60% | 56% | Decrease 4% |
| 3 | 45% | 45% | Maintained |
| 4 | 56% | 51% | Decrease 5% |
| 5 | 44% | 34% | Decrease 10% |

When examining school wide mClass data, it was shown that students in grades K, 2, 4 showed growth in the students that scored "at benchmark" and "above benchmark" at the beginning of the year to the end of the year. The following chart documents the percentages of mClass scores from the beginning to the end of the year.

| Grade | BOY mClass Percentages for AT BENCHMARK OR ABOVE BENCHMARK | EOY mClass Percentages for AT BENCHMARK OR ABOVE BENCHMARK | Differential |
|-------|---|---|--------------|
| K | 39% | 53% | Increase 14% |

| Grade | BOY mClass Percentages for AT BENCHMARK OR ABOVE BENCHMARK | EOY mClass Percentages for AT BENCHMARK OR ABOVE BENCHMARK | Differential |
|-------|--|--|--------------|
| 1 | 51% | 46% | Decrease 5% |
| 2 | 33% | 41% | Increase 8% |
| 3 | 45% | 43% | Decrease 2% |
| 4 | 37% | 57% | Increase 20% |
| 5 | 39% | 36% | Decrease 3% |

The grade levels that demonstrated a decrease in achievement only did so by a few percentage points in which this shows the ability to maintain. The largest increase was in 4th grade. A potential contributing factor to this significant increase could be the implementation of the KAT program. This teacher implemented the strategies and practices of KAT with fidelity from the beginning to the end of the year. Continuation of the KAT program through 3rd and 5th grades is a strong consideration moving forward.

Attributing to student growth in all content areas is the implementation and fidelity of positive school wide behavior supports. The campus adopted school wide expectations and routinely reviewed the expectations for all students. With clear expectations, teachers focused on the continuation of providing PAWS (Polar Bears Act Respectfully, Work Responsibly and Stay Safe) stickers to students in order to win a celebration for themselves and then the entire school. There was an implementation of Social Emotional Learning (SEL) lessons across the campus however, the fidelity and consistency of those lessons were prevalent for the entire school. Frost continues to be a Capturing Kids Hearts Showcase School. Along with this title, teachers and students implement CKH strategies throughout the school day. These strategies tie directly into the GISD Learner Profile as well as the PBIS that is implemented.

Student Learning Strengths

- Regular and routine lesson plan templates completed to ensure fidelity and rigor are appropriate
- Routine and protected time for grade level PLC to occur.
- Teachers engage with the PLC process in order to examine data and plan for extension and intervention
- Consistent implementation of school wide expectations and positive behavior support systems
- CKH strategies (such as mood meters outside of the door) were implemented in all classrooms throughout the day
- Intentional professional development, design days and walkthrough shadowing in order to increase the rigor of Tier 1 instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS. **Root Cause:** Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities and intentional professional development continue to be a focus at Frost. Every grade level at Frost experienced new teachers on their team this past year. Consistent PLC practices such as a focus on data and instruction, was crucial to continue the work and then elevate the work from the previous year. Refining the PLC process and focus is an area of growth in the future. The implementation of lesson plan templates ensured that all components of instruction were present on a daily basis. Each grade level participated in the completion of the lesson plan template each week. Areas of refinement for the lesson plans would be to calibrate the expectations for each grade level. Teachers will continue to participate in weekly PLC meetings in which staff will focus on student data, Tier 2 instruction through Essential Intervention Standards as well as effective high yield strategies in order to improve student growth and achievement.

Teachers were also well versed on the process for recognize students for positive behavior as well as identify and address students who were not showing desired behaviors. All teachers and staff engaged with and will continue to engage with our School Wide Positive Behavior Support Systems. Staff recognize students who are demonstrating P.A.W.S (Polar Bears, Act Respectfully, Work Responsibly and Stay Safe) behavior by explicating stating which behavior they demonstrated and giving them a PAWS sticker. Teachers then enter their information in a Google form and students write their name on the classroom brag board. Weekly drawings are made for the data in the QR code and classroom rewards are provided when a goal on the brag board is met. Students also interact with a school wide puzzle by earring pieces from benchmark numbers on their brag board. Once the puzzle is complete, a school wide celebration occurs.

In order to complement the work of positive behavior supports, various grade levels and teachers have implemented SEL mini lessons into their classroom routines. Teachers have utilized the district provided Social Emotional Learning prompts calendar to initiate conversations and attempt common language in their classrooms. Teachers have also utilized Capturing Kids Hearts strategies and practices into their everyday instruction. There are pockets of these practices occurring on the campus however, they are not consistent across classrooms and grade levels. Varying teacher skill sets and lack of consistent curriculum was feedback provided from campus staff.

In terms of student accountability, consistently across the campus teachers utilized "Minor Infraction Forms" to address student behavior as well as complete a Think Sheet. Students and teachers used Think Sheets as a communication and processing tool between the student and their peers, teachers and parents. Majority of teachers were able to show a balance between the positive recognitions of students behavior and appropriate responses to behavior.

School Processes & Programs Strengths

- Consistent Professional Learning Communities in which staff examines student data
- Implementation and consistent follow through of School Wide Positive Behavior Supports
- Teachers recognizing negative behavior of students and utilizing infraction forms and think sheets to respond to behavior
- Consistent participation in the PLC process
- PAWS stickers and the recognition of students positive behavior
- Utilization and implementation of Capturing Kids Hearts practices throughout the school year in some classrooms

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. **Root Cause:** Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs.

Problem Statement 2 (Prioritized): The lack of consistency of implementation of Social Emotional Learning that aligns to the GISD Learner Profile across grade levels. **Root**

Cause: Instructional staff does not have access to instructional materials or program that is easy to access and aligns to the GISD Learner Profile.

Perceptions

Perceptions Summary

The overall school culture and climate of Frost continues to grow in a positive and inclusive trajectory every year. Campus leaders and staff make relationship building, connections with students and families as well as providing a safe learning environment a focus on our campus. By incorporating a responsive and positive discipline philosophy through relational practices, restorative practices training and meeting the needs of the whole child has helped decrease student discipline referrals. This year we have dove head first into positive behavior supports and intentional SEL lessons which helped with empowering students with coping and self regulation strategies. Continued work on SEL lesson implementation on a daily basis will increase staff and student well being.

Parent involvement and inclusion has increased to almost the the same as pre-COVID. The jumpstart of the PTA has provided opportunities for parents to be more involved and has provided a voice to parent needs. There was a disconnect due to parents not being allowed in the building and those walls are slowly being taken down. We have opened up our space and have welcomed lunch time visitors, various volunteer opportunities for parents and community members, continued to foster our relationship with the Georgetown Junior Forum, initiated WatchDOGS, hosted community engagement events such as the Polar Express to name a few.

As parents and guardians desire to be more informed regarding their child's academic progress, we will be implementing a few tools to foster their concerns. An increased presence on social media will hopefully provide parents communication and awareness on teacher /parent conferences as well as opportunities for parents to come to Frost to see student showcases. Interim progress reports for parents that focus on student needs and areas of accomplishment and are tailored individually to each student. Additionally, parent communication will be streamlined and include evidence of each Essential Intervention Standard that is being taught at that time.

Perceptions Strengths

- Weekly newsletters to parents regarding the happening in the classroom
- Majority of students feel that their teachers value them and their opinions.
- Teachers are responsive to parent inquiries on student progress and behavior
- The administrative team and teachers strive to build positive relationships with out families through frequent interactions

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The need to continue to build relationships through a lens of transparency with parents and guardians in order to ensure all stakeholders feel valued and heard **Root Cause:** Due to COVID, there was a lack of opportunity for parents and families to actively engage in school based activities and meetings.

Priority Problem Statements

Problem Statement 1: An elevated number of Special Education qualified students in a general education classroom limit the fidelity of high rigor instruction.

Root Cause 1: The lack of supports and systems to effectively identify and intervene within the Tier 2 framework. Effective systems and data collection are not in place consistently across the campus in order to differentiate student ability level and areas of growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS.

Root Cause 2: Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle.

Root Cause 3: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The need to continue to build relationships through a lens of transparency with parents and guardians in order to ensure all stakeholders feel valued and heard

Root Cause 4: Due to COVID, there was a lack of opportunity for parents and families to actively engage in school based activities and meetings.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The lack of consistency of implementation of Social Emotional Learning that aligns to the GISD Learner Profile across grade levels.

Root Cause 5: Instructional staff does not have access to instructional materials or program that is easy to access and aligns to the GISD Learner Profile.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

Goals

Goal 1: Student Learning, Growth and Progress





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

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

High Priority

HB3 Goal

Evaluation Data Sources: See addendum "Frost Strategic Direction"

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: See addendum Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS. Root Cause: Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction. |





Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: Professional learning, PLC agendas, classroom observations, standards based report cards, MTSS tracking data, design days for instructional staff, common assessments.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| <p>Strategy 1: By May 2023, all instructional staff will administer common assessment that align to essential standards and then collect and examine the data in order to monitor the progress of student mastery of the essential standards.</p> <p>Strategy's Expected Result/Impact: All instructional staff will be able to make informed decisions about the intervention and extension of learning on the essential standards in order for students to reach mastery.</p> <p>Staff Responsible for Monitoring: Administration, Learning Design Coach, teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: By May 2024, instructional staff will monitor and adjust positive behavior support practices in order for students to further their development of the Learner Profile attributes. Strategy's Expected Result/Impact: Students will be able to identify and describe how the Learner Profile relates to their behavior and school experience. Staff Responsible for Monitoring: Instructional Staff, counselor Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: An elevated number of Special Education qualified students in a general education classroom limit the fidelity of high rigor instruction. Root Cause: The lack of supports and systems to effectively identify and intervene within the Tier 2 framework. Effective systems and data collection are not in place consistently across the campus in order to differentiate student ability level and areas of growth. |
| Student Learning |
| Problem Statement 1: The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS. Root Cause: Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction. |
| School Processes & Programs |
| Problem Statement 1: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. Root Cause: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs. |
| Perceptions |
| Problem Statement 1: The need to continue to build relationships through a lens of transparency with parents and guardians in order to ensure all stakeholders feel valued and heard Root Cause: Due to COVID, there was a lack of opportunity for parents and families to actively engage in school based activities and meetings. |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Student, staff and community feedback

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Teachers and support staff will provide a strong educational foundation for students to succeed. Strategy's Expected Result/Impact: Students will be prepared for post secondary education and future careers. Staff Responsible for Monitoring: Administrators, teachers, support staff Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 2 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 2: By May 2024, staff will host opportunities and experiences for students to explore various careers and post secondary education settings. Strategy's Expected Result/Impact: Students will obtain knowledge of various careers and the skill set necessary to work towards those goals. Staff Responsible for Monitoring: Administration, instructional staff, counselor Title I: 2.4 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| | | <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: An elevated number of Special Education qualified students in a general education classroom limit the fidelity of high rigor instruction. Root Cause: The lack of supports and systems to effectively identify and intervene within the Tier 2 framework. Effective systems and data collection are not in place consistently across the campus in order to differentiate student ability level and areas of growth. |
| Student Learning |
| Problem Statement 1: The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS. Root Cause: Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction. |
| School Processes & Programs |
| Problem Statement 1: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. Root Cause: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs. |





Goal 1: Student Learning, Growth and Progress

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

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: STAAR Data, MAP assessments, Amplify data, common assessments, ST Math, Zearn, standards based report card, climate survey

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| <p>Strategy 1: By May 2024, all instructional staff will create, utilize and implement weekly lesson plans to ensure consistent instruction across grade level teachers, a high level of rigor for Tier 1 instruction and alignment with Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate a years worth of growth as measured on their STAAR assessment scores as well as within MAP and Amplify data measures.</p> <p>Staff Responsible for Monitoring: Instructional staff, Learning Design Coach, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: By May of 2024, all teachers will actively participate in the PLC process by examining data and determining research based instructional practices in order for students to achieve mastery on essential intervention standards. Strategy's Expected Result/Impact: Students will demonstrate mastery of essential intervention standards in reading and math. Staff Responsible for Monitoring: Instructional Staff, Learning Design Coach, Administration Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | | |

Performance Objective 4 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: An elevated number of Special Education qualified students in a general education classroom limit the fidelity of high rigor instruction. Root Cause: The lack of supports and systems to effectively identify and intervene within the Tier 2 framework. Effective systems and data collection are not in place consistently across the campus in order to differentiate student ability level and areas of growth. |
| Student Learning |
| Problem Statement 1: The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS. Root Cause: Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction. |
| School Processes & Programs |
| Problem Statement 1: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. Root Cause: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs. |

Goal 2: Student and Staff Well-Being





Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: CKH Survey Results, SEL Curriculum feedback and surveys, Minor Infraction Form data, discipline referrals, Learner Profile feedback survey

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| <p>Strategy 1: Continue the implementation of Positive Behavior Supports throughout the campus. This includes clear expectations for staff and students as well as recognizing positive behavior choices of students. Systems will continue to be refined to acknowledge students specific behavior that aligns to the school wide expectations.</p> <p>Strategy's Expected Result/Impact: Students will be able to identify, demonstrate and recognize attributes of positive behavior choices as it aligns to the school wide expectations in order to be respectful of themselves and to respect one another.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: By May 2024, 100% classrooms will have routinely and effectively implemented an SEL Curriculum that aligns to the Learner Profile on a daily basis. The daily lessons include explicit instruction and strategies for all students to utilize. Strategy's Expected Result/Impact: Students will improve interpersonal skills in order to demonstrate respectful interactions with one another and adults. Students will be able to deploy common coping strategies and communicate using common language in order to express themselves in a respectful manner. Staff Responsible for Monitoring: Administration, Counselor, Teachers, Support Staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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  Accomplished
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  Discontinue

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 2: The lack of consistency of implementation of Social Emotional Learning that aligns to the GISD Learner Profile across grade levels. Root Cause: Instructional staff does not have access to instructional materials or program that is easy to access and aligns to the GISD Learner Profile. |
| Perceptions |
| Problem Statement 1: The need to continue to build relationships through a lens of transparency with parents and guardians in order to ensure all stakeholders feel valued and heard Root Cause: Due to COVID, there was a lack of opportunity for parents and families to actively engage in school based activities and meetings. |





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Design Day agendas, teacher surveys, teacher/administration conferences, Administration feedback survey.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: By May 2024, 100% of content teachers will have participated in collaborative planning sessions with colleagues from their own campus as well as colleagues from neighboring schools within the district. The collaborative planning will focus on identify and implementing essential standards while providing voice and choice in the delivery of the instruction. Strategy's Expected Result/Impact: Teachers will be able to foster a community of colleagues who are all working towards the same goal. Teachers will also feel empowered to do the work when they are given the autonomy to meet the needs of their students. Staff Responsible for Monitoring: Administration, Learning Design Coach Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Collaboratively create and implement processes for instructional rounds/walkthroughs and feedback loops which focus on primarily positive feedback and affirmations for all teachers. Identify and recognize staff on a weekly basis for implementing campus goals effectively. Strategy's Expected Result/Impact: Through affirmations and constructive feedback teachers will be able to recognize their strengths and be affirmed in order to continue to find value in their work. Staff Responsible for Monitoring: Administration, Learning Design Coach, District Curriculum coordinators Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1 - School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS. Root Cause: Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction. |
| School Processes & Programs |
| Problem Statement 1: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. Root Cause: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs. |





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: CKH surveys, Emergent Tree feedback surveys, parent surveys,

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Continue to implement new collaborative processes (such as, minor infraction forms, newsletters, social media presence, etc.) to improve transparency and trust, mutual respect and shared responsibility among teachers, students and parents. Strategy's Expected Result/Impact: The collaborative processes will increase the trust of one another in order for all teachers and students to feel safe within the organization. Staff Responsible for Monitoring: teachers, administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Continue to implement and follow through with weekly, monthly and yearly safety protocols and checks mandated by the state and district. Following through with protocols could lead to potential changes in systems to ensure student and staff safety at all times. Strategy's Expected Result/Impact: This will create an increased sense of awareness to ensure the safety and security of the staff and students Staff Responsible for Monitoring: Administration, SRO Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | | |

Performance Objective 3 Problem Statements:

| Perceptions |
|--|
| Problem Statement 1: The need to continue to build relationships through a lens of transparency with parents and guardians in order to ensure all stakeholders feel valued and heard Root Cause: Due to COVID, there was a lack of opportunity for parents and families to actively engage in school based activities and meetings. |

Goal 3: Staff Recruitment and Retention





Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD provides competitive compensation and benefits to employees.

Evaluation Data Sources: Comparative pay scales, teacher feedback surveys

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| Strategy 1: Provide professional development opportunities or shadowing opportunities for staff who are interested in stepping into roles that offer additional compensation. Strategy's Expected Result/Impact: The awareness of the day to day routines and benefits of these positions could be leverage for teachers to desire to fill the position. Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1 | | | | |

| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Continue to advocate for compensation for teachers and staff based on neighboring districts and cost of living in the area in which we work. Strategy's Expected Result/Impact: Increased pay across all positions. Staff Responsible for Monitoring: Administration Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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Performance Objective 1 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 1: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. Root Cause: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs. |





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Performance Objective 2: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| Strategy 1: Provide professional development and on the job training for paraprofessionals in order to empower them and retain their skill set for the future. Strategy's Expected Result/Impact: Paraprofessionals will feel empowered to do the work and students benefit from the consistency of retained staff. Staff Responsible for Monitoring: Lead Teachers, LDC, Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Maintain a positive school culture through recognition of work, prioritization or work load and support through mentorship and collaboration. Strategy's Expected Result/Impact: Staff is retained due to feeling recognized and supported in not only their work but as contributing members of the organization. Staff Responsible for Monitoring: All staff, administration, LDC Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Foster a positive culture by establishing a campus on boarding system to guide and support new to profession and new to district staff. Strategy's Expected Result/Impact: Retention of new staff that align with the vision, mission and goals of Frost Elementary. Staff Responsible for Monitoring: Administration, LDC, mentors Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing | Formative | | | Summative |
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Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Student progress reports, parent survey results at Title nights, parent surveys, standards based report cards





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Inform parents of their child's academic and/or personal progress (strengths and areas of growth) in core curriculum and behavior every 4-5 weeks. Strategy's Expected Result/Impact: Increased awareness by parents of individual students' strengths and areas of growth. Staff Responsible for Monitoring: Teachers, Administration Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Facilitate family engagement nights to where parents are invited into the classroom in order for students to showcase their work and parents and teachers can collaborate on student celebrations and areas of growth. Strategy's Expected Result/Impact: Parents have a deep(er) understanding of their students academic success and | Formative | | | Summative |
| | Oct | Jan | Apr | July |

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|---|--|--|--|--|
| <p>areas of need in order to support their learning.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | | | | |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Continue to partner with community organizations (i.e. The Georgetown Junior Forum) in order to support students, families and teachers. Strategy's Expected Result/Impact: Families and teachers feel supported and obtain essential items that they need to be successful. Staff Responsible for Monitoring: Administration, office personnel Title I: 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Plan and initiate parent workshops to foster collaborative learning communities to ensure parents have resources and access to researched based strategies on various topics. Strategy's Expected Result/Impact: Verbiage, strategies and overall understanding of student behavior and needs is consistent between home and school Staff Responsible for Monitoring: Counselor, administration, teachers Title I: 2.5, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Attendance at school events, parent surveys, Smore Newsletter data

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Increase opportunities for families to become more involved and included in events at school (i.e. lunch with their student, WatchDOGS, PTA meetings, Title nights, etc.) by communicating events and volunteer opportunities through Polar Bear Blast and increased social media presence. Strategy's Expected Result/Impact: Increased parent involvement and connection to students, teachers and staff Staff Responsible for Monitoring: Administration, office personnel, community outreach team Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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| Strategy 2 Details | | Reviews | | | |
| Strategy 2: Volunteer opportunities (such as reading to the class, reading with specific students, assist with school events) for parents and community members will be communicated through newsletters by teachers and administration. Strategy's Expected Result/Impact: A wide variety of volunteers will participate in on campus events to enhance the | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |

| | | | | |
|---|--|--|--|--|
| <p>learning experience of students</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | | | | |
| | | | | |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | | | | |

Addendums

GISD Strategic Direction Change Decision Chart Frost

| | | Change Decision (check one) | | | | |
|--------------------------------------|--|-----------------------------|---|---|-----------------------------|---|
| | Priority Objective | Maintain Direction | Minor Change | Major Change (2-3 & please explain) | Change engine? | If major change, who are you collaborating with? |
| Student Learning, Growth, & Progress | In GISD, instruction, assessment, and intervention are aligned. | | | Identify Essential standards, create common assessments, and determine interventions. | x | Curriculum Coordinators, SpEd, possibly Purl and/or Village |
| | In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile. | | Seesaw | | | DLC - training, |
| | GISD students are prepared for postsecondary education and the workforce.* | College Day and Career Day | | | | |
| | GISD students demonstrate excellence in the state's academic standards and the GISD learner profile attributes. | | students managing big emotions, interpersonal skills, SEL, behavior intervention skills, classroom intentionality, SEL explicit instruction... during announcements not as effective - kids aren't engaged, intetnional meaning behind learner profile trait, could CKH | | | Counselor, |
| Student & Staff Wellness | GISD students are treated with respect and are respectful to each other and to adults. | | CKH - more intentional empowerment of students, lacking in interpersonal skills, 3:1 correction to feedback ratio | | Process champions, Emergent | |
| | GISD employees find meaning and value in their work. | | Celebrations, clear directions/expectations, | | | |
| | Students feel GISD schools and classrooms are physically and psychologically safe. | | social supports to help with such large discrepancies in academic, behavioral, and social levels | | | |
| Attention | Georgetown ISD provides competitive compensation and benefits to employees.** | | | | | |

| | | | | | |
|-------------------------------|---|---|---|--|----------------------------------|
| Staff Recruitment & Retention | Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization. | supportive climate, family environment, hallways families again, kid focused, solution oriented, ask questions, maintaining FET get togethers | training for mentors and mentees | | |
| Community & Connectivity | GISD is transparent with reporting progress and providing access to information. | | | Parents are aware of learning, structures, etc. and know where to find answers. See saw, | technology, class on parent use, |
| | GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools. | | more frequent update of websites and marquee | | |
| | Parents and community members feel welcome and invited in GISD schools. | | Greeting at the door when they enter, school communicates with me consistently. | | |

*Elementary campuses are not required to address this objective, but may in the event that improvement efforts are relevant

**Campuses will not specifically address compensation and benefits to employees apart from district efforts

| | | | | |
|---------------|---|---|--------------------|---|
| Priority | Priority Area | Student learning, growth and success | | |
| | Priority Objective | In GISD, instruction, assessment, and intervention are aligned. | | |
| | Desired State | Identify Essential standards, create common assessments, and determine interventions. | | |
| Priority Work | Essential Standards | | | |
| | Cycle 1 | Progress | Adjustments Needed | Resources/Support Needs |
| | Deliver training for the "why" on essential standards and Tier 2 work. | | | Solution Tree Training July 27 and August 9 |
| | Identifying at least one essential standard by grade level. | | | August 9th Campus Collaborative training |
| | Outline explicit expectations to support work on Essential Standards, T2, PLC and PLT Time. | | | July DLT – focus on Expectations creation and PL planning |
| | | | | |
| | | | | |
| | Common Assessments | | | |
| | Cycle 1 | Progress | Adjustments Needed | Resources/Support Needs |
| | Create, deliver and analyze common formative assessment for the identified | | | Utilize vertical alignment scaffolding documents from Lead4ward to identify |
| | | | | |
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| | | | | |
| | | | | |
| | Determine Interventions | | | |



| | Cycle 1 | Progress | Adjustments Needed | Resources/Support Needs |
|--|---|----------|--------------------|--|
| | Develop Tier 2 grade level groups and delivery. | | | PLC Time, Instructional resource, |
| | Determine platform for documenting MTSS | | | Meet with Edugence to determine options. |
| | Reevaluate and deliver MTSS process and documentation to teachers and | | | PLC Time and/or PL time |

| | | | | |
|---|---|--|--|---|
| Priority Area | Student learning, growth and success | | | |
| Priority Objective | In GISD, instruction, assessment, and intervention are aligned. | | | |
| Desired State | Identify Essential standards, create common assessments, and determine interventions. | | | |
| 2023 Q1: (Aug – Oct) | | | | |
| Evidence Of | <u>Source</u> | Findings | Summary | Next Steps |
| PLC | PLC Agendas | Dedicated time for weekly PLC | | Shift Tier 2 mindshift being reteach of essential skills and is value added with T1 and T3 |
| Essential Standards | Unit Designs | 3-5 per content per grade level per semester | Have grade levels identify ONE thing that each grade level has to master before next level | grade level puts on sticky what they think by individual is the most essential standard students must learn |
| Common Formative Assessments | Unit Designs | 2 per essential standard | | |
| Dynamic Tier 2 intervention based on CFA | Tier 2 tracking documents | 1 per grade level with sheet for each essential standard | | |
| 2023 Q2: (Nov – Jan) | | | | |
| Evidence Of | <u>Source</u> | Findings | Summary | Wonderings |
| | | | | |
| | | | | |
| | | | | |
| 2023 Q3: (Feb – April) | | | | |
| Evidence Of | <u>Source</u> | Findings | Summary | Wonderings |
| | | | | |
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| | | | | |
|--------------------------|------------------------|----------|---------|------------|
| 2023 Q4: (May - July) | | | | |
| Evidence Of | Source | Findings | Summary | Wonderings |

Comparing Populations: DIBELS 8th Edition

| View | | Population | | Time | | Measure | |
|---|---|--|-------------------------------------|---|----------------|---|--|
| Segment Results by: School Report Level: Account Grade Divider: On Display Data As: Percentage | | Show Students Enrolled: On Test Day Grade: All Grades District: Georgetown ISD School: Frost Elementary | | School Year: 2022-2023 Period: All Periods | | Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels | |
| School | <div><div></div> Well Below Benchmark</div> | <div><div></div> Below Benchmark</div> | <div><div></div> At Benchmark</div> | <div><div></div> Above Benchmark</div> | Total Students | | |
| ↳ GEORGETOWN ISD | | | | | | Current as of 06/03/2023 | |
| Grade K | Reference Data Reference Point: Account | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>322(37%)198(23%)162(19%)184(21%)</div> | | | 866 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>334(39%)181(21%)199(23%)147(17%)</div> | | | 861 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>273(31%)146(17%)275(31%)190(21%)</div> | | | 884 | | |
| Frost Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>21(41%)10(20%)16(31%)4(8%)</div> | | | 51 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>20(40%)12(24%)15(30%)3(6%)</div> | | | 50 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>13(25%)11(22%)20(39%)7(14%)</div> | | | 51 | | |
| Grade 1 | Reference Data Reference Point: Account | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>321(36%)168(19%)198(22%)202(23%)</div> | | | 889 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>382(41%)153(17%)216(23%)172(19%)</div> | | | 923 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>270(30%)127(14%)256(28%)255(28%)</div> | | | 908 | | |
| Frost Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>18(38%)5(11%)10(21%)14(30%)</div> | | | 47 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>24(50%)6(12%)8(16%)11(22%)</div> | | | 49 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>20(41%)6(13%)8(17%)14(29%)</div> | | | 48 | | |
| Grade 2 | Reference Data Reference Point: Account | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>346(37%)117(13%)243(26%)220(24%)</div> | | | 926 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>346(36%)143(15%)236(25%)228(24%)</div> | | | 953 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>296(31%)143(15%)233(25%)278(29%)</div> | | | 950 | | |
| Frost Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>24(52%)7(15%)6(13%)9(20%)</div> | | | 46 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>23(51%)8(18%)4(9%)10(22%)</div> | | | 45 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>21(46%)6(13%)14(30%)5(11%)</div> | | | 46 | | |

| Grade 3 | Reference Data | Reference Point: Account |
|------------------|--|--------------------------|
| | 22-23 BOY  929 22-23 MOY  938 22-23 EOY  929 | |
| Frost Elementary | 22-23 BOY  44 22-23 MOY  43 22-23 EOY  40 | |
| Grade 4 | Reference Data | Reference Point: Account |
| | 22-23 BOY  915 22-23 MOY  913 22-23 EOY  916 | |
| Frost Elementary | 22-23 BOY  47 22-23 MOY  49 22-23 EOY  44 | |
| Grade 5 | Reference Data | Reference Point: Account |
| | 22-23 BOY  902 22-23 MOY  927 22-23 EOY  936 | |
| Frost Elementary | 22-23 BOY  51 22-23 MOY  51 22-23 EOY  49 | |

Frost ES

| | Early Literacy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | 2024 | | 2025 (Target) | | | | | |
| 33% | COVID | 36% (22%) | 39% (22%) | | 43% | | 47% | | 51% | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | 50% | 17% | 47% | - | - | - | * | 22% | 23% | * | * | 38% | 11% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 52% (-) | 22% (19%) | 50% (25%) | - | - | - | * | 27% (17%) | 28% (16%) | * | * | 42% (22%) | 16% (-) |
| | 2022 | 55% (25%) | 29% (5%) | 53% (42%) | - | - | - | * | 34% (13%) | 34% (13%) | * | * | 47% N/A | 22% (22%) |
| | 2023 | 57% | 37% | 56% | - | - | - | * | 41% | 42% | * | * | 51% | 31% |
| | 2024 | 60% | 48% | 59% | - | - | - | * | 51% | 52% | * | * | 57% | 44% |
| | 2025 | 63% | 63% | 63% | - | - | - | * | 63% | 63% | * | * | 63% | 63% |

| | Early Numeracy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|---|------------------|----------|-----------|-----------------|-------|------------------|-------------------|------------|---------------|---------------------|----|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 35% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 35% | COVID | 38% (8%) | 41% (9%) | | 44% | | | 47% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | 17% | 26% | 47% | - | - | - | * | 33% | 27% | * | * | 38% | 22% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 22% (-) | 31% (6%) | 50% (13%) | - | - | - | * | 38% (17%) | 32% (4%) | * | * | 42% (8%) | 27% (-) |
| | 2022 | 29% N/A | 37% N/A | 53% (21%) | - | - | - | * | 43% (7%) | 38% N/A | * | * | 47% N/A | 34% (9%) |
| | 2023 | 37% | 44% | 56% | - | - | - | * | 49% | 45% | * | * | 51% | 41% |
| | 2024 | 48% | 53% | 59% | - | - | - | * | 55% | 53% | * | * | 57% | 51% |
| | 2025 | 63% | 63% | 63% | - | - | - | * | 63% | 63% | * | * | 63% | 63% |

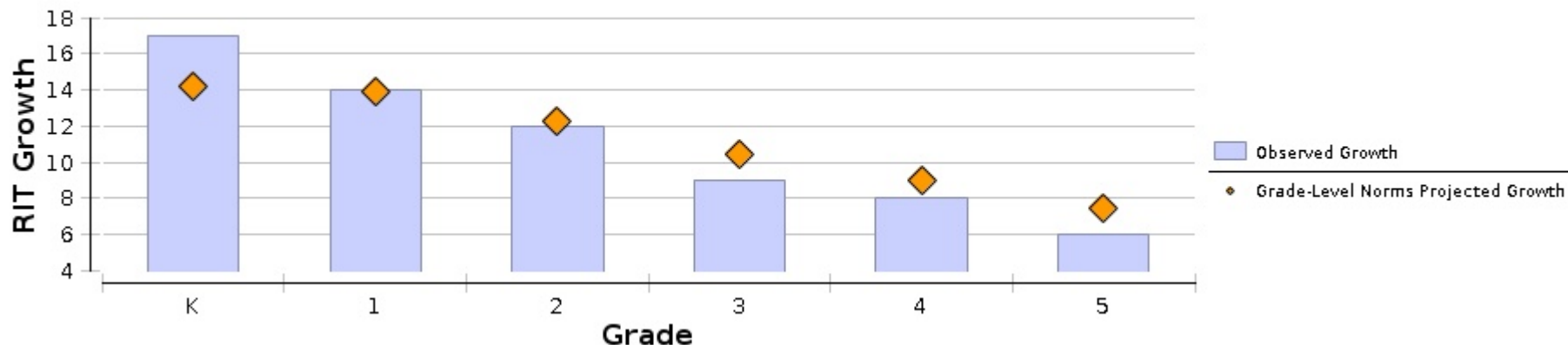
Frost Elementary

Math: Math K-12

Math: Math K-12

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| Grade (Spring 2023) | Total Number of Growth Events† | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| K | 48 | 143.6 | 8.6 | 77 | 160.5 | 9.9 | 89 | 17 | 1.0 | 14.2 | 1.45 | 93 | 48 | 35 | 73 | 72 |
| 1 | 46 | 160.4 | 14.6 | 52 | 173.8 | 13.8 | 49 | 14 | 0.9 | 13.9 | -0.24 | 41 | 46 | 24 | 52 | 47 |
| 2 | 43 | 173.5 | 12.4 | 40 | 185.6 | 12.9 | 39 | 12 | 1.0 | 12.3 | -0.10 | 46 | 43 | 20 | 47 | 44 |
| 3 | 38 | 182.2 | 12.6 | 15 | 191.3 | 14.7 | 11 | 9 | 1.3 | 10.4 | -0.78 | 22 | 38 | 12 | 32 | 34 |
| 4 | 43 | 197.0 | 14.5 | 35 | 205.1 | 16.0 | 31 | 8 | 1.3 | 9.0 | -0.56 | 29 | 43 | 19 | 44 | 40 |
| 5 | 47 | 202.9 | 12.3 | 20 | 208.6 | 13.5 | 15 | 6 | 1.1 | 7.5 | -0.92 | 18 | 47 | 21 | 45 | 32 |

Math: Math K-12



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Frost ES

| | Early Literacy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 33% | COVID | 36% (22%) | 39% (22%) | | 43% (38%) | | | 47% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | 50% | 17% | 47% | - | - | - | - | 22% | 23% | - | - | 38% | 11% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 52% (-) | 22% (19%) | 50% (25%) | - | - | - | - | 27% (17%) | 28% (16%) | - | - | 42% (22%) | 16% (-) |
| | 2022 | 55.% (25%) | 29.% (5%) | 53% (42%) | - | - | - | - | 34% (13%) | 34% (13%) | - | - | 47% N/A | 22% (22%) |
| | 2023 | 57% (20%) | 37% (47%) | 56% (40%) | - | - | - | - | 41% (8%) | 42% (39%) | - | - (50%) | 51% N/A | 31% (38%) |
| | 2024 | 60% | 48% | 59% | - | - | - | - | 51% | 52% | - | - | 57% | 44% |
| | 2025 | 63% | 63% | 63% | - | - | - | - | 63% | 63% | - | - | 63% | 63% |

| | Early Numeracy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|---|------------------|---------------|------------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|----|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 35% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | | 2025 (Target) | | | |
| 35% | COVID | 38% (8%) | 41% (9%) | | 44% (11%) | | | 47% | | | 51% | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | 17% | 26% | 47% | - | - | - | - | 33% | 27% | - | - | 38% | 22% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 22% (-) | 31% (6%) | 50% (13%) | - | - | - | - | 38% (17%) | 32% (4%) | - | - | 42% (8%) | 27% (-) |
| | 2022 | 29.% N/A | 37% N/A | 53% (21%) | - | - | - | - | 43% (7%) | 38% N/A | - | - | 47% N/A | 34% (9%) |
| | 2023 | 37% N/A | 44% (13%) | 56.% (13%) | - | - | - | - | 49% N/A | 45% (11%) | - | - | 51% N/A | 41% (11%) |
| | 2024 | 48% | 53% | 59% | - | - | - | - | 55% | 53% | - | - | 57% | 51% |
| | 2025 | 63% | 63% | 63% | - | - | - | - | 63% | 63% | - | - | 63% | 63% |

| How to use this document Click HERE | | | |
|---|---------------------------------------|--|---|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | | | |
| 2023-2024 Q1: (Aug - Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| PLC | PLC Agendas | Dedicated time for weekly PLC | Dedicated time for PLC that's sole purpose is for discussion on instruction and intention of planning around essential intervention standards |
| Essential Standards | Unit Designs | 1-2 per content per grade level per semester or per nine weeks | Shift Tier 2 mindshift being reteach of essential skills and is value added with T1 and T3 |
| Common Formative Assessments | Unit Designs | 2 per essential standard | Utilize curriculum documents to develop appropriate common assessments that are high rigor and aligned to the TEKS. |
| Dynamic Tier 2 intervention based on CFA | Tier 2 tracking documents | 1 per grade level with sheet for each essential standard | Outline explicit expectations to support work on Essential Standards, T2, PLC and PLT Time. Provide training around what Tier 2 instruction looks like. Provide time and space to examine common assessment data in order to identify students who require tier 2 instruction |
| 2023-2024 Q2: (Nov - Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023-2024 Q3: (Feb - April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |

| | | | |
|--|----------------|---|---|
| | | | |
| | | | |
| | | | |
| 2023-2024 Q4: (May - July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| | | | |

Georgetown Independent School District

Forbes Middle School

2023-2024 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.

Table of Contents

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| Comprehensive Needs Assessment | 4 |
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| Student Learning | 5 |
| School Processes & Programs | 6 |
| Perceptions | 7 |
| Priority Problem Statements | 8 |
| Comprehensive Needs Assessment Data Documentation | 9 |
| Goals | 11 |
| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 12 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 16 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 19 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 20 |
| Addendums | 23 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Forbes Middle School serves students in 6th-8th grades. We have approximately 670 students and are fed by Cooper Elementary and McCoy Elementary. Our population percentage breakdown of students is:

| | |
|------------------------------------|-------|
| Hispanic-Latino | 42.54 |
| American Indian - Alaskan Native | 0.15 |
| Asian | 1.64 |
| Black - African American | 5.07 |
| Native Hawaiian - Pacific Islander | 0.15 |
| White | 46.12 |
| Two-or-More. | 4.33 |

A few special program highlights 14% of our population being 504 identified, 17% of our population being special education identified, and 17% of our population being served by ESL. Economically Disadvantaged accounts for 40% of our student population and 41% of our student population is labeled At-Risk.

Forbes Middle School will have 25% new to campus teachers this upcoming school year. Of those teachers, 60% are brand new to the profession. Like most schools, Forbes has experienced more turnover recently than in years past. However, our new to the profession teachers bring diverse workforce experiences.

Demographics Strengths

Forbes is a diverse campus 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 four time capturing kids hearts showcase school and a solution tree model plc school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Forbes has an increasingly diverse student population that increased student program needs. **Root Cause:** Feeder schools have seen an increase in student programming needs due to learning disruptions in recent years.

Student Learning

Student Learning Summary

Students at Forbes Middle School have made improvements in Reading and Math achievement this year on NWEA Map Assessments. On 2023 State Assessments, we saw an increase in students passing the state assessment for reading by 7%. Additionally, we saw a 7% increase in the number of students at the "meets" and "masters" level. In math, we saw an overall increase in students passing the state exam by 11%. Our "meets" and "masters" totals also saw an increase of total students by 3% this school year. Students in every sub-population have access to multiple layers of academic intervention (tutorial period, before school tutorials, retired teacher student pull-outs, after school tutorials, and traditional intervention courses). One area to highlight is we have double the amount of students needing special education services coming into 6th grade than we had leaving to go to 9th grade. We have advanced courses for core content areas and high school credit classes for Math, Spanish, Health, etc. Our student campus attendance rate increased last year by 2% for the school year.

Student Learning Strengths

Forbes strength in student learning is our multiple layers of intervention provided by teachers and community members for the students of Forbes Middle School. We have again seen growth in our Reading and Math state assessment scores again this school year as a result.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Forbes Middle School is lacking a system to assess students mid unit and provide prevention in tier 1 before accessing multiple layers of intervention in tier 2 and 3. **Root Cause:** Forbes leadership has lacked the expectation and training for teachers to implement prevention strategies after mid unit assessments in tier 1.

School Processes & Programs

School Processes & Programs Summary

Forbes has essential 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. 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 photography. 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 is lacking some systems to ensure all aspects of the school are functioning at the desired state. **Root Cause:** Some systems were disrupted and adjusted due to requirements recently. Additionally, some poor performing systems have been overlooked due to bandwidth and capacity.

Perceptions

Perceptions Summary

Forbes campus typically has low turnover. This year, we added 12 new teachers to our staff. This is high for us , however, we feel we have a solid system and planning in place to help onboard new staff. 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 recent surveys, we received solid ratings from staff and parents. Additionally, I met with teachers before summer break to gain even more insight into the campus culture and desires of the staff. We've worked this summer with focus groups and campus staff to make improvements and adjustments on items of concern listed in surveys and through teacher end of year meetings.

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. Our coffee with the principals parent group has been a great asset to us as a way to get feedback and stay connected with our families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Perceptions that individuals from disadvantaged backgrounds are less capable. **Root Cause:** Historic achievement correlations and misinformed mindsets have contributed to this opinion, however, student achievement is on the rise.

Priority Problem Statements

Problem Statement 1: Forbes Middle School is lacking a system to assess students mid unit and provide prevention in tier 1 before accessing multiple layers of intervention in tier 2 and 3.

Root Cause 1: Forbes leadership has lacked the expectation and training for teachers to implement prevention strategies after mid unit assessments in tier 1.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Forbes Middle School is lacking some systems to ensure all aspects of the school are functioning at the desired state.

Root Cause 2: Some systems were disrupted and adjusted due to requirements recently. Additionally, some poor performing systems have been overlooked due to bandwidth and capacity.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- 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
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals





Goal 1: Student Learning, Growth and Progress

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

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

High Priority

Evaluation Data Sources: See attached addendum

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: See Attachment. Strategy's Expected Result/Impact: These change efforts will align our instructional practices with GISD's Strategic Direction. Staff Responsible for Monitoring: Campus Administrators, Grade Level Leads, Learning Design Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | | Summative |
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Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

High Priority

Evaluation Data Sources: Teacher Generated Common Assessments, Learner Profile BOY Lessons, Learner Profile Survey





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: We will monitor progress of student mastery by implementing common formative assessments and deploying prevention strategies to catch struggling students in tier 1 instruction. Strategy's Expected Result/Impact: This action will decrease the number of students needing Tier 2 intervention. Staff Responsible for Monitoring: Core Teachers, Admin, LDC TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: At the end of each unit, students will take an end of unit common assessment. Performance on these assessments will determine what students need additional support in Tier 2 SOAR. Strategy's Expected Result/Impact: Providing real time remediation will be more beneficial to for students learning and mastering the content. Staff Responsible for Monitoring: Teachers, LDC TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 3: Forbes Middle School will use our student experience survey to gauge students development of learner profile attributes. Staff will also complete the survey about students to give us a 360 of our student population and their learner profile development. Strategy's Expected Result/Impact: This will help us see what skills our students are best and worst at and being able to see down to the student in critical areas. Staff Responsible for Monitoring: Counselors, Teachers, Campus Administration ESF Levers: Lever 3: Positive School Culture | | Formative | | | Summative |
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Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: FMS Counselors will advise students in Personal Graduation Plans at least 5 times each year in 8th grade classrooms. Strategy's Expected Result/Impact: 100% of 8th students will complete PGP's in 8th grade. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| 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. 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. Staff Responsible for Monitoring: Campus Leadership Team, 8th Grade Teachers TEA Priorities: Connect high school to career and college | Formative | | | Summative |
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Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

High Priority

Evaluation Data Sources: State Assessment Score Data, Learner Profile Student Survey





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Forbes Middle School will identify, provide instruction, assess and intervene on essential standards for Reading and Math. Strategy's Expected Result/Impact: Forbes Middle School will see a 5% increase in student performance on State Assessments in Math and a 3% increase in student performance in Reading. Staff Responsible for Monitoring: Teachers, Administration, Learning Design Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Forbes Middle School will identify and celebrate students exhibiting learner profile attributes through counselor driven and teacher nominated SOAR awards. Strategy's Expected Result/Impact: Students will be recognized amongst their peers for displaying learner profile attributes on campus. Staff Responsible for Monitoring: Counselors, Teachers, Administration ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: CKH Implementation, Emergent Tree Behavior Support Implementation, Office Referrals





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Forbes Middle School will continue to implement Capturing Kids Hearts with fidelity across the campus. Strategy's Expected Result/Impact: Students will feel respected, valued and connected to adults. Staff will model respectful relationships to students and peers. Staff Responsible for Monitoring: Teachers and Administrators ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Forbes Middle School will continue implementation of Emergent Tree Tier 1 and 2 Behavior Strategies. Strategy's Expected Result/Impact: Implementing these strategies will teach students desired behaviors and build relationships. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Connections in PLC's, TTESS conversations, Collaboration Opportunities

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Make connections and provide learning around our districts newly adopted strategic direction. Strategy's Expected Result/Impact: Staff will make connections between work we are doing on campus and how it fits into GISD's strategic direction. Staff Responsible for Monitoring: Campus Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Engage staff in research based best practices to improve student outcomes. Strategy's Expected Result/Impact: Increase teacher capacity and skills to serve a diverse student population. Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
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Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

High Priority

Evaluation Data Sources: Learner Profile Student Survey, Parent Survey, Staff Survey

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Forbes Middle School will continue to implement Capturing Kids Hearts with fidelity across the campus. Strategy's Expected Result/Impact: To establish intentional relationship building systems and trust with students. Staff Responsible for Monitoring: Campus Administration, Process Champions ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Forbes Middle School will analyze the Student Experience Survey (Learner Profile Survey) data and make adjustments according to student response trends. Strategy's Expected Result/Impact: Survey data will reflect students feeling more safe physically and psychologically at school. Staff Responsible for Monitoring: Campus Leadership ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Low Teacher Turnover, Staff Survey

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: When Forbes Middle School hires new employees we look for individuals that match our vision, mission and beliefs. Strategy's Expected Result/Impact: To recruit professionals aligned to our mission, vision and beliefs. Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Forbes Middle School provides support to new teachers aligned to our districts strategic direction. Strategy's Expected Result/Impact: Provide direction and support to retain quality new professionals. Staff Responsible for Monitoring: Campus Administration, LDC TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing | Formative | | | Summative |
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Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Parent Surveys, Parent Feedback

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Forbes Middle School will have open site based committee meetings at monthly morning meetings that are open to family and community members. Strategy's Expected Result/Impact: Create a culture of transparency with regard to reporting school progress. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Forbes Middle School will provide families with weekly newsletters with upcoming information and important dates and reminders. Strategy's Expected Result/Impact: Open dialogue, clear, repeatable communication plan to keep parents and community members informed. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Parent Surveys, Parent Feedback, Community Feedback





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Forbes Middle School will invite community members and GISD staff to events and mentoring opportunities to connect with students. Strategy's Expected Result/Impact: Increased community involvement and awareness of campus events. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Forbes Middle School will reach out to community members for tutorials for students. Strategy's Expected Result/Impact: Remediation of essential standards during the school day. Staff Responsible for Monitoring: Campus Administration, Math and RLA teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent and Community Feedback, Parent Survey

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Forbes Middle School will continue Coffee with the Principal(s) to give families and community members face time with campus leaders. Strategy's Expected Result/Impact: The purpose of this is to create strong parent partnerships and provide an opportunity for parents to have face time with campus leadership. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Additionally, we will continue having mentors on campus like "watch dogs" and "attendance mentors" in addition to strategically reaching out to parents and community members for certain campus events. Strategy's Expected Result/Impact: Engaging community members in school functions and establishing positive relationships with students. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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Addendums

| How to use this document Click HERE | | | |
|---|---|--|--|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | At Forbes Middle School instruction, assessment and intervention are aligned. | | |
| 2023–2024 Q1: (Aug – Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Unit Plans | Teacher PLC's | We are implementing Unit Planning together in PLC's BOY. This is a new action for us in PLC's. | Allocate time and space for teacher partners to unit plan together. Facilitate learning around highly effective unit planning. |
| Common Assessments | Teacher PLC's | We are working with content partner to create common assessments (this has been in place). Our addition here is a common formative assessment mid unit. | Learning around common formative assessment creation. |
| Systemic Interventions | Prevention Work/SOAR Rotations | We have a systemic tier 2 intervention system (SOAR). We are adding mid unit common assessments to attempt prevention strategies to lower the number of students needing Tier 2 intervention. Our Tier 2 intervention will be based on essential standards only. | Learning around prevention strategies (Tier 1) identified in "Taking Action." Implementing prevention strategies within the regular classroom. SOAR interventions (Tier 2) based on essential standard remediation need. |
| 2023–2024 Q2: (Nov – Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
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| 2023–2024 Q3: (Feb – April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
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| 2023–2024 Q4: (May – July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
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Georgetown Independent School District
Ford Elementary School
2023-2024 Campus Improvement Plan



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| Perceptions | 5 |
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| Goals | 9 |
| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 10 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 16 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 20 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 23 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ford Elementary is a neighborhood school located in Georgetown, TX. The campus enrollment is 551 students for grades kindergarten through fifth grade. Our current student population includes 2% Asian, 21% Hispanic, 67% White, 7% Two or More Races, and 3% African American. Ford Elementary provides Gifted and Talented services to 10% of our students, Special Education Services to 22% of our students, and English Language services to 3% of our students. Currently 17% of our students are coded as Economically Disadvantaged. Our Eco. Dis. has increased in the last decade. Ford Elementary has a very active PTA organization that includes 100% staff participation. Ford has a caring, committed teaching staff that strives to put the needs of our students first. Weekly collaborative lesson planning occurs for grade levels to ensure all students are provided instruction aligned to the rigor of the TEKS. Weekly PLC meetings provide the opportunity for professional development on instructional strategies, data analysis, and improvement planning based on student needs.

Demographics Strengths

Our student population has stayed pretty consistent throughout the years. Our classrooms are well balanced with students of various ability levels,

Ford Elementary is comprised of families that place a high value on education and partner with PTA, volunteers and the community to support student learning and quality educational experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Economically disadvantaged population increased from 11% to 17 percent in the last year.

Problem Statement 2 (Prioritized): Our Special Education population rose from 17 percent to 21 percent in the last year.

Problem Statement 3 (Prioritized): Our Dyslexia population rose from 11% to 17% in the last year.

Student Learning

Student Learning Summary

See Addendums 2-6

Student Learning Strengths

Reading: As a campus our overall reading scores in MClass did show some growth from the beginning of the year to the end of the year. The highest growth was seen in 1st grade and 3rd grade. In all grade levels the number of students who were above benchmark increased from the beginning of the year to the end of the year. Grade K, 1, 2, and 5 all showed a decline in the number of students who were well below benchmark which is a success to have those students move up a level or two.

Math: Student Achievement increased in all but one grade level with the most growth being in 1st, 2nd and 3rd.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in Kindergarten and 4th Grade represented the least amount of growth in Reading and Math.

Problem Statement 2 (Prioritized): Lack of vertical alignment has negatively effected tier 1 instruction.

Problem Statement 3 (Prioritized): Kindergarten Reading showed minimal progress in from beginning to end of the year in Reading. **Root Cause:** Implemented new Heggerty but not with fidelity in every classroom.

School Processes & Programs

School Processes & Programs Summary

Ford Elementary is a focused on continuous improvement. Teachers work collaboratively to design engaging work, increase their knowledge and implementation of technology, and study current best practices through experiences such as Math Workshop and ELAR Labs, and Capturing Kids Hearts initiative. We promote and support retention of new staff members and the creation of strong professional learning communities focused on analyzing students' needs and providing strategic intervention when needed. Grade level teams plan and align teaching and learning practices to provide equitable and rigorous experiences for all students. Student Council allows students to gain more valuable leadership experiences. The administrative team works to support teachers through professional development, specific feedback, mentorship, and various support groups. We pride ourselves on the partnership that we have with our Parent Teacher Association (PTA). On a yearly basis, they raise money to supplement materials and learning opportunities for our students, and volunteer hundreds of hours to help our students and teachers. A variety of systems are in place to ensure safety and learning. Safety includes training for students and staff in regard to emergency information, school wide expectations, and campus procedures. Scheduled and unscheduled emergency drills are held and analyzed for efficiency and effectiveness. Social emotional needs are met for students through our guidance lessons, class meetings, relationship building, Lunch Bunch, and peer mediation. The social emotional needs of our staff are addressed through relationship building, professional feedback, leadership and growth opportunities. The master schedule is carefully planned to maximize learning time by including uninterrupted academic blocks, specific intervention times, and the use of common planning time for staff. Teachers participate in weekly PLC (Professional Learning Communities) to review student performance and design instruction. The Leadership Team reviews data and helps determine specific focus areas for the year which are then incorporated into the learning plan. Campus goals are developed from this information.

School Processes & Programs Strengths

Professional Learning Communities focused on continuous improvement.

Master Schedule to include learning blocks, consistent Intervention times, and bi-weekly PLC meetings.

Campus collaboration focused student learning and social emotional needs of students.

Retention of staff members through strong support systems, professional development, and specific feedback.

Parents, teachers, and students have a positive outlook on CKH and Emergentree initiatives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier 2 intervention is inconsistent and not directly aligned with tier 1 instruction.

Problem Statement 2 (Prioritized): Students show an increase need for social emotional support.

Perceptions

Perceptions Summary

Ford Elementary typically has low turnover. This year, we have added 9 new staff members. The culture of the campus is family oriented, and staff generally want to work here at Ford. We have an established and supportive PTA that is involved and provides feedback to enhance our campus community. While we only had 13 staff members complete the campus survey, we will utilize the data. The parent survey had 87 parents respond for feedback.

Perceptions Strengths

Parent survey showed that majority of parents feel their child is appropriately challenged, adequately prepared for future success, and feel they are supported and prepared for the next school year. Parents report their students have a sense of belonging and look forward to going to school where they are treated with respect and are connected to an adult at Ford. Parents report they feel their school is a safe place to learn. Majority of parents feel welcome and informed about their child's progress in school.

Staff survey shows that majority of our staff are satisfied with the current job, feel valued by their supervisors, enjoy collaborating with their colleagues, feel trusted by their supervisor, trust their supervisor, and feel they have the authority to make decisions necessary for the day to day work.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have strong support from families but we can always improve on our perception through communication and telling our story. **Root Cause:** We have community members and families who do not utilize social media, website or emails to be informed. We don't always share our story and all of the positive things happening at Ford.

Priority Problem Statements

Problem Statement 1: Our Economically disadvantaged population increased from 11% to 17 percent in the last year.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our Special Education population rose from 17 percent to 21 percent in the last year.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our Dyslexia population rose from 11% to 17% in the last year.

Root Cause 3:

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students in Kindergarten and 4th Grade represented the least amount of growth in Reading and Math.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Tier 2 intervention is inconsistent and not directly aligned with tier 1 instruction.

Root Cause 5:

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students show an increase need for social emotional support.

Root Cause 6:

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of vertical alignment has negatively effected tier 1 instruction.

Root Cause 7:

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Kindergarten Reading showed minimal progress in from beginning to end of the year in Reading.

Root Cause 8: Implemented new Heggerty but not with fidelity in every classroom.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: We have strong support from families but we can always improve on our perception through communication and telling our story.

Root Cause 9: We have community members and families who do not utilize social media, website or emails to be informed. We don't always share our story and all of the positive things happening at Ford.

Problem Statement 9 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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Goals

Goal 1: Student Learning, Growth and Progress

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

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

Evaluation Data Sources: See Change Engine Addendum Attached-"Ford Strategic Change Decision Chart"





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: See Change Engine Addendum Attached-"Ford Strategic Change Decision Chart" | Formative | | | Summative |
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Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: Professional Learning, PLC Agendas, classroom observations, Standards Based Report Cards

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: All learners will build campus-wide knowledge and common language around the learner profile. Strategy's Expected Result/Impact: By the end of the year, learners will be able to apply the language of the learner profile in their everyday experiences. Staff Responsible for Monitoring: Classroom teachers, instructional staff and LDC's TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will work in Professional Learning Communities , with the Learning Design Coaches (LDCs) to unpack standards, collaborate to align lessons, activities, student work, and assessments to the agreed upon level of academic mastery. Strategy's Expected Result/Impact: Student achievement will increase across gradelevels Staff Responsible for Monitoring: Classroom Teacher, LDCs, Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1, 3 | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students in Kindergarten and 4th Grade represented the least amount of growth in Reading and Math.

Problem Statement 3: Kindergarten Reading showed minimal progress in from beginning to end of the year in Reading. **Root Cause:** Implemented new Heggerty but not with fidelity in every classroom.

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Staff, Student, and Community Feedback

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Teachers and Support staff will provide a strong foundation for students to succeed. Strategy's Expected Result/Impact: Students will be prepared for advanced education and future careers. Staff Responsible for Monitoring: Teachers, Admin, Campus support Staff TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 - Student Learning 1, 2, 3 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: The campus will encourage students' critical thinking and problem-solving skills across the campus. Strategy's Expected Result/Impact: Using the learner profile attributes, students will have a basic understanding of critical thinking and problem-solving strategies. Staff Responsible for Monitoring: All Staff TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3 | Formative | | | Summative |
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Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Our Economically disadvantaged population increased from 11% to 17 percent in the last year.

Problem Statement 2: Our Special Education population rose from 17 percent to 21 percent in the last year.

Problem Statement 3: Our Dyslexia population rose from 11% to 17% in the last year.

Student Learning

Problem Statement 1: Students in Kindergarten and 4th Grade represented the least amount of growth in Reading and Math.

Problem Statement 2: Lack of vertical alignment has negatively effected tier 1 instruction.

Problem Statement 3: Kindergarten Reading showed minimal progress in from beginning to end of the year in Reading. **Root Cause:** Implemented new Heggerty but not with fidelity in every classroom.

Goal 1: Student Learning, Growth and Progress

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





Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: __% improvement on Math and Reading STAAR scores.

EOY MAPS student growth data.

Observations from teachers, administrators, and counselor

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Grade level Teams will continue to participate in math labs to provide training and feedback to teachers through modeling, collaboration, and planning. Strategy's Expected Result/Impact: Students will be able to demonstrate grade level numeracy skills by the end of the school year. Teachers will provide stronger Tier 1 Math instruction to support student growth in numeracy. Staff Responsible for Monitoring: Teachers, instructional staff, LDC's and Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: K-2 will implement the new state required phonics program. Strategy's Expected Result/Impact: All students K-2 will show growth in their Early Reading skills and reading levels. Staff Responsible for Monitoring: Classroom Teacher, instructional staff, LDC, Administrators TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Grade level Teams will continue to participate in Reading labs to provide training and feedback to teachers through modeling, collaboration, and planning. Strategy's Expected Result/Impact: Stronger Tier 1 Reading instruction which leads to increase mastery of content and skill levels of students. Staff Responsible for Monitoring: Teacher, LDC, Curriculum Coordinators, Admin Team TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 3 | Formative | | | Summative |
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Performance Objective 4 Problem Statements:





| Demographics |
|---|
| Problem Statement 1: Our Economically disadvantaged population increased from 11% to 17 percent in the last year. Problem Statement 2: Our Special Education population rose from 17 percent to 21 percent in the last year. Problem Statement 3: Our Dyslexia population rose from 11% to 17% in the last year. |
| Student Learning |
| Problem Statement 1: Students in Kindergarten and 4th Grade represented the least amount of growth in Reading and Math. Problem Statement 2: Lack of vertical alignment has negatively effected tier 1 instruction. Problem Statement 3: Kindergarten Reading showed minimal progress in from beginning to end of the year in Reading. Root Cause: Implemented new Heggerty but not with fidelity in every classroom. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Emergentree student needs survey, Campus Observations

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Ford will continue to build on Capturing Kids Hearts in order to meet the needs of learners on campus. Strategy's Expected Result/Impact: Students and Staff will feel connected and supported and create a positive learning environment for all. Staff Responsible for Monitoring: Principal, Asst. Principal, Learning Design Coach, SEL Team, MTSS Team, Process Champions Problem Statements: School Processes & Programs 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Ford will continue to use Emergent Tree's positive behavior support system to provide support to all learners based on their individual and unique needs. Strategy's Expected Result/Impact: Students and Staff will feel supported in their success through classroom and school-wide incentives. Staff Responsible for Monitoring: Principal, Asst. Principal, Learning Design Coach, SEL Team, MTSS Team, Process Champions Problem Statements: School Processes & Programs 1, 2 | Formative | | | Summative |
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Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Tier 2 intervention is inconsistent and not directly aligned with tier 1 instruction. |

| |
|--|
| School Processes & Programs |
| Problem Statement 2: Students show an increase need for social emotional support. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: EOY Staff Survey, EOY Staff Summative Conferences

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide professional development opportunities in areas staff would like to grow in. Strategy's Expected Result/Impact: Opportunities for leaders to collaborate and grow their knowledge Staff Responsible for Monitoring: Classroom Teachers, Instructional Staff, Administrators, and LDCs | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide multiple learning opportunities through the campus and district where they can self-select options for their own personalized learning experience. Strategy's Expected Result/Impact: Opportunities for teachers to grow in areas of interest through choice. Staff Responsible for Monitoring: Teachers, Administrators, LDCs | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue | | | | |

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Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Parents Survey and Emergentree Student survey, Emergency Drill data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Emergent Tree Behavior MTSS will be implemented to monitor students, check in, and obtain data, make adjustments to supports and to intervene as needed. Strategy's Expected Result/Impact: Students and Staff will feel supported in navigating the behavior process. Staff Responsible for Monitoring: Teachers, Admin, and Support Staff | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Students and Staff will respect the opinions of others while fostering positive behaviors and relationships. Strategy's Expected Result/Impact: Students and Staff feel safe and respected when they are connected to the campus. Staff Responsible for Monitoring: All Campus Staff | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD provides competitive compensation and benefits to employees.

Goal 3: Staff Recruitment and Retention





Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 2: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Exit interviews, staff turnover data, Teacher survey data, EOY summative

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide mentors for all 0-1 year teachers new to Georgetown ISD Strategy's Expected Result/Impact: Teachers new to Ford and GISD have support and feel part of the campus community. Staff Responsible for Monitoring: Teacher Mentors, Teacher Coaches, Teacher Mentees, Assistant Principal, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Learning opportunities and community building activities are intentionally planned to meet the needs of the teachers and staff at Ford Elementary School Strategy's Expected Result/Impact: Teachers and staff will have training and resources needed in a timely manner. | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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|---|--|--|--|--|
| <p>Staff will feel supported and will have learning that supports their individual needs. Teacher will feel part of the Ford community..</p> <p>Staff Responsible for Monitoring: Learning Design coach, Teacher Mentors, Assistant Principal, Principal, Office Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | | | | |
| | | | | |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | | | | |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: EOY Parents Survey

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide updated information on the school and district website and access to Skyward Parent Portal for individual student information. Strategy's Expected Result/Impact: Parents and Guardians will feel connected to the campus and district. Staff Responsible for Monitoring: Admin and Teachers | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Weekly communication will be shared with parents and guardians through Thursday Folders as well as campus and grade-level newsletters. Strategy's Expected Result/Impact: Parents and Guardians will have up-to-date information and a person to contact if they have questions or concerns. Staff Responsible for Monitoring: All campus staff | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Parents and community members are invited to volunteer and attend numerous events. This includes STEM night, Book Fair, Field Day, Field Trips, and numerous PTA Sponsored events. Strategy's Expected Result/Impact: Increase community involvement and connectedness to the campus. Staff Responsible for Monitoring: All Staff Problem Statements: School Processes & Programs 2 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Parents and community members are invited to attend academic events such as music programs, graduations, award ceremonies, and other UIL events. Strategy's Expected Result/Impact: Increase community involvement and awareness of campus academic programs. Staff Responsible for Monitoring: All Staff | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Performance Objective 2 Problem Statements:





| School Processes & Programs |
|--|
| Problem Statement 2: Students show an increase need for social emotional support. |
| Perceptions |
| Problem Statement 1: We have strong support from families but we can always improve on our perception through communication and telling our story. Root Cause: We have community members and families who do not utilize social media, website or emails to be informed. We don't always share our story and all of the positive things happening at Ford. |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: EOY Parent Survey and Feedback from Parents and PTA members throughout the year.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Parents and Community members are given multiple opportunities to volunteer on campus throughout the year. This includes classroom volunteers, WATCH Dogs, Library volunteers, Veterans Day Parade participants, and other PTA volunteers. Strategy's Expected Result/Impact: Parents and Community members feel welcome and involved in the campus. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Parents and Community members are welcomed to Kinder Camp and Meet the Teacher prior to the school year starting to make connections with the staff on campus. Strategy's Expected Result/Impact: Parents and Community members are actively engaged in the campus and the initiatives. Staff Responsible for Monitoring: All Staff | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 3 Problem Statements:

| Perceptions |
|--|
| Problem Statement 1: We have strong support from families but we can always improve on our perception through communication and telling our story. Root Cause: We have community members and families who do not utilize social media, website or emails to be informed. We don't always share our story and all of the positive things happening at Ford. |

Addendums

Ford ES

| | Early Literacy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 40% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 40% | COVID | 42% (57%) | 44% (66%) | | 46% | | | 49% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | * | 33% | 41% | - | * | - | * | 10% | 12% | * | * | 42% | 33% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | * | 38% (62%) | 45% (58%) | - | * | - | * | 14% (25%) | 17% (43%) | * | * | 46% (57%) | 38% (-) |
| | 2022 | * | 43% (53%) | 49% (69%) | - | * | - | * | 21% (38%) | 23% (40%) | * | * | 49% N/A | 43% (66%) |
| | 2023 | * | 49% | 53% | - | * | - | * | 30% | 32% | * | * | 54% | 49% |
| | 2024 | * | 55% | 58% | - | * | - | * | 44% | 45% | * | * | 58% | 55% |
| | 2025 | * | 63% | 63% | - | * | - | * | 63% | 63% | * | * | 63% | 63% |

| | Early Numeracy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|---|------------------|-----------|-----------|-----------------|-------|------------------|-------------------|------------|---------------|---------------------|----|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 39% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 39% | COVID | 41% (42%) | 43% (55%) | | 46% | | | 48% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | * | 33% | 41% | - | * | - | * | 10% | 24% | * | * | 40% | 33% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | * | 38% (38%) | 45% (47%) | - | * | - | * | 14% (25%) | 29% (29%) | * | * | 44% (41%) | 38% (-) |
| | 2022 | * | 43% (33%) | 49% (59%) | - | * | - | * | 21% (33%) | 35% (17%) | * | * | 48% N/A | 43% (55%) |
| | 2023 | * | 49% | 53% | - | * | - | * | 30% | 43% | * | * | 53% | 49% |
| | 2024 | * | 55% | 58% | - | * | - | * | 44% | 52% | * | * | 58% | 55% |
| | 2025 | * | 63% | 63% | - | * | - | * | 63% | 63% | * | * | 63% | 63% |

| How to use this document Click HERE | | | |
|--|--|---|---|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | In GISD, instruction, assessment, and intervention are aligned. | | |
| 2023-2024 Q1: (Aug – Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Teachers are using the GISD curriculum documents and district adopted instructional resources to provide high quality tier 1 instruction. | Classroom observations, PLC meeting minutes and notes, data collection | Classrooms are at varying areas in utilizing the district resources, with little to no vertical alignment | PLC's will be utilized weekly to focus on a priority subject-creating common assesments, unpacking standards and utilizing district resources to support learning, data analysis. |
| Establish understanding and commitment to the work (MTSS, Tier 2 Alignment) | Team Social Contracts, Campus Social Contracts, Evidence of PD | 50% Commitment from Staff | Teams will create a social contract to be utilized for their collaborative work using the CKH protocols. Based from commonalities, a campus wide social contract will be created for staff. Using these commonalities social contracts will also be modeled and created for each classroom. A targeted professional development plan will be identified at the beginning of the year and a plan on ongiong support. |
| Establish regularly scheduled PLC meeting times and seperate planning times with the support of the LDC | PLC and planning days/times will be scheduled on campus calendar and | 100% utilize PLC Time | Grade level teams participate in weekly PLCs and structured planning days in collaboration with LDC to ensure that high priority/IES stanards are aligned to instruction, intervention and |
| 2023-2024 Q2: (Nov – Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023-2024 Q3: (Feb – April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023-2024 Q4: (May – July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |

Ford ES

| | Early Literacy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 40% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | 2024 | | 2025 (Target) | | | | | |
| 40% | COVID | 42% (57%) | 44% (66%) | | 46% (64%) | | 49% | | 51% | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | - | 33% | 41% | - | - | - | - | 10% | 12% | - | - | 42% | 33% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | - | 38% (62%) | 45% (58%) | - | - | - | - | 14% (25%) | 17% (43%) | - | - | 46% (57%) | 38% (-) |
| | 2022 | - | 43% (53%) | 49% (69%) | - | - | - | - | 21% (38%) | 23% (40%) | - | - | 49% N/A | 43% (66%) |
| | 2023 | - (100%) | 49% (50%) | 53% (69%) | - | - (75%) | - | - (50%) | 30% (29%) | 32% (62%) | - (100%) | - N/A | 54% N/A | 49% (64%) |
| | 2024 | - | 55% | 58% | - | - | - | - | 44% | 45% | - | - | 58% | 55% |
| | 2025 | - | 63% | 63% | - | - | - | - | 63% | 63% | - | - | 63% | 63% |

| | Early Numeracy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|---|------------------|---------------|-----------|-----------------|---------|------------------|-------------------|------------|---------------|---------------------|----|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 39% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 39% | COVID | 41% (42%) | 43% (55%) | | 46% (56%) | | | 48% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | - | 33% | 41% | - | - | - | - | 10% | 24% | - | - | 40% | 33% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | - | 38% (38%) | 45% (47%) | - | - | - | - | 14% (25%) | 29% (29%) | - | - | 44% (41%) | 38% (-) |
| | 2022 | - | 43% (33%) | 49% (59%) | - | - | - | - | 21% (33%) | 35% (17%) | - | - | 48% N/A | 43% (55%) |
| | 2023 | - (100%) | 49% (40%) | 53% (58%) | - | - (75%) | - | - (60%) | 30% (33%) | 43% (69%) | - (67%) | - | 53% N/A | 49% (56%) |
| | 2024 | - | 55% | 58% | - | - | - | - | 44% | 52% | - | - | 58% | 55% |
| | 2025 | - | 63% | 63% | - | - | - | - | 63% | 63% | - | - | 63% | 63% |

Georgetown Independent School District
Georgetown High School
2023-2024 Campus Improvement Plan



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| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 15 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 21 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 25 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 27 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

2211 N Austin Ave
Georgetown, TX
78626-4504
(512) 943-5100
Phone
(512) 943-5109 Fax

Administration

Administrator
names are based
on role ID
reporting on the
Fall 30090 staff
records

Principal

Brian Johnson

| School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | Count | Percent |
|---|--------------|-------------|
| Student Total | 2,013 | 100% |
| 9th Grade | 580 | 28.81% |
| 10th Grade | 500 | 24.84% |
| 11th Grade | 468 | 23.25% |
| 12th Grade | 465 | 23.10% |

| Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | Count | Percent |
|--|-------|---------|
| Gender | | |
| Female | 998 | 49.58% |

| Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | Count | Percent |
|--|-------|---------|
| Male | 1,015 | 50.42% |
| Ethnicity | | |
| Hispanic-Latino | 662 | 32.89% |
| Race | | |
| American Indian - Alaskan Native | 7 | 0.35% |
| Asian | 21 | 1.04% |
| Black - African American | 101 | 5.02% |
| Native Hawaiian - Pacific Islander | 3 | 0.15% |
| White | 1,152 | 57.23% |
| Two-or-More | 67 | 3.33% |

| Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | Count | Percent |
|--|-------|---------|
| Dyslexia | 185 | 9.19% |
| Gifted and Talented | 176 | 8.74% |
| Regional Day School Program for the Deaf | 0 | 0.00% |
| Section 504 | 339 | 16.84% |
| Special Education (SPED) | 256 | 12.72% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 151 | 7.50% |
| Bilingual | 0 | 0.00% |
| English as a Second Language (ESL) | 148 | 7.35% |
| Alternative Bilingual Language Program | 0 | 0.00% |
| Alternative ESL Language Program | 0 | 0.00% |
| Title I Part A | | |
| Schoolwide Program | 0 | 0.00% |
| Targeted Assistance | 0 | 0.00% |
| Targeted Assistance Previously Participated | 0 | 0.00% |
| Title I Homeless | 7 | 0.35% |
| Neglected | 0 | 0.00% |

| Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | Count | Percent |
|--|-------|---------|
| At-Risk | 711 | 35.32% |
| Foster Care | 1 | 0.05% |

| Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | Count | Percent |
|---|-------|---------|
| IEP Continuer | 0 | 0.00% |
| Immigrant | 26 | 1.29% |
| Intervention Indicator | 41 | 2.04% |
| Migrant | 1 | 0.05% |
| Military Connected | 344 | 17.09% |
| Transfer In Students | 22 | 1.0929% |
| Unschooler Asylee/Refugee | 0 | 0% |
| Economic Disadvantage | | |
| Economic Disadvantage Total | 545 | 27.07% |
| Free Meals | 457 | 22.70% |
| Reduced-Price Meals | 88 | 4.37% |
| Other Economic Disadvantage | 0 | 0.00% |
| Homeless and Unaccompanied Youth | | |
| Homeless Status Total | 7 | 0.35% |
| Shelter | 0 | 0.00% |
| Doubled Up | 5 | 0.25% |
| Unsheltered | 1 | 0.05% |
| Hotel/Motel | 1 | 0.05% |
| Not Unaccompanied Youth | 4 | 0.20% |
| Is Unaccompanied Youth | 3 | 0.15% |

| Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | Count | Percent |
|--|-------|---------|
| Primary Disabilities | | |
| No Disability | 0 | 0.00% |
| Orthopedic impairment | 0 | 0.00% |
| Other health impairment | 45 | 17.58% |
| Auditory impairment | 0 | 0.00% |
| Visual impairment | 1 | 0.39% |
| Deaf-Blind | 0 | 0.00% |
| Intellectual disability | 38 | 14.84% |
| Emotional disturbance | 24 | 9.38% |
| Learning disability | 118 | 46.09% |
| Speech impairment | 0 | 0.00% |
| Autism | 30 | 11.72% |
| Developmental delay | 0 | 0.00% |
| Traumatic brain injury | 0 | 0.00% |

| Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | Count | Percent |
|---|-------|---------|
| Noncategorical early childhood | 0 | 0.00% |
| Instructional Settings | | |
| Speech Therapy | 0 | 0.00% |
| Homebound | 3 | 1.17% |
| Hospital Class | 0 | 0.00% |
| Mainstream | 106 | 41.41% |
| Resource Room | 86 | 33.59% |
| VAC | 0 | 0.00% |
| Off Home Campus | 17 | 6.64% |
| State School | 0 | 0.00% |
| Residential Care | 0 | 0.00% |
| Self Contained | 43 | 16.80% |
| Full-Time Early Childhood | 0 | 0.00% |
| Nonpublic Day School | 0 | 0.00% |

| College and Career Readiness School Models (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | Count | Percent |
|---|-------|---------|
| Associate Degree | 0 | 0.00% |
| Early College High School (ECHS) | 0 | 0.00% |
| New Tech | 0 | 0.00% |
| P-Tech | 0 | 0.00% |
| T-Stem | 0 | 0.00% |

| Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | Count | Percent |
|--|-------|---------|
| Administrative Support | 36 | 17.39% |
| Teacher | 154 | 74.40% |
| Educational Aide | 17 | 8.21% |
| Auxiliary | 0 | 0.00% |

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a need to improve the academic and social emotional experience of ALL students. **Root Cause:** Some students do not feel that they are encouraged

by adults or peers at school, nor they feel they are prepared for options upon graduation from high school.

Student Learning

Student Learning Summary

Official STAAR results pending. Initial data shows growth in most areas, notably in Algebra 1.

AP Exams Data

Organization Summary (Total Students: 498)

| | 2D Art Dsgn | 3D Art Dsgn | Biol | Calc AB | C A S | |
|---|-------------------|-------------------|------|------------|-------------|--|
| Number of Exams | 4 | 1 | 53 | 25 | 1 | |
| Average Score | 3.0 | 2.0 | 3.0 | 3.3 | 3 | |
| Percent of Exams with Scores of 3 or Higher | 75% | 0% | 70% | 72% | 5 | |

Student Learning Strengths

Numbers of AP exams are increasing each year.

STAAR EOC initial data is increasing, most notably in Algebra 1 by greater than 20%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We have a need to improve the academic performance of ALL students in the Algebra 1 course to earn the Algebra 1 credit on the first attempt, and pass the Algebra 1 STAAR exam. **Root Cause:** PLC's did not capitalize on data review opportunities and cross curricular opportunities and practices.

School Processes & Programs

School Processes & Programs Summary

Our campus has invested in PLC with our master schedule that allows teachers teams to meet and design lessons that consider performance on essential standards. A team of administrators (2), our LDC, and one of our teachers attended the PLC High Impact Teams conference this summer. Our goal will be to continue to evolve our PLC work to continue to improve our performance in all areas for students by training our teachers in the PLC processes we learned from the conference.

Our campus had a team of administrators, teachers and coaches, and our LDC attend the Emergent Tree training this summer provided by GISD. This team has and will continue to streamline the opportunities we learned here with other areas of investment by our district to include Capturing Kids Hearts, PLC, and Design planning so that teachers can apply the strategies effectively in their classrooms.

School Processes & Programs Strengths

The fiscal investment has been made at the district and campus levels to support effective application of the strategies we've learned to improve student and staff experiences and performances at our campus. Our staff are excited to know we are "starting anything new"; rather, clarifying and streamlining what we've begun.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have a need to improve our implementation of the many programs our district and campus have invested in over the years. **Root Cause:** All of the programs have been presented independent of one another too often.

Perceptions

Perceptions Summary

[GISD Staff Survey 2023 GHS.pdf](#)

Perceptions Strengths

Staff are mostly happy to serve at GHS. The survey data suggests that GHS and GISD are doing what we can to support them for most respondents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have strong survey data that indicates we are doing a good job across the board at GHS, but we can improve everywhere. We could communicate better according to our results. **Root Cause:** We have community members and parents that are not using social media or visiting our website for information, and email isn't covering everything they want to know/hear about.

Priority Problem Statements

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- 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
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Student Learning, Growth and Progress

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

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

Evaluation Data Sources: PLC agendas and minutes. Master schedule. Curriculum Docs. Common assessments.

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Teams will utilize our PLC time/process to: * Focus on alignment with each other, TEKS, and high stakes assessments * Tests and major projects should be 100% aligned within teams * Teams will identify priority standards based on areas of need, STAAR, AP exam, SAT, and next course in sequence * Teams will collect data on priority standards through formative or schoology See Addendum Strategy's Expected Result/Impact: Student performance data will improve on STAAR/EOC, PSAT, SAT, AP Exams, Credit attainment on first attempt, and GPA's. Additionally, as students are routinely engaging the LP attributes they will develop those attributes as skills to be applied in and beyond Georgetown High School. When performance data improves and LP attributes are intentionally developed with students, they are more likely to feel inspired and to be empowered to lead, grow more, and serve in various areas of their lives. Staff Responsible for Monitoring: Admin team, LDC, DLC, Campus Design Team, Team Leaders ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments | | | | |

| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: We will continue to invest time and money into training our teacher teams on PLC processes that will support focused efforts with the time we've allowed in our master schedule. Strategy's Expected Result/Impact: Teachers will gain access to deeper learning and understand the "why" vs. feeling like there is extra work to do. Staff Responsible for Monitoring: Admin team, LDC, DLC ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | Formative | | | Summative |
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



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Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: PLC data meeting minutes. Schoology data on common assessments. Gradebook data.

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Incorporate the learner profile attributes in our lesson design, lesson planning, lesson delivery, and lesson evaluation with and for students. Our teams will be aligned in planning and assessment with intentionality, and our PLC process will support that effort. GHS will use the PLC time to review data to determine which students need further instruction, which students are meeting the standard, and which students are beyond proficient in the learning. The learner profile attributes provide an opportunity for students to develop skills beyond the standards, and we can utilize these to extend learning.</p> <p>See Addendum.</p> <p>Strategy's Expected Result/Impact: Student performance data will improve related to mastery of standards, and grades will be higher in our gradebooks.</p> <p>Staff Responsible for Monitoring: Teachers, LDC, DLC, Team Leads, Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
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| Strategy 2: Review attendance and discipline data through the lens of the learner profile. We hope to develop specific and individual interventions for students who struggle with attendance and/or behavior examining which attributes they need more work/development with. Then we'll design experiences around those attributes for the students. Strategy's Expected Result/Impact: Students will see success where they are already strong, and have specifically designed experiences in areas to support where they need to grow. Staff Responsible for Monitoring: Admin team and counselors primarily, and teachers. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | Formative | | | Summative |
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Goal 1: Student Learning, Growth and Progress

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Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: AP test data. PSAT/SAT data. TSI results. Industry based certification participation and pass rates.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Increase student participation in AP tests by communicating benefits of earning a 3, 4, or 5 on those exams and breaking down the seemingly cost prohibitive barriers for some by offering every financial opportunity we can. We will also offer exemptions on final exams to students who take AP exams. AP teachers will include a goal for either AP participation or performance in their TTESS appraisal goals. We will ask AP teachers to attend the APSI in the summers on a rotating basis. Strategy's Expected Result/Impact: We expect to see a 5-10% increase in participation this year from our efforts. Staff Responsible for Monitoring: CCMR Counselor, Principal, Associate Principal, Asst. Principals ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Increase student participation and pass rate in Industry based certification exams offered through CTE courses by highlighting the benefits of graduating with a certified skill. Strategy's Expected Result/Impact: We expect student participation in CTE eligible courses to exceed 80% for taking the exams. Our goal will be greater than 80% pass rate. Staff Responsible for Monitoring: CCMR Counselor, Associate Principal, CTE Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| Strategy 3: Offer TSI testing on a weekly basis so students have access as soon as they feel prepared to test. We are identifying students early and enrolling them in appropriate courses like College Prep Math to prepare them to pass the math portion of TSI. We are monitoring progress of students through the year as they prepare to take and pass the TSI. Strategy's Expected Result/Impact: TSI pass rates will increase by at least 10%. Staff Responsible for Monitoring: CCMR Counselor, Associate Principal, Lead Counselor | Formative | | | Summative |
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Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: PLC agendas and meeting minutes. PLC data meetings. Common Assessments data (focus on essential standards performance). Gradebook.





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: The campus leadership team will meet to discuss the effectiveness of our PLC's and their inclusion of academic data, social emotional data, and learner profile attributes as they inform lessons. A team of admin and teachers attended the High Impact PLC training this summer to build skills for this purpose. Strategy's Expected Result/Impact: PLC's will improve in their response to data and how said data impacts the lessons they are designing, with specific focus on alignment of standards and assessments. Grades and credit attainment on first attempt will increase. Staff Responsible for Monitoring: Admin team, LDC, DLC, Counselors, ALL Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Mentioned above, we will apply the learner profile to discipline and attendance. We intend to be intentional with the language, then the experience we offer the students as they strive to improve their attendance rates and/or decrease their negative behavioral issues. Strategy's Expected Result/Impact: Decrease our negative disciplinary incidents. Staff Responsible for Monitoring: Admin team and counselors primarily, and teachers. | Formative | | | Summative |
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Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Staff, student, parent/community survey data. Campus Discipline Trend data.

| Strategy 1 Details | | Reviews | | | |
|---|--|--|-----|---|---|
| Strategy 1: Use Emergent Tree processes and coaching, Capturing Kids Hearts, and the data we will be gathering on mastery of the learner profile attributes to inform the experience students and staff are having at GHS in a positive manner. Strategy's Expected Result/Impact: Teachers will have more tools that promote and encourage positive behavior and practices in the classroom to get ahead of potential negative experiences. Students and teachers will address behaviors proactively through targeted discussions about opportunities and expectations. Class meetings will be a kickoff to these at the beginning of the year. Teacher student relationships will continue to evolve to include how they might serve together to improve the experience for all at Georgetown High School. Staff Responsible for Monitoring: All GHS staff ESF Levers: Lever 1: Strong School Leadership and Planning | | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
| Strategy 2: Emergent Tree team that met for training this summer, will continue to meet and plan and grow through the school year as we develop and adapt the strategies that best serve our campus needs. Strategy's Expected Result/Impact: Negative behavioral incidents will decrease, and positive teacher/student feedback will increase. Staff Responsible for Monitoring: All GHS staff, Emergent tree team ESF Levers: Lever 3: Positive School Culture | | Formative | | | Summative |
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Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Staff survey data. Admin team agenda and minutes (review efforts to recognize and affirm great teaching).

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Increase teacher appreciation and recognition of teacher accomplishments to include celebrations, spotlights of great work, affirmations of great teaching and student experiences offered in the classroom, and the collaboration with our sports programs that allow student athletes to recognize teachers. Strategy's Expected Result/Impact: Teachers will feel encouraged and affirmed in their work. They will continue to seek ways to improve their craft and the experiences they offer students. Staff Responsible for Monitoring: Admin team, LDC, DLC, Campus Design Team, Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Increase opportunities for teachers to grow professionally by offering opportunities to attend educational conferences and professional learning classes that support their work. Support and mentor teachers for the next steps in their respective careers. | Formative | | | Summative |
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| <p>Strategy's Expected Result/Impact: Teachers will be better prepared to provide the best instructional strategies to their students and to each other in planning. GHS stays ahead of the innovative opportunities in teaching ad learning as we invest in teacher teaching and learning experiences.</p> <p>Staff Responsible for Monitoring: Admin team, LDC, DLC</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | | | | |
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Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Weekly safety meetings minutes. Student, staff, parent/community survey data. Let's Talk data. Counselor updates on student needs; social-emotional and academic.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Our House Offices (Asst. Principal, Counselor, and Admin asst.) will develop relationships with their alpha students to support their social emotional and academic needs. Strategy's Expected Result/Impact: Students will have a dedicated office that can answer their questions, support their academic progress, and support their emotional needs. Staff Responsible for Monitoring: Administrators, counselors and their assistants/secretaries. ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Our safety team will conduct drills on a routine basis per the expectations, but we will be intentional with our explanations and expectations to/of students as we conduct these drills. Transparency of why we conduct these safety drills are intended to minimize the stress and fear that could otherwise come from these required experiences. Strategy's Expected Result/Impact: Informed students and staff, and minimized fear and stress related to the safety processes and preparation we engage. Staff Responsible for Monitoring: Admin team, counselors, teachers, paras...ALL GHS staff ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: GHS Hiring Board. Staff Survey data. Review of efforts to recognize teacher accomplishments and academic successes in our weekly admin meetings

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Nurture relationships at Georgetown High School by recognizing the individual and not just the position. We understand our colleagues are human and have human issues require compassion, direction, and forgiveness; so we talk about that and offer that to each other.</p> <p>Strategy's Expected Result/Impact: GHS staff feel encouraged to:</p> <ul style="list-style-type: none">* Come to work* Take risks/Be vulnerable* Think critically* Be innovative and creative* Build and model respectful relationships* Collaborate with one another* Learn new things* Adapt and persevere through change <p>Staff Responsible for Monitoring: Admin team, counselors, LDC, DLC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | | | | |





| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Include teachers and paras in the planning process for master schedule, school strategies for addressing behaviors/discipline, and school functions. Strategy's Expected Result/Impact: GHS staff will be empowered to support processes because they have voice, choice, and ownership in the governing practices at GHS. Staff Responsible for Monitoring: Admin team, counselors, LDC, DLC ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | | Formative | | | Summative |
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Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.





Evaluation Data Sources: Let's Talk data. GHS website and social media accounts. Email responses/follow ups to students, parents, community, staff, etc. Invitations to school events from athletics to academics.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: GHS staff will communicate progress of students to parents/guardians as it relates to academics, attendance, behavior, and opportunity. Invitations to performances, programs, informational sessions, events, and PTA will be open and communicated through our website and direct email communications. Strategy's Expected Result/Impact: Parents/guardians will build trust with us. They will actively participate in the opportunities we offer. Staff Responsible for Monitoring: All GHS staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Georgetown High School will invite community members in GISD to review and inform its Campus Improvement Plan throughout the school year. Strategy's Expected Result/Impact: Transparency with regard to reporting school progress. Staff Responsible for Monitoring: Admin team ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Weekly updates about what is happening in GISD and GHS via website, social media, and email. Invitations to the events and activities at the school/district so they can see and hear what we are offering to their students. Strategy's Expected Result/Impact: Parents/guardians will build trust with us. They will actively participate in the opportunities we offer. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Georgetown High School will reach out to community members for tutorials for students. Strategy's Expected Result/Impact: Remediation of essential standards during the school day. Staff Responsible for Monitoring: Admin team ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: We will utilize email, social media platforms, and our website to invite parents and community members into our schools and to be involved with our school through PTA, booster clubs, volunteer and mentor roles, and various program specific opportunities. Strategy's Expected Result/Impact: Parents will see that we are transparent with how we serve the students and the community. Staff Responsible for Monitoring: All GHS staff. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: At strategic times in our school year, we will invite targeted groups of parents/community members to the school for information related to how they can be involved. Strategy's Expected Result/Impact: Targeted support of programs/initiatives. Staff Responsible for Monitoring: Admin, counselors | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Addendums

Georgetown High School

CCMR Board Outcome Goal

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 (Actual) | 2022 (Actual) | 2023 (Actual) | 2024 | 2025 Target |
|------------------|---------------|---------------|---------------|---------------|------|----------------|
| 74% | 78% (83%) | 82% (65%) | 86% (80%) | 90% (79%) | 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% (60%) | 81% (78%) | 88% (83%) | - | - | - | 85% (74%) | 80% (87%) | 76% (61%) | 76% (69%) |
| 2023 | 82% (68%) | 87% (74%) | 92% (81%) | - | - | - | 90% (90%) | 86% (85%) | 83% (70%) | 83% (60%) |
| 2024 | 91% | 93% | 96% | - | - | - | 95% | 93% | 91% | 91% |
| 2025 Target | 100% | 100% | 100% | - | - | - | 100% | 100% | 100% | 100% |

| How to use this document Click HERE | | | |
|---|--|--|---|
| Priority Area | Student Learning, Growth and Progress | | |
| Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish | In GISD, we monitor progress toward students’ mastery of the content, meeting standards, and developing attributes in the Learner Profile. | | |
| 2023–2024 Q1: (Aug – Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Content teams will identify essential intervention standards by unit | GHS Team Essential Standards Document | GHS Team Essential Standards Document | During August inservice, each content team will select 1 essential standard that they will focus on each 9 weeks for the 2023–24 school year. |
| Content teams will develop common assessments aligned to content standards | Content team planning meetings. | Different teams are in different places. However all content teams will link their assessmeing inside the Essential Standards Document | During August inservice, the ILT and administrators will establish clear expectations for common assessments. |
| Content teams will use the essential standard reflection form to review student learning progress and to design intervention/extention plans | ILT participation and observation in the content team meetings | No established process/system for evaluating teacher-made assessments and designing inventions exists. | ILT will work together to develop a document that will guide content teams through this process. |
| The instructional leadership team (ILT) will participate in content team meetings to support the essential standard reflection and intervention process | ILT participation and observation in the content team meetings | No established process/system for evaluating teacher-made assessments and designing inventions exists. | ILT will work together to develop a document that will guide content teams through this process. |
| Teachers are delivering intervention/extension opportunities during classtime aligned to essential intervention standards | Classroom observation and walk-throughs | No established process for documenting interventions/extensions in Eduphoria exists. | Admin team will look at walk-through instruments in Edup |
| ILT will meet weekly on Tuesday @ 3:15 to review progress of campus improvements and consider adjustments | Meeting minutes. | Shared meeting agenda where we document our discussion at our weekly meetings. | Ensure minutes are updated weekly. |
| Improve progress monitoring of learner profile attributes | ILT team is investigating ways to gather this evidence. | Currently there is not a formal process for documenting this work. | During the first 9 weeks, the campus instructional leadership team will discuss ways to begin this work. |

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| 2023–2024 Q2: (Nov – Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
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| 2023–2024 Q3: (Feb – April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
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| 2023–2024 Q4: (May – July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
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| How to use this document Click HERE | | | |
|---|---|---|--|
| Priority Area | Student and Staff Well-Being | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | GISD employees find meaning and value in their work. | | |
| 2023-2024 Q1: (Aug - Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Small and Frequent Staff recognition and affirmations | Staff Surveys / Teacher observation and participation / Staff check ins | We have some systems in place but want to build on previous progress - bring others in to participate/lead/grow/serve on campus | Using the Campus TVs more - Giving shout outs and affirmations more - Using Three Cheers/Staff Notes/More High Fives/Celebrations - Common Classroom activities calendar |
| Building Community | Staff Participation / Staff Check ins | Good in pockets on the campus - continue to grow and build on previous successes | Random groupings at Staff Meetings - Community Building through Staff Slides / Playlist - More Fun!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! Departments bringing the juice.. leading activities / fun / their slides on the TVs |
| 2023-2024 Q2: (Nov - Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
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| 2023-2024 Q3: (Feb - April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
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| 2023-2024 Q4: (May - July) | | | |
|--|----------------|---|---|
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
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Georgetown Independent School District
McCoey Elementary School
2023-2024 Campus Improvement Plan



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| Priority Problem Statements | 7 |
| Goals | 8 |
| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 9 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 13 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 16 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 17 |
| Addendums | 20 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

McCoy Elementary serves students PK-5th grade with a variety of special programs and services. As of 7/10/23 (end of 22-23' school year), McCoy has 545 students enrolled with a 26% representation of economically disadvantaged students. This is an increase of 5% from the previous school year.

McCoy's demographic by ethnicity is as follows:

| | |
|---------------------------|------------|
| White/Non-Hispanic | 65% |
| Hispanic | 23% |
| Black/African American | 4% |
| Multi Race | 4% |
| Asian/Pacific | 3% |
| American Indian | 0% |

McCoy has a variety of specialized programs that serve apx 5% of the students in Special Education. On site we have a Behavioral Communications and Skills Classroom (BCS), and Independent learning Classroom(ILC). According to the end of year PIEMS data, 25% of McCoy students were receiving Special Education services (including resource/inclusion, speech, related services, and any special program support). This is a 5% increase from the previous year

Currently there are 12 students who are identified as Emergent Bilingual (EB) and are serviced through EB federal supports which is an increase from 3 students from the previous school year

10% of our student population receives services from the gifted and talented program.

Demographics Strengths

McCoy has a diverse and welcoming community. Student and family cultures and traditions are celebrated within the classroom. As a campus with a high special education population, all scholars know that each child is unique and special in their own way. Differences and exceptionalities are celebrated amongst peers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers need more training on specific instructional strategies to better target individual student needs such as Emergent bilingual students and students receiving dyslexia/special education services. **Root Cause:** McCoy's special pop groups such as Emergent Bilingual students and Special Education continues to increase.

Student Learning

Student Learning Summary

Student progress in Reading was tracked using Amplify/mClass DIBELs. Percentages for K-5 growth of at or above grade level are below:

| Grade Level | BOY- at or above grade level | EOY- at or above grade level |
|-------------|------------------------------|------------------------------|
| K | 30% | 44% |
| 1 | 49% | 65% |
| 2 | 58% | 69% |
| 3 | 68% | 67% |
| 4 | 63% | 53% |
| 5 | 62% | 67% |

As of 7/12/23- there have not been any official STAAR scores for grades 3-5. However, there have been preliminary results that have been categorized as (1)=Likely to pass, (2) Zone of Uncertainty, and (3) Likely to not pass. Using information and reference materials provided, the results are as follows:

Here are those preliminary scores based on the zones****THESE ARE CALCULATIONS AND NOT FINAL*****

| Grade | Subject | likely did not pass | bottom half zone of Unc. | top half zone of Unc. | Likely to pass |
|-------|---------|---------------------|--------------------------|-----------------------|----------------|
| 3rd | Rdg. | <1% | 5% | 19% | 74% |
| | Math | 0% | 15% | 28% | 89% |
| 4th | Rdg. | 5% | 20% | 12% | 63% |
| | Math | 4% | 17% | 14% | 65% |
| 5th | Rdg. | 4% | 11% | 8% | 77% |
| | Math | 3% | 2% | 18% | 59% |
| | Sci. | 8% | 16% | 25% | 51% |

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Student Learning Strengths

McCoy's primary grades show a positive growth rate in performing at or above grade level. As we continue in the science of reading instruction, research based practices have been implemented and observed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student's continue to struggle in meeting the expected grade level growth rates reading comprehension and fluency in the upper grade bands. **Root Cause:** Based on data, fourth grade demonstrated a decrease in academic performance in both math and reading. In this grade level, there was a change in staffing due to a teacher leaving. This created bigger class sizes and classroom dynamics for the remainder of the year. A long term sub was hired and brought in to support.

School Processes & Programs

School Processes & Programs Summary

At McCoy we have designed seamless structures within the campus to ensure student success is our end goal in all decisions.

McCoy's intervention team, LDC, and leadership team meet regularly to identify any campus wide needs/trainings that pertain to the district's curriculum, assessments, and programs. This allows us to design intentional times to provide support to all.

All staff have committed to help lead a student group and/or be on a committee that plans and lives out special events amongst the campus throughout the year. With these commitments, teachers and staff have ownership and a sense of "All In" to help increase our student/parent/community involvement. Examples of events are: poetry slams, art exhibits, Veterans day, wax museum, business fair, career day, etc...

Communication is a priority and ongoing goal of administration. Weekly parent communications go out with any district communications shared. Staff also receive a weekly communication that differs from the parent and community blast. This newsletter includes a section with a focus on the learner profile. Mass communication is kept to a minimum in hopes to show value to this weekly campus emails.

School Processes & Programs Strengths

There are several extra curricular activities at McCoy that happen throughout the year. Honor Choir, UIL, Student Council, Paw Patrol and other clubs to promote student and staff opportunities for positive interactions and experiences.

Currently, we have a team who is pushing out a campus wide behavior MTSS system utilizing Emergent Tree programming, district coordinators, and campus wide trainings. Teachers are also encouraged and expected to award our scholars with "Paw"sitive referrals weekly to promote positive behaviors.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Most after school events and clubs are ran by the same group of teachers and staff. An efficient process needs to be created for sponsor sign up in hopes to gain more sponsors **Root Cause:** Due to the highly involved families at McCoy- there can be times where teachers and families struggle with balance between academics, family, extra curricular activities, clubs, and events

Perceptions

Perceptions Summary

McCoy is continuing the work in building a culture where we believe the whole student needs to be addressed to ensure success. Utilizing consistent communication, providing experiences to volunteer, and opportunities for feedback, the McCoy community will be perceived as a learning organization that is welcoming and student centered.

Based on the Student Experience Survey, McCoy students continue to feel supported and ready to learn almost always. The average reported score is in the high range and is consistent across all categories.

As for staff retention- McCoy had very little turnover between the 22-23 and the 23-24 school year. Most to all moves were due to staff moving up in the district as coordinators, digital learning coaches, and learning design coaches. As well as personal moves out of town that created the need to leave McCoy. The culture within not just the McCoy staff, but also the McCoy community is positive and student focused.

Perceptions Strengths

McCoy has a strong culture of togetherness and student success. Parental and family involvement is very high on campus for any school or after school event.

Students are very diverse in experiences and they are able to demonstrate GISD's Learner Profile attributes through their actions as well as demonstrating understanding the Learner Profile on the Student Experience Survey

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the parent survey, 16% of parents did not agree with the statement " the school keeps me well informed about my child's progress in school".

Root Cause: There is a lack of understanding and parent training around the Standards Based Report Card. There is also a struggle in how to communicate the SBRC clearly to parents amongst the teachers

Priority Problem Statements

Goals

Goal 1: Student Learning, Growth and Progress

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

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

Evaluation Data Sources: See addendum

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

High Priority

Evaluation Data Sources: mClass/Amplify (Reading) (see addendum)





MAP (math)(see addendum)

Interim STAAR (3-5 ELAR/M/Sci)

Unit Assessments

Student Experience Survey results

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| Strategy 1: During weekly Professional Learning Community (PLC) meetings, student data will be analyzed to determine what standards students will need intervention and/or enrichment Strategy's Expected Result/Impact: Scholars will receive intentional and timely intervention to then result in a better understanding of the standards and content Staff Responsible for Monitoring: Principal Learning Design Coach Classroom teachers Interventionists/SpEd and Dyslexia teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | | | | |





| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: McCoy will work with the pilot elementary schools to plan out Learner Profile lessons using the Capturing Kids Hearts curriculum. McCoy will continue to recognize Scholars monthly based on demonstrated attributes and model behavior Strategy's Expected Result/Impact: Scholars will continue to grow in the learner profile Attributes. This growth will be measured through the Student Experience Survey (fall and spring) data Staff Responsible for Monitoring: Principal Counselor Process Champions | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | | |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Staff, student, and community feedback forms showed that the majority of participants enjoyed the 2023 Career Fair and were hopeful for career day to become a yearly event





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: McCoy will design a week long theme of career and future possibilities for our students. We will also host another career day for all grade levels to participate in. Strategy's Expected Result/Impact: Scholars will continue to learn about different careers that correlate with their interests. Staff Responsible for Monitoring: McCoy Counselor Social Studies Vertical Team | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: mClass/Amplify (Reading) (see addendum)
MAP (math)(see addendum)
2023 STAAR results (See addendum once received)
Unit Assessments
Student Experience Survey results (see addendum)





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Weekly teacher led Professional Learning Community meetings will be held to discuss and disaggregate student data and progress Strategy's Expected Result/Impact: McCoy's scholars will receive aligned instruction within the classroom, be assessed through common assessments, and then provided intervention and reteach identified through the data created Staff Responsible for Monitoring: Principal Learning Design Coach Interventionist TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: McCoy scholars will have opportunities to participate in STEM activities, science labs, after school clubs, and weekly learner profile lessons Strategy's Expected Result/Impact: Scholars will gain knowledge in the district's learner profile and how it can be applied to their daily lives and interests Staff Responsible for Monitoring: Staff members/club sponsors Classroom teachers | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Learner Profile Survey Results (see addendum)
Quantitative and qualitative data collected by our MTSS (behavior) team





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: As a Capturing Kids Hearts showcase school, McCoy will continue to use the CKH practices and implement CKH lessons weekly in all classrooms. Strategy's Expected Result/Impact: There will be an increase in the usage of common language between scholar:scholar, Scholar: Educator, and Educator: Educator conversations Staff Responsible for Monitoring: Process Champions Principal School Counselor | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Students will continue to earn "PAW"sitive referrals and learner profile bucks for acts that exhibit leadership and other learner profile attributes Strategy's Expected Result/Impact: Students will continue to see themselves as leaders of their community and school environment | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 2: Student and Staff Well-Being

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Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: According to the 2023 Staff Survey, all McCoy staff agreed they felt valued by their supervisor, felt safe at work, as well as felt welcomed at work.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Principal, PTA, and other campus committees will continue to work together to find ways to honor and thank McCoy staff monthly. Examples are : Quarterly luncheons, Mental and Emotional Health focused Professional Learning Community meetings for staff (this is continued from the 22-23 school year), Support in the classroom and school community from the PTA, continued support in learning for staff based on interest and content focus Strategy's Expected Result/Impact: Increased Efficacy amongst staff inside and outside the classroom/school building TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers and staff will be highlighted weekly and monthly for great ideas in the classroom and other positive acts Strategy's Expected Result/Impact: Teachers and staff continue to feel appreciated through recognition of the work that sometimes goes unseen | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: According to the 2023 student Learner profile Survey, McCoy scholars rated themselves higher in feeling safe in class and enjoy coming to school than the district average.

McCoy's discipline records show that only 2.3% of the students received any form of formal discipline.

McCoy's Attendance rate was 95% for the 2022-2023 school year.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: As a Capturing Kids Hearts showcase school, McCoy will continue to use the CKH practices and Learner Profile lessons weekly during SEL time within the classroom's daily schedule. Strategy's Expected Result/Impact: Improved ratings on the Learner Profile survey for students in regards to feeling safe during conflict with a peer Staff Responsible for Monitoring: School Counselor Process Champions Principal Assistant Principal | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Emergent Tree strategies (brag boards) will be used throughout common areas, classrooms, and grade level hallways to track student positive feedback. Strategy's Expected Result/Impact: Student feedback will increase 5% throughout the school environment. Staff Responsible for Monitoring: Assistant Principal Emergent Tree/Behavior MTSS team | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff Experience Survey Results

Feedback from staff to principals throughout the year- collected through surveys, 1:1 teacher discussions and team meetings

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 1: When McCoy has to hire new staff, district priorities, vision, mission, and beliefs will be a part of the interview process. Throughout the year, we will pair new teachers with experienced staff who exhibit GISD beliefs within their classroom and daily lives. Strategy's Expected Result/Impact: Retainment of staff will continue to remain high at McCoy due to the strong relationships and bonds between staff members and the school community. Staff Responsible for Monitoring: Principal Assistant principal TEA Priorities: Recruit, support, retain teachers and principals | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Agendas and notes from conferences between teacher and parent

Agendas and Notes from Coffee with the Principal meetings that are held every first Tuesday of the month

85% of McCoy parents are either neutral or agree that the school keeps them well informed on their students academics.

89% of McCoy parents are either neutral or agree that the school communicates any needed information with them.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: McCoy principal and Teachers will keep parents informed on campus and student learning and support the parent's needs of understanding the standards based report card Strategy's Expected Result/Impact: Parents will have a better understanding of where their child is academically as well as have more clarity around the GISD's standards based report card Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Weekly parent communication will be sent with upcoming dates and school information Strategy's Expected Result/Impact: Parents will feel connected to McCoy and have knowledge of upcoming events Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |





Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Parent and community experience survey data

Qualitative data/feedback provided during parent and community meetings (PTA, coffee with the principals, Site Base committee meetings)

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Community leaders and GISD leadership will be invited to McCoy events and performances throughout the school year. Strategy's Expected Result/Impact: Increased involvement and understanding from the community about what all McCoy scholars get to experience in a school day Staff Responsible for Monitoring: McCoy Campus Staff | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent and community experience survey data

Qualitative data/feedback provided during parent and community meetings (PTA, coffee with the principals, Site Base committee meetings)

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Transparent and clear communication about school events, academic progress, and district priorities, the McCoy principal and Assistant principal will hold monthly "coffee with the principals" meetings as well as send out weekly newsletters. Strategy's Expected Result/Impact: McCoy campus leadership will continue to have a close relationship with parents and the McCoy community Staff Responsible for Monitoring: Principal Assistant principal | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: McCoy will explore ways to celebrate cultures represented with the school community Strategy's Expected Result/Impact: Bring awareness to cultural differences and provide intentional cultural learning experiences. Staff Responsible for Monitoring: Social Studies Committee Campus leadership team | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Addendums

| | | | |
|--|--|---|---|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to be come in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | Instruction, assessment, and intervention are aligned | | |
| | McCoy's desired outcome- Timely interventions driven by common formative assessments | | |
| 2023 Q1: (Aug – Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Common understanding amongst teachers as to what is driving intervention and the why behind it | Surveys, discussions, | TBD based on survey data | onboarding teachers to Stemsscopes (fluency), Amplify (fluency). Create surveys for teachers to see thoughts on interventions being provided currently at McCoy to help determine next steps |
| teachers bring common assessment data to collaborate during PLC for intervention groups | PLC discussions, Observations | Current-Weekly PLCs, we use data but the data is not from common assessments | 3-5 math teachers will bring common assessment data from their first unit (stemsscopes) |
| Tier 2 & 3 Intervention groups are fluid and driven by common assessments | Rti/MTSS data sheets updated each data dig PLC | Currently the T2/3 groups are driven by benchmarks and observations. They are not timely based on current instruction | (1) Create a PLC schedule that agenda's intentional time to data for common assessments as well as time to look at reassessment data after intervention is provided. (2) design aligned interventions based on skills/standards identified as areas of need from common assessment data |
| Delivery of aligned instruction | Classroom observations | Currently there are grade levels that are aligned within the team and some who are at difefernt points within the unit | teams will identify priority standards within each unit. We need to continue the math labs (in collaboration with the curriculum coordinators) |
| 2023 Q2: (Nov – Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023 Q3: (Feb – April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |

| | | | |
|--|----------------|---|---|
| teachers leading discussions | | | |
| | | | |
| | | | |
| 2023 Q4: (May - July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| | | | |

Comparing Populations: DIBELS 8th Edition

| View | | Population | | Time | | Measure | |
|---|---|--|-------------------------------------|---|----------------|---|--|
| Segment Results by: School Report Level: Account Grade Divider: On Display Data As: Percentage | | Show Students Enrolled: On Test Day Grade: All Grades District: Georgetown ISD School: McCoy Elementary | | School Year: 2022-2023 Period: All Periods | | Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels | |
| School | <div><div></div> Well Below Benchmark</div> | <div><div></div> Below Benchmark</div> | <div><div></div> At Benchmark</div> | <div><div></div> Above Benchmark</div> | Total Students | | |
| ↳ GEORGETOWN ISD | | | | | | Current as of 06/03/2023 | |
| Grade K | Reference Data Reference Point: Account | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>322(37%)198(23%)162(19%)184(21%)</div> | | | 866 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>334(39%)181(21%)199(23%)147(17%)</div> | | | 861 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>273(31%)146(17%)275(31%)190(21%)</div> | | | 884 | | |
| McCoy Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>24(35%)17(25%)10(14%)18(26%)</div> | | | 69 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>24(35%)15(22%)16(24%)13(19%)</div> | | | 68 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>25(35%)15(21%)19(27%)12(17%)</div> | | | 71 | | |
| Grade 1 | Reference Data Reference Point: Account | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>321(36%)168(19%)198(22%)202(23%)</div> | | | 889 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>382(41%)153(17%)216(23%)172(19%)</div> | | | 923 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>270(30%)127(14%)256(28%)255(28%)</div> | | | 908 | | |
| McCoy Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>19(27%)17(24%)16(23%)18(26%)</div> | | | 70 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>19(28%)17(24%)19(27%)15(21%)</div> | | | 70 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>11(16%)13(19%)21(31%)23(34%)</div> | | | 68 | | |
| Grade 2 | Reference Data Reference Point: Account | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>346(37%)117(13%)243(26%)220(24%)</div> | | | 926 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>346(36%)143(15%)236(25%)228(24%)</div> | | | 953 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>296(31%)143(15%)233(25%)278(29%)</div> | | | 950 | | |
| McCoy Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>19(24%)14(18%)19(24%)28(34%)</div> | | | 80 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>18(23%)10(13%)27(33%)25(31%)</div> | | | 80 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>19(23%)7(8%)23(28%)34(41%)</div> | | | 83 | | |

| Grade 3 | Reference Data | Reference Point: Account |
|------------------|----------------|--|
| | 22-23 BOY | <div>261(28%) 147(16%) 272(29%) 249(27%)</div> |
| | 22-23 MOY | <div>314(34%) 126(13%) 301(32%) 197(21%)</div> |
| | 22-23 EOY | <div>275(30%) 138(15%) 193(21%) 323(34%)</div> |
| McCoy Elementary | 22-23 BOY | <div>10(14%) 13(18%) 30(42%) 19(26%)</div> |
| | 22-23 MOY | <div>13(18%) 11(15%) 31(43%) 17(24%)</div> |
| | 22-23 EOY | <div>13(19%) 10(14%) 24(34%) 23(33%)</div> |
| Grade 4 | Reference Data | Reference Point: Account |
| | 22-23 BOY | <div>210(23%) 195(21%) 392(43%) 118(13%)</div> |
| | 22-23 MOY | <div>249(27%) 131(14%) 255(28%) 278(31%)</div> |
| | 22-23 EOY | <div>280(30%) 188(21%) 239(26%) 209(23%)</div> |
| McCoy Elementary | 22-23 BOY | <div>15(15%) 22(22%) 45(46%) 17(17%)</div> |
| | 22-23 MOY | <div>15(15%) 15(15%) 29(29%) 40(41%)</div> |
| | 22-23 EOY | <div>24(24%) 23(23%) 27(27%) 26(26%)</div> |
| Grade 5 | Reference Data | Reference Point: Account |
| | 22-23 BOY | <div>291(32%) 194(22%) 282(31%) 135(15%)</div> |
| | 22-23 MOY | <div>333(36%) 150(16%) 281(30%) 163(18%)</div> |
| | 22-23 EOY | <div>357(38%) 107(11%) 184(20%) 288(31%)</div> |
| McCoy Elementary | 22-23 BOY | <div>15(16%) 20(22%) 35(38%) 22(24%)</div> |
| | 22-23 MOY | <div>18(19%) 15(16%) 33(36%) 27(29%)</div> |
| | 22-23 EOY | <div>18(19%) 13(14%) 17(18%) 47(49%)</div> |

Math

McCoy Elementary

| | FALL 2022-2023 ACHIEVEMENT | | | | | SPRING 2022-2023 ACHIEVEMENT | | | | | | | |
|---------|----------------------------|-------------------------|-----|-----|-----|------------------------------|-------------------------|-----|-----|-----|---------------------------------|-----|----|
| Grade | Median Percentile | Achievement Percentiles | | | | Median Percentile | Achievement Percentiles | | | | Number of Students ¹ | | |
| K | 67th | 6% | 14% | 19% | 28% | 33% | 65th | 8% | 12% | 19% | 33% | 28% | 67 |
| Grade 1 | 65th | 9% | 16% | 19% | 31% | 25% | 71st | 6% | 10% | 22% | 35% | 27% | 68 |
| Grade 2 | 73rd | 3 | 12% | 20% | 31% | 34% | 74th | 6% | 8% | 10% | 37% | 39% | 80 |
| Grade 3 | 66th | 3 | 21% | 24% | 37% | 15% | 61st | 9% | 15% | 24% | 34% | 18% | 67 |
| Grade 4 | 75th | 6% | 5% | 14% | 31% | 44% | 68th | 6% | 11% | 23% | 26% | 34% | 96 |
| Grade 5 | 75th | 10% | 11% | 11% | 39% | 29% | 64th | 12% | 17% | 18% | 30% | 23% | 90 |

Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th

McCoy ES

| | Early Literacy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|--|------------------|------------|-----------|-----------------|-------|------------------|-------------------|------------|---------------|---------------------|----|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 54% to 59% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 54% | COVID | 55% (64%) | 56.% (66%) | | 57% | | | 58% | | 59% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | | | | | | | | | | | | | |
| | 2019 (Baseline) | * | 45% | 56% | - | * | - | * | 46% | 31% | * | * | 53% | 55% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | * | 48% (47%) | 57% (69%) | - | * | - | * | 49% (29%) | 36% (40%) | * | * | 55% (64%) | 57% (-) |
| | 2022 | * | 51% (43%) | 59% (72%) | - | * | - | * | 52% (29%) | 41% (25%) | * | * | 57.% N/A | 58.% (66%) |
| | 2023 | * | 55% | 60% | - | * | - | * | 56% | 47% | * | * | 59% | 60% |
| | 2024 | * | 59% | 62% | - | * | - | * | 59% | 55% | * | * | 61% | 61% |
| | 2025 | * | 63% | 63% | - | * | - | * | 63% | 63% | * | * | 63% | 63% |

| | Early Numeracy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|---|------------------|-----------|-----------|-----------------|-------|------------------|-------------------|------------|---------------|---------------------|----|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 44% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 44% | COVID | 45% (46%) | 47% (62%) | | 48% | | | 50% | | 51% | | | | |
| | | | | | | | | | | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | * | 29% | 47% | - | * | - | * | 50% | 6% | * | * | 45% | 40% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | * | 34% (33%) | 50% (47%) | - | * | - | * | 52% (14%) | 10% (20%) | * | * | 48% (46%) | 44% (-) |
| | 2022 | * | 40% (38%) | 53% (67%) | - | * | - | * | 55.% (29%) | 15% (42%) | * | * | 51% N/A | 48% (62%) |
| | 2023 | * | 46% | 56% | - | * | - | * | 57% | 25% | * | * | 55% | 53% |
| | 2024 | * | 54% | 59% | - | * | - | * | 60% | 39% | * | * | 59% | 58% |
| | 2025 | * | 63% | 63% | - | * | - | * | 63% | 63% | * | * | 63% | 63% |

McCoy ES

| | Early Literacy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|--|------------------|---------------|-----------|-----------------|---------|------------------|-------------------|---------------|--------------|---------------------|----|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 54% to 59% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | 2024 | | 2025 (Target) | | | | | |
| 54% | COVID | 55% (64%) | 56% (66%) | | 57% (58%) | | 58% | | 59% | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | | | | | | | | | | | | | |
| | 2019 (Baseline) | - | 45% | 56% | - | - | - | - | 46% | 31% | - | - | 53% | 55% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | - | 48% (47%) | 57% (69%) | - | - | - | - | 49% (29%) | 36% (40%) | - | - | 55% (64%) | 57% (-) |
| | 2022 | - | 51% (43%) | 59% (72%) | - | - | - | - | 52% (29%) | 41% (25%) | - | - | 57% N/A | 58% (66%) |
| | 2023 | - | 55% (67%) | 60% (54%) | - | - (75%) | - | - (100%) | 56% (21%) | 47% (46%) | - | - | 59% N/A | 60% (58%) |
| | 2024 | - | 59% | 62% | - | - | - | - | 59% | 55% | - | - | 61% | 61% |
| | 2025 | - | 63% | 63% | - | - | - | - | 63% | 63% | - | - | 63% | 63% |

| | Early Numeracy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|---|------------------|---------------|------------|-----------------|---------|------------------|-------------------|------------|---------------|---------------------|----|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 44% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 44% | COVID | 45% (46%) | 47% (62%) | | 48% (46%) | | | 50% | | 51% | | | | |
| | | | | | | | | | | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | - | 29% | 47% | - | - | - | - | 50% | 6% | - | - | 45% | 40% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | - | 34% (33%) | 50% (47%) | - | - | - | - | 52% (14%) | 10% (20%) | - | - | 48% (46%) | 44% (-) |
| | 2022 | - | 40% (38%) | 53% (67%) | - | - | - | - | 55.% (29%) | 15% (42%) | - | - | 51% N/A | 48% (62%) |
| | 2023 | - | 46% (58%) | 56.% (43%) | - | - (50%) | - | - (100%) | 57.% (26%) | 25% (31%) | - | - | 55.% N/A | 53% (46%) |
| | 2024 | - | 54% | 59% | - | - | - | - | 60% | 39% | - | - | 59% | 58% |
| | 2025 | - | 63% | 63% | - | - | - | - | 63% | 63% | - | - | 63% | 63% |

Georgetown Independent School District

Mitchell Elementary School

2023-2024 Campus Improvement Plan



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| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 13 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 18 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 25 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 28 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

James E. Mitchell Elementary School

1601 Rockride Lane

Georgetown, TX 78626

Grades: PK - 5th Grade

Mascot: Mavericks

Mitchell Total Enrollment: 724

Mitchell is a Title 1 schoolwide campus in Georgetown ISD.

Ethnic Distribution: African American: 6.49%, Hispanic: 48.07%, White: 37.57%, American Indian: .41%, Asian: 1.52%, Pacific Islander: .28%, Two or more races: 5.66%

Student Groups: Emergent Bilingual: 16.30%, Special Education: 15.88%, Gifted and Talented Education: 4.56%, Section 504: 8.7%, Dyslexia: 13.12%, At Risk: 31.08%, Eco Dis: 49.03%, Homeless: 0.14%

Attendance Rate: 93.65%

Teacher Retention:

GISD has a longstanding reputation as a desirable district for employment. Likewise, Mitchell Elementary has an outstanding reputation for longevity of teacher service to the campus. The veteran teachers maintain a positive and supportive role in mentoring and nurturing new teacher growth on the campus.

Demographics Strengths

Parent Involvement Campus wide is a strength for Mitchell.

Other programs that contribute to demographic strengths at Mitchell:

- Backpack buddies program
- Family Information Nights
- Dual Language Program

- Number of Bilingual Staff/Student Ratios
- District Provided Parent Liaison
- Bilingual Office Staff
- Student Leadership Program
- Watchdogs
- Education Connection
- UTeach Partnership with the University of Texas

Staff Quality, Recruitment and Retention Strengths:

- Highly qualified teaching staff
- Paraprofessional support in high need areas: DL, BCS, Intervention, Sped, PE
- Professional Learning Community (PLC) time embedded in weekly schedule
- Campus Learning Design Coach
- Campus Digital Learning Coach
- Professional Development throughout the year
- District and campus new teacher mentor program.
- Flexibility provided to staff to determine types of training within the number of required hours

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Mitchell zone is experiencing rapid growth. **Root Cause:** New growth in the area has resulted in a slow, but steady change in the demographic of our student population.

Problem Statement 2 (Prioritized): Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited. **Root Cause:** A shortage of subs has limited teacher opportunity to be off campus.

Student Learning

Student Learning Summary

Students at Mitchell Elementary are served by a number of specialized programs related to student need.

The academic RTI process serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee.

EOY MAP Data:

| Grade | BOY Achievement (41st - >80 %ile) | EOY Achievement (41st - >80 %ile) | % of Students Who Met Growth Projections |
|--------------|---|---|--|
| Kindergarten | 90% | 78% | 44% |
| 1st Grade | 58% | 68% | 62% |
| 2nd Grade | 41% | 53% | 61% |
| 3rd Grade | 25% | 41% | 69% |
| 4th Grade | 44% | 33% | 41% |
| 5th Grade | 31% | 33% | 58% |

Overall positive growth across all grade levels. Grades 1,2,3,5 surpassed RIT growth; K and 4th did not meet RIT Growth. However, overall Kindergarten had very strong achievement.

In Kindergarten, the team of teachers were new to teaching, and a new math curriculum was introduced at the beginning of the school year. Lack of fidelity and understanding of a program until the spring was most likely a factor in this grade level. In 4th grade, this group of students was also below target in 3rd grade. We have identified this group of students as in 1st grade during the start of the COVID pandemic which is a time of foundational learning and growth. We have noticed some gaps in learning based on specific groups of students.

mClass Data:

| Grade | BOY (At or Above Grade level) | EOY (At or Above Grade Level) | Differential |
|--------------|-------------------------------------|---|--------------|
| Kindergarten | 47% | 62% | 15% Increase |
| 1st Grade | 46% | 50% | 4% Increase |
| 2nd Grade | 42% | 44% | 2% Increase |
| 3rd Grade | 51% | 54% | 3% Increase |
| 4th Grade | 43% | 42% | 1% Decrease |
| 5th Grade | 43% | 34% | 9% Decrease |

Kindergarten showed significant growth from the beginning to end of the year. This year mClass was new to grades 3-5 and in the second year of implementation in grades K-2. Both teachers and students may have lacked clarity on the goals of the assessment, targets for students, and implementation.

Student Learning Strengths

- Student performance has continued to show growth in the past three years based on MAP data, DRA, BAS and STAAR scores.
- Maverick Time (Intervention) is embedded in the master schedule.
- MTSS Meetings are scheduled weekly.
- Intervention resources readily available.
- Universal Screeners, and district assessments are used to identify students who need support and progress monitor.
- Professional Learning and Coaching for teachers with support of LDCs, and curriculum coordinators during learning labs, and grade level design days.
- Weekly PLCs with LDC and administrator support established.
- Personalized Learning supported through campus action team and district participation in district led cohort.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There has not been a focus on using data analysis at a deep level to drive instructional decisions. **Root Cause:** We have been focused on aligning instruction to priority standards and Tier 1 best practices over the course of the last two year. As a campus, we need clarity on types of assessments, and how to analyze and use the data.

Problem Statement 2 (Prioritized): As a campus, we lack clarity on effective Tier 2 instruction. **Root Cause:** Lack of clarity around MTSS process and intervention supports.

School Processes & Programs

School Processes & Programs Summary

Continuous Improvement:

Mitchell has a site based decision and planning committee composed of teachers, parents, community representatives, and administrators. The team meets regularly to assist in developing, reviewing and revising the campus improvement plan. The campus leadership team including the LDC, and intervention team meet quarterly to review student academic, social, and behavioral progress.

Curriculum, Instruction and Assessment:

The curriculum collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes. The campus also utilizes a variety of technology programs to support instruction, including personalized learning including Lexia, and ST Math. Our campus utilizes Maverick time and instructional interventionists to provide target instruction in both reading and math. Additionally, student specific Dyslexic, Gifted & Talented, Emergent Bilingual (EB) and At-Risk instruction is provided during Maverick time. EB students' (grades 3-5) receive instruction through the Dual Language Program with Instruction in both the L1 & L2.

Teachers are provided opportunities for ongoing professional learning and support to guide implementation of balanced literacy and math workshop. The campus has a Learning and Design Coach, as well as a Digital Learning Coach to provide ongoing learning, coaching, and support in classroom instruction.

Classroom Management and Discipline:

Mitchell Elementary has implemented a plan to support the development of SEL competencies and Learner Profile Traits for all students through implementation of SEL instruction during morning meetings, explicit instruction, and ongoing professional learning for staff. Mitchell has implemented Capturing Kids Hearts, and Emergent Tree positive behavior supports systems to support students learning based on unique and individual needs.

School Safety:

Mitchell Elementary conducts all required safety drills, including more than the required number of lockdown drills to ensure students and staff are appropriately trained in an emergency situation. The School Resource Officer is highly involved in the completion and review of these drills. All visitors are required to check in at the office, scan their license and receive a visitor badge. All campus staff are trained on campus safety practices and awareness annually, and frequent feedback is provided by the campus safety principal. All doors and entrances are secured, and regular exterior door checks and audits are performed.

School Processes & Programs Strengths

- District Assessments (MAP, mClass, TFAR) are aligned to the state standards and administered to students periodically throughout the school year to help teachers identify next steps in each individual student's learning
- Ongoing support and Implementation of district wide curriculum from LDC, and District Curriculum Coordinators.
- District level support and training on balanced literacy instruction and math workshop.
- Opportunities for collaboration among teams is supported through implementation of weekly Professional Learning Communities with ongoing campus level coaching and training.
- Monthly Action Teams support ongoing professional learning in support of our vision, mission and beliefs.

- Professional Learning Communities (PLC) time is embedded in weekly schedule.
- Established Campus Improvement Committee meets regularly.
- Resources to support students behavioral, and social emotional needs including CKH, SEL lessons and resources, Emergent Tree.
- Staff trained in campus safety and awareness through regularly drills, ongoing learning and feedback.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was a broad, quick implementation of Emergent Tree Tier I plan in 22-23. The need for Tier 2 and Tier 3 behavior supports increased over the course of the year and we did not have the capacity and tools in place to best support. **Root Cause:** Decreased opportunities for students socialization due to COVID, and an increase in student mobility at Mitchell.

Perceptions

Perceptions Summary

School Culture and Climate:

The teachers, staff and parents at Mitchell Elementary are very passionate about the children they share. Staff members encourage positive student behavior and students enjoy coming to school. The site-based decision-making team, campus Leadership Team, and teacher staff review the previous years CIP, Data, and Accountability results to better assess areas of strength and growth for focus to ensure ongoing student success. The campus teachers select professional goals and learning pathways to further strengthen their instructional ability to serve the students at Mitchell Elementary.

According to the 2022-2023 Survey for Parents and Staff:

- Parents feel their student feels connected to the adults at their school.
- Parents feel their child is well-prepared for the next school year.
- Parents feel the school is responsive to family culture and language.
- Parents feel welcomed and invited to our school.
- Staff are encouraged to share their ideas openly.
- Staff are committed to Georgetown ISD's vision, mission and beliefs.
- Staff feel their work is valued.

According to the 2022-2023 Student Experience Survey:

Our highest student scores indicated the following:

- Mitchell is a safe place to learn.
- Students feel adults at school care about them.
- Students have choices in how they learn.
- Students have friends who care about them.

Parent and Community Involvement:

Parent and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school district community to maintain high expectations and high achievement for all students. Our Title I program provides opportunities for parent and family engagement activities, volunteer opportunities throughout the year, and on-going targeted professional development for staff. Watch Dogs has been established as a way for parents to volunteer on campus and serve as positive role models for students.

Mitchell Elementary has an established PTA who are working to increase PTA volunteers and participation numbers, including bilingual representative and volunteers.

Communication has been successful through websites, teacher webpages, newsletters, email, School Messenger, and English to Spanish translation services.

Perceptions Strengths

- Respectful, collegial environment
- Collaborative teaming
- Learner Focused, Growth Mindset
- Variety of campus events for families including Popsicles with Principal, Back to School Events, Veteran's Day Event, Fun Runs
- PALS mentoring
- Student Leadership Team
- Monthly Staff Meetings
- Campus Culture Committee
- Monthly learning through Action Teams (SEL, PLC, Personalized Learning, Campus Culture)
- Teacher & Staff are routinely celebrated
- Campus Compacts with Families
- Title 1 Informational Night for Parents
- Family Nights & Performance Events
- High Event Participation-students and parents
- Communication: websites, teacher webpages, newsletters, Facebook page, email, School Messenger
- English to Spanish translation services
- Additional extracurricular activities- UIL, Sea Perch, GirlStart, PALS, Colorguard, Student Leadership Team
- Bilingual Staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents and families want more opportunities to be engaged in our learning community. **Root Cause:** Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity.

Priority Problem Statements

Problem Statement 1: The Mitchell zone is experiencing rapid growth.

Root Cause 1: New growth in the area has resulted in a slow, but steady change in the demographic of our student population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited.

Root Cause 2: A shortage of subs has limited teacher opportunity to be off campus.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There has not been a focus on using data analysis at a deep level to drive instructional decisions.

Root Cause 3: We have been focused on aligning instruction to priority standards and Tier 1 best practices over the course of the last two year. As a campus, we need clarity on types of assessments, and how to analyze and use the data.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, we lack clarity on effective Tier 2 instruction.

Root Cause 4: Lack of clarity around MTSS process and intervention supports.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There was a broad, quick implementation of Emergent Tree Tier I plan in 22-23. The need for Tier 2 and Tier 3 behavior supports increased over the course of the year and we did not have the capacity and tools in place to best support.

Root Cause 5: Decreased opportunities for students socialization due to COVID, and an increase in student mobility at Mitchell.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parents and families want more opportunities to be engaged in our learning community.

Root Cause 6: Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity.

Problem Statement 6 Areas: Perceptions

Goals

Goal 1: Student Learning, Growth and Progress

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

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

Evaluation Data Sources: See attached addendum "Goal 1 - Performance Objective 1".

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: Increased academic growth as indicated by:
increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.

All students have growth in math and reading as indicated by MAP and mClass.

All students score 60% or above on M2 of math TFAR, STAAR interim, and STAAR assessments.

All students score 60% or above on mastery of all essential standards as indicated by Standards Based Report Cards, TFAR, STAAR, mClass and MAP data.

60% of students are at or above EOY Achievement according to MAP.

All students meet or exceed mastery in accuracy, fluency, and comprehension on BAS assessments for reading.

60% of all students are at or above grade level in reading fluency by the EOY as indicated by mClass.

80% of all students are at or above grade level in reading by the EOY as indicated by mClass.

Students score 3 or above on the performance assessments for writing on TFAR assessments.

60% of students are on grade level according to Amplify assessment.





Other Indicators:

Positive indicators on Quarterly and EOY Student Survey on Learner Profile attributes.

Increased attendance rate goal of 96%

Decrease in discipline referrals

Self reported informal formative assessments and quarterly student surveys regarding Learner Profile attributes.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Expand the Multi-Tiered Support System (MTSS) process and campus interventionists to include interventions in social, emotional and academic skills. Interventionists will help support teachers in coaching instruction in Tier 1 and Tier 2 instruction. Strategy's Expected Result/Impact: Increase teacher effectiveness in supporting students in Tier 2 instruction and decrease achievement gaps for at risk populations of students. All students will be monitored for progress and receive targeted supports. Staff Responsible for Monitoring: Principals LDC Interventionists Counselor Problem Statements: Student Learning 1, 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will engage in regular campus data meetings including BOY, quarterly, during professional learning days, and during team meetings. Through professional learning, teachers will have increased clarity on learning targets in reading and math at each grade level. Strategy's Expected Result/Impact: Analyze data to monitor student progress over the year for ALL students to ensure student growth and mastery of academic standards. Analyze data to determine intervention/extension on a unit to unit bases, using high leverage strategies. Staff Responsible for Monitoring: Principals LDC Interventionists Teachers Problem Statements: Student Learning 1, 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: There has not been a focus on using data analysis at a deep level to drive instructional decisions. Root Cause: We have been focused on aligning instruction to priority standards and Tier 1 best practices over the course of the last two year. As a campus, we need clarity on types of assessments, and how to analyze and use the data. |
| Problem Statement 2: As a campus, we lack clarity on effective Tier 2 instruction. Root Cause: Lack of clarity around MTSS process and intervention supports. |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: All students score 60% or above on each TFAR assessment (math and reading).

All students score 60% or above on M2 of math TFAR, STAAR interim, and STAAR assessments.

All students score 60% or above on mastery of all essential standards as indicated by Standards Based Report Cards, TFAR, STAAR, mClass and MAP data.

60% of students are at or above EOY Achievement according to MAP.

All students meet or exceed mastery in accuracy, fluency, and comprehension on BAS assessments for reading.

60% of all students are at or above grade level in reading fluency by the EOY as indicated by mClass.

80% of all students are at or above grade level in reading by the EOY as indicated by mClass.

Students score 3 or above on the performance assessments for writing on TFAR assessments.

60% of students are on grade level according to Amplify assessment.

Other Indicators:

Positive indicators on Quarterly and EOY Student Survey

Positive indicators on Quarterly and EOY Staff Survey

Decrease in discipline referrals

Self reported informal formative assessments and quarterly student surveys regarding Learner Profile attainment.

| Strategy 1 Details | Reviews | | | |
|--------------------|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Teachers will facilitate students in academic goal setting and monitoring personal progress in order to foster student ownership and responsibility of their own learning. Strategy's Expected Result/Impact: Increase in awareness and responsibility of student ownership of personal progress as indicated by classroom observations, student work samples, and artifacts. Increase in academic achievement. Staff Responsible for Monitoring: Teachers Students Principals Interventionists LDC Problem Statements: Student Learning 1 - School Processes & Programs 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes. Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker at least 1X 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: Principals SPED LDC Teachers Students Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| Strategy 4 Details | | Reviews | | | |
| Strategy 4: Teachers will engage in professional learning to support students in personalized learning. Specialized instructional supports will be implemented, such as Lexia Core 5, to help support personalized learning in reading for all students campus wide. Strategy's Expected Result/Impact: Increase in overall academic achievement and reading growth. Increase in engagement, accuracy, fluency, and reading comprehension for all students at Mitchell Elementary. Staff Responsible for Monitoring: Principal LDC Interventionists Teachers Problem Statements: Demographics 1 - Student Learning 2 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |

| Strategy 5 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 5: Teachers will engage in professional learning to support high impact instructional strategies during PL, coaching, design days, and action teams to support student collaboration, problem solving, and discussion in the classroom. Strategy's Expected Result/Impact: Increase teacher effectiveness, increase student engagement, develop Learner Profile Traits. Increased academic academic growth for all students. Staff Responsible for Monitoring: Principals Teacher LDC Interventionists Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population. |
| Problem Statement 2: Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited. Root Cause: A shortage of subs has limited teacher opportunity to be off campus. |
| Student Learning |
| Problem Statement 1: There has not been a focus on using data analysis at a deep level to drive instructional decisions. Root Cause: We have been focused on aligning instruction to priority standards and Tier 1 best practices over the course of the last two year. As a campus, we need clarity on types of assessments, and how to analyze and use the data. |
| Problem Statement 2: As a campus, we lack clarity on effective Tier 2 instruction. Root Cause: Lack of clarity around MTSS process and intervention supports. |
| School Processes & Programs |
| Problem Statement 1: There was a broad, quick implementation of Emergent Tree Tier I plan in 22-23. The need for Tier 2 and Tier 3 behavior supports increased over the course of the year and we did not have the capacity and tools in place to best support. Root Cause: Decreased opportunities for students socialization due to COVID, and an increase in student mobility at Mitchell. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey

Positive indicators on Quarterly and EOY Staff Survey

Positive indicators on Quarterly and EOY Parent Survey

Increased attendance rate goal of 96%

Decrease in discipline referrals

Classroom observations and walkthroughs

Self reported informal formative assessments and quarterly student surveys

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Students will engage in collaborative learning opportunities focused on learner profile traits during monthly assemblies, after school extracurricular activities, and summer camps. Staff Responsible for Monitoring: Principal Learning Design Coach Staff Design Team Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: The student leadership team will represent our student body at events, and will collaborate and provide feedback and to campus leadership regarding Learner Profile Traits and attainment. Staff Responsible for Monitoring: Principal Counselor Learning Design Coach Staff Design Team Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 3 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 3: CKH Process Champions and Campus Leadership will model and support the implementation of CKH campus wide to build positive relationships with students through the use of Social Contracts, the 4 questions, and consequences. Ongoing professional learning through CKH traction visits and coaching will be provided each semester. Character lessons will be modeled by the leadership team campus wide and implemented into daily morning meetings focused on a monthly CKH/SEL focus. Strategy's Expected Result/Impact: Positive impact on student behavior as measured by decreased office referrals, increased attendance, and student survey indicators that students feel safe at school and have increased strength in student/staff relationships. Staff Responsible for Monitoring: Principal Asst Principal Leadership Team Process Champions Design Team Counselor Problem Statements: Demographics 1 - School Processes & Programs 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population. |
| School Processes & Programs |
| Problem Statement 1: There was a broad, quick implementation of Emergent Tree Tier I plan in 22-23. The need for Tier 2 and Tier 3 behavior supports increased over the course of the year and we did not have the capacity and tools in place to best support. Root Cause: Decreased opportunities for students socialization due to COVID, and an increase in student mobility at Mitchell. |





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey
Positive indicators on Quarterly and EOY Staff Survey
Positive indicators on Quarterly and EOY Parent Survey
Staff attendance
Teacher retention

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Professional Learning, coaching, and ongoing support for teachers with the implementation of Math Workshop, Balanced Literacy, phonemic awareness, and writing workshop at all levels. Strategy's Expected Result/Impact: Increase teacher effectiveness using strategies and resources to support growth of all learners as evidenced by teacher observation. Increased academic growth as indicated by increase in performance on NWEA MAP, mClass, TFAR, and STAAR data. Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Design Coach, Teachers Problem Statements: Demographics 2 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Teachers will analyze curriculum and TEKS alignment during vertical team collaborative workshops. Vertical team workshops will focus on academic areas of improvement as as identified by the campus & team and create action plans for addressing collaboratively. Strategy's Expected Result/Impact: An increase in teacher awareness of strengths and weaknesses in instruction. The development of interdependence of their work, and vertical grade level collaboration to develop and implement strategies which will result in school wide student learning progress. Staff Responsible for Monitoring: Principal Assistant Principal Learning Design Coach Teachers Leadership Team Problem Statements: Demographics 2 - Student Learning 1, 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Develop and implement opportunities to increase campus culture, morale and team building. Strategy's Expected Result/Impact: Increase teacher engagement and involvement as indicate by increased participation in district and campus learning opportunities, willingness to take on leadership roles on campus, increased engagement in campus events. Increase teacher morale and positive campus culture as shown by teacher surveys, increased teacher participation in events, teacher attendance and maintain low turnover rate. Staff Responsible for Monitoring: Principals, Design Team, Teachers | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Teachers have regular opportunities to reflect on and celebrate student growth socially, emotionally, and academically during staff meetings, data meetings, and during PLC. Strategy's Expected Result/Impact: Teachers have increased awareness of student progress, thereby increasing teacher satisfaction with their work. Staff Responsible for Monitoring: Principals LDC Teachers | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited. **Root Cause:** A shortage of subs has limited teacher opportunity to be off campus.

Student Learning

Problem Statement 1: There has not been a focus on using data analysis at a deep level to drive instructional decisions. **Root Cause:** We have been focused on aligning instruction to priority standards and Tier 1 best practices over the course of the last two year. As a campus, we need clarity on types of assessments, and how to analyze and use the data.

Problem Statement 2: As a campus, we lack clarity on effective Tier 2 instruction. **Root Cause:** Lack of clarity around MTSS process and intervention supports.





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey
Positive indicators on Quarterly and EOY Staff Survey
Positive indicators on Quarterly and EOY Parent Survey
Increased attendance rate goal of 96%
Decrease in discipline referrals
Classroom observations and walkthroughs
Self reported informal formative assessments and quarterly student surveys

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Increase the use of Social-Emotional Learning Strategies in daily instruction for students through implementation of SEL instruction in morning meetings, create calming corners in each of our classrooms, and ongoing professional learning by staff through teacher engagement in book clubs and action teams. Continue instruction in emotional regulation and awareness. Strategy's Expected Result/Impact: To increase student self-regulation skills in the classroom. Teachers will adopt a common language when supporting students. Decrease in behavior referrals. Positive impact on student SEL survey Staff Responsible for Monitoring: Counselor Teachers Principal Asst Principal SEL Action Team Leadership Team Problem Statements: Demographics 1 - School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Students will engage in explicit instruction on SEL and the Learner Profile in a 3 week rotation created and delivered by the SEL Specialist designed to be targeted and brief instruction on intrapersonal and interpersonal relationships. Strategy's Expected Result/Impact: Students will learn and apply problem solving and coping skills. Students will demonstrate healthy relationships with peers as indicated by reduced discipline referrals, increased attendance, reduction in counselor referrals for conflict resolutions, and positive indicators on the student and parent survey. Staff Responsible for Monitoring: Counselor Action Team Teachers Problem Statements: Demographics 1 - School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Mitchell will utilize Capturing Kids Hearts, Social Emotional Learning opportunities, and Emergent Tree positive behavior support system to support students learning based on unique and individual needs. Strategy's Expected Result/Impact: Students will feel safe, connected, and supported in their learning environment as evidenced by student and parent surveys, increased student attendance, decrease in discipline referrals, classroom observation and self reported formative assessments. Staff Responsible for Monitoring: Principal Asst Principal MTSS Behavior Action Team Design Team Learning Design Coach Counselor Problem Statements: Demographics 1 - School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population. |
| School Processes & Programs |
| Problem Statement 1: There was a broad, quick implementation of Emergent Tree Tier I plan in 22-23. The need for Tier 2 and Tier 3 behavior supports increased over the course of the year and we did not have the capacity and tools in place to best support. Root Cause: Decreased opportunities for students socialization due to COVID, and an increase in student mobility at Mitchell. |

Goal 3: Staff Recruitment and Retention





Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey
Positive indicators on Quarterly and EOY Staff Survey
Positive indicators on Quarterly and EOY Parent Survey
Teacher engagement in professional learning, and campus leadership opportunities
Teacher collaboration in PLC, design, and professional learning
Classroom observations and walkthroughs
Self reported informal formative assessments and quarterly student surveys

| Strategy 1 Details | Reviews | | | |
|--------------------|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Increased opportunities to empower teachers to grow through increased opportunities for teacher learning walks, observation and modeling, and leadership on campus. Strategy's Expected Result/Impact: Empower teachers to use their strengths to grow professionally, and to expand their positive impact on colleagues and students. Staff Responsible for Monitoring: LDC Principals Problem Statements: Demographics 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Learning Design Coach expands support to teachers by including increased opportunities for professional learning through lunch & learns, and make & takes. Strategy's Expected Result/Impact: LDC works with all teachers to provide support, growth and enrichment. Staff Responsible for Monitoring: Principals LDC Problem Statements: Demographics 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Ensure all students and teachers have necessary supplies, manipulatives, support and resources to advance the learning of all students. Strategy's Expected Result/Impact: Increased implementation and utilization of highly effective teaching strategies and supports. Teachers will feel supported. Increased student achievement. | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Commitment to increasing transparency and communication for building relationships between all stakeholders - students, parents, and all staff. Strategy's Expected Result/Impact: Increase positive relationships between campus, students and staff. Staff Responsible for Monitoring: Principals Design Team Teachers LDC Counselor Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:





| Demographics |
|---|
| Problem Statement 2: Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited. Root Cause: A shortage of subs has limited teacher opportunity to be off campus. |
| Perceptions |
| Problem Statement 1: Parents and families want more opportunities to be engaged in our learning community. Root Cause: Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity. |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Staff Survey
Positive indicators on Quarterly and EOY Parent Survey
Increased attendance rate goal of 96%
Family engagement in student learning opportunities and events

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Increase opportunities for students to feel affirmed through positive recognitions such as positive phone calls home, student recognitions, and principals awards. Strategy's Expected Result/Impact: Increased opportunities for students to feel affirmed will lead to positive relationships with students and families. Staff Responsible for Monitoring: Principal Counselor Teachers Problem Statements: Demographics 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers regularly communicate with parents in person, virtually, and electronically to update student progress academically and on learner profile attainment. Strategy's Expected Result/Impact: Parents will be informed, active participants in their child's education. Staff Responsible for Monitoring: Principals Teachers LDC Counselors Problem Statements: Demographics 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 1 Problem Statements:





| |
|---|
| Demographics |
| Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population. |
| Perceptions |
| Problem Statement 1: Parents and families want more opportunities to be engaged in our learning community. Root Cause: Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity. |

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Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey
Positive indicators on Quarterly and EOY Staff Survey
Positive indicators on Quarterly and EOY Parent Survey
Self reported informal formative assessments and quarterly student surveys
Increased partnerships with community including Watch Dogs, and student mentors.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Build relationships with parents by increasing communication and understanding regarding school processes by offering monthly learning opportunities for parents on campus, increased communication through newsletters and social media. Strategy's Expected Result/Impact: Increased communication and transparency with parents will build stronger relationships and partnerships with our campus. Staff Responsible for Monitoring: Principals Counselor Problem Statements: Demographics 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | |

Performance Objective 2 Problem Statements:





| Demographics |
|---|
| Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population. |
| Perceptions |
| Problem Statement 1: Parents and families want more opportunities to be engaged in our learning community. Root Cause: Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity. |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey
Positive indicators on Quarterly and EOY Parent Survey
Self reported informal formative assessments and quarterly student surveys
Increased partnerships with community including volunteers, Watch Dogs, and student mentors.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Expanding opportunities for family and community engagement on campus through student-centered family nights, student showcases, and school events. Strategy's Expected Result/Impact: Increased parent engagement as indicated by increase in participation at family events, PTA membership, volunteers, and mentors. Increased student ownership of learning. Staff Responsible for Monitoring: Principals Design Team Staff Problem Statements: Demographics 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Increase opportunities for families and community members to partner alongside Mitchell Elementary through programs such as Garden Committee, PTA, Watch Dogs, Career Day, and mentorships. Strategy's Expected Result/Impact: Increased parent engagement as indicated by increase in participation at family events, PTA membership, volunteers, and mentors. Increased student ownership of learning. Create a positive rapport with our community. Staff Responsible for Monitoring: Principals Design Team Staff Problem Statements: Demographics 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population. |
| Perceptions |
| Problem Statement 1: Parents and families want more opportunities to be engaged in our learning community. Root Cause: Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity. |

Addendums

Campus : James E Mitchell EL

1601 Rockride Ln
Georgetown, TX 78626
(512) 943-1820 Phone
(512) 943-1829 Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal

Hollie Braun

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

| | Count | Percent |
|------------------------|-------------------|-------------|
| Student Total | <u>724</u> | 100% |
| Early Education Grade | <u>9</u> | 1.24% |
| Pre-Kindergarten Grade | <u>37</u> | 5.11% |
| Kindergarten Grade | <u>104</u> | 14.36% |
| 1st Grade | <u>89</u> | 12.29% |
| 2nd Grade | <u>125</u> | 17.27% |
| 3rd Grade | <u>134</u> | 18.51% |
| 4th Grade | <u>112</u> | 15.47% |
| 5th Grade | <u>114</u> | 15.75% |

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

| | Count | Percent |
|------------------------------------|------------|---------|
| Gender | | |
| Female | <u>348</u> | 48.07% |
| Male | <u>376</u> | 51.93% |
| Ethnicity | | |
| Hispanic-Latino | <u>348</u> | 48.07% |
| Race | | |
| American Indian - Alaskan Native | <u>3</u> | 0.41% |
| Asian | <u>11</u> | 1.52% |
| Black - African American | <u>47</u> | 6.49% |
| Native Hawaiian - Pacific Islander | <u>2</u> | 0.28% |
| White | <u>272</u> | 37.57% |
| Two-or-More | <u>41</u> | 5.66% |

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

| | Count | Percent |
|--------------------------------|-----------|---------|
| Primary Disabilities | | |
| No Disability | 0 | 0.00% |
| Orthopedic impairment | 0 | 0.00% |
| Other health impairment | <u>10</u> | 8.70% |
| Auditory impairment | 0 | 0.00% |
| Visual impairment | 0 | 0.00% |
| Deaf-Blind | 0 | 0.00% |
| Intellectual disability | <u>3</u> | 2.61% |
| Emotional disturbance | <u>4</u> | 3.48% |
| Learning disability | <u>41</u> | 35.65% |
| Speech impairment | <u>41</u> | 35.65% |
| Autism | <u>16</u> | 13.91% |
| Developmental delay | 0 | 0.00% |
| Traumatic brain injury | 0 | 0.00% |
| Noncategorical early childhood | 0 | 0.00% |
| Instructional Settings | | |
| Speech Therapy | <u>40</u> | 34.78% |
| Homebound | 0 | 0.00% |
| Hospital Class | 0 | 0.00% |
| Mainstream | <u>19</u> | 16.52% |
| Resource Room | <u>49</u> | 42.61% |
| VAC | 0 | 0.00% |
| Off Home Campus | 0 | 0.00% |
| State School | 0 | 0.00% |
| Residential Care | 0 | 0.00% |
| Self Contained | <u>7</u> | 6.09% |
| Full-Time Early Childhood | 0 | 0.00% |
| Nonpublic Day School | 0 | 0.00% |

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

| | Count | Percent |
|---|------------|---------|
| Dyslexia | <u>95</u> | 13.12% |
| Gifted and Talented | <u>33</u> | 4.56% |
| Regional Day School Program for the Deaf | 0 | 0.00% |
| Section 504 | <u>63</u> | 8.70% |
| Special Education (SPED) | <u>115</u> | 15.88% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | <u>118</u> | 16.30% |
| Bilingual | <u>109</u> | 15.06% |
| English as a Second Language (ESL) | <u>35</u> | 4.83% |
| Alternative Bilingual Language Program | 0 | 0.00% |
| Alternative ESL Language Program | 0 | 0.00% |
| Title I Part A | | |
| Schoolwide Program | <u>724</u> | 100.00% |
| Targeted Assistance | 0 | 0.00% |
| Targeted Assistance Previously Participated | 0 | 0.00% |

| | | |
|------------------|---|-------|
| Title I Homeless | 0 | 0.00% |
| Neglected | 0 | 0.00% |

| Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023) | | | Count | Percent |
|---|--|--|---------------------|---------|
| At-Risk | | | 225 | 31.08% |
| Foster Care | | | 4 | 0.55% |
| IEP Continuer | | | 0 | 0.00% |
| Immigrant | | | 1 | 0.14% |
| Intervention Indicator | | | 23 | 3.18% |
| Migrant | | | 0 | 0.00% |
| Military Connected | | | 18 | 2.49% |
| Transfer In Students | | | 2 | 0.2762% |
| Unschooling Asylee/Refugee | | | 0 | 0% |
| Economic Disadvantage | | | | |
| Economic Disadvantage Total | | | 355 | 49.03% |
| Free Meals | | | 291 | 40.19% |
| Reduced-Price Meals | | | 64 | 8.84% |
| Other Economic Disadvantage | | | 0 | 0.00% |
| Homeless and Unaccompanied Youth | | | | |
| Homeless Status Total | | | 1 | 0.14% |
| Shelter | | | 0 | 0.00% |
| Doubled Up | | | 1 | 0.14% |
| Unsheltered | | | 0 | 0.00% |
| Hotel/Motel | | | 0 | 0.00% |
| Not Unaccompanied Youth | | | 1 | 0.14% |
| Is Unaccompanied Youth | | | 0 | 0.00% |

College and Career Readiness School

Models (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

| | Count | Percent |
|----------------------------------|-------|---------|
| Associate Degree | 0 | 0.00% |
| Early College High School (ECHS) | 0 | 0.00% |
| New Tech | 0 | 0.00% |
| P-Tech | 0 | 0.00% |
| T-Stem | 0 | 0.00% |

Staff Information (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/19/2023)

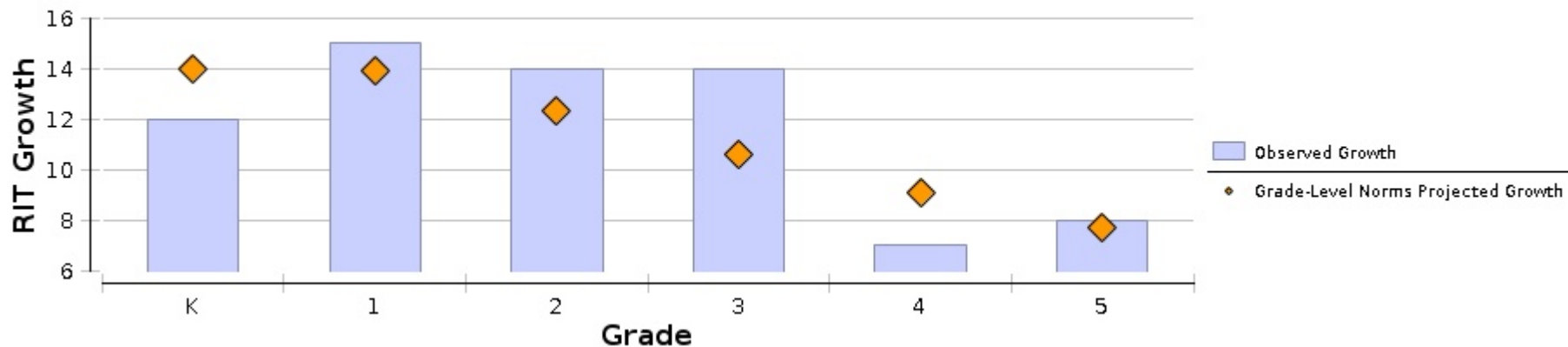
| | Count | Percent |
|------------------------|--------------------|---------|
| Administrative Support | 14 | 18.67% |
| Teacher | 49 | 65.33% |
| Educational Aide | 12 | 16.00% |
| Auxiliary | 0 | 0.00% |

Mitchell Elementary

Math: Math K-12

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| Grade (Spring 2023) | Total Number of Growth Events‡ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| K | 96 | 145.5 | 10.1 | 86 | 157.8 | 10.7 | 75 | 12 | 0.8 | 14.0 | -0.92 | 18 | 96 | 42 | 44 | 40 |
| 1 | 89 | 160.3 | 12.4 | 52 | 175.6 | 14.2 | 61 | 15 | 0.9 | 13.9 | 0.68 | 75 | 89 | 55 | 62 | 59 |
| 2 | 111 | 174.3 | 14.4 | 45 | 188.7 | 15.1 | 59 | 14 | 0.7 | 12.3 | 1.13 | 87 | 111 | 68 | 61 | 59 |
| 3 | 123 | 185.5 | 12.5 | 31 | 199.3 | 12.9 | 51 | 14 | 0.7 | 10.6 | 1.87 | 97 | 123 | 85 | 69 | 70 |
| 4 | 98 | 198.3 | 13.6 | 43 | 205.3 | 15.9 | 32 | 7 | 0.7 | 9.1 | -1.28 | 10 | 98 | 40 | 41 | 35 |
| 5 | 107 | 205.9 | 15.2 | 33 | 213.9 | 14.7 | 35 | 8 | 0.8 | 7.7 | 0.16 | 56 | 107 | 62 | 58 | 50 |

Math: Math K-12



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 100 |
| Mean RIT Score | 157.6 |
| Standard Deviation | 10.7 |
| District Grade-Level Mean RIT | 156.4 |
| Students At or Above District Grade-Level Mean RIT | 56 |
| Grade-Level Mean RIT | 154.3 |
| Students At or Above Grade-Level Mean RIT | 63 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 12 | 12% | 18 | 18% | 18 | 18% | 28 | 28% | 24 | 24% | 157-158-159 | 10.7 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 96 |
| Mean RIT Score | 175.3 |
| Standard Deviation | 13.7 |
| District Grade-Level Mean RIT | 174.9 |
| Students At or Above District Grade-Level Mean RIT | 53 |
| Grade-Level Mean RIT | 174 |
| Students At or Above Grade-Level Mean RIT | 56 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 15 | 16% | 16 | 17% | 21 | 22% | 19 | 20% | 25 | 26% | 174-175-177 | 13.7 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 2

Term: Spring 2022-2023
District: Georgetown ISD
School: Mitchell Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 120 |
| Mean RIT Score | 188.1 |
| Standard Deviation | 15.7 |
| District Grade-Level Mean RIT | 188.3 |
| Students At or Above District Grade-Level Mean RIT | 60 |
| Grade-Level Mean RIT | 187.3 |
| Students At or Above Grade-Level Mean RIT | 64 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 27 | 23% | 20 | 17% | 17 | 14% | 25 | 21% | 31 | 26% | 187-188-189 | 15.7 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 3

Term: Spring 2022-2023
District: Georgetown ISD
School: Mitchell Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 133 |
| Mean RIT Score | 198.2 |
| Standard Deviation | 14.2 |
| District Grade-Level Mean RIT | 199.3 |
| Students At or Above District Grade-Level Mean RIT | 73 |
| Grade-Level Mean RIT | 199.2 |
| Students At or Above Grade-Level Mean RIT | 73 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 28 | 21% | 20 | 15% | 25 | 19% | 42 | 32% | 18 | 14% | 197-198-199 | 14.2 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 4

Term: Spring 2022-2023
District: Georgetown ISD
School: Mitchell Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 106 |
| Mean RIT Score | 205.4 |
| Standard Deviation | 15.8 |
| District Grade-Level Mean RIT | 208.7 |
| Students At or Above District Grade-Level Mean RIT | 50 |
| Grade-Level Mean RIT | 208.7 |
| Students At or Above Grade-Level Mean RIT | 50 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 35 | 33% | 15 | 14% | 14 | 13% | 26 | 25% | 16 | 15% | 204-205-207 | 15.8 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 5

Term: Spring 2022-2023
District: Georgetown ISD
School: Mitchell Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 118 |
| Mean RIT Score | 213.3 |
| Standard Deviation | 14.8 |
| District Grade-Level Mean RIT | 214.5 |
| Students At or Above District Grade-Level Mean RIT | 66 |
| Grade-Level Mean RIT | 217.1 |
| Students At or Above Grade-Level Mean RIT | 59 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|------------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 28 | 24% | 22 | 19% | 30 | 25% | 31 | 26% | 7 | 6% | 212-213-215 | 14.8 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

Comparing Populations: DIBELS 8th Edition

| View | | Population | | Time | | Measure | |
|--|---|---|-------------------------------------|---|----------------|---|--------------------------|
| Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage | | Show Students Enrolled: On Test Day Grade: All Grades District: Georgetown ISD School: Mitchell Elementary | | School Year: 2022-2023 Period: All Periods | | Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels | |
| School | <div><div></div> Well Below Benchmark</div> | <div><div></div> Below Benchmark</div> | <div><div></div> At Benchmark</div> | <div><div></div> Above Benchmark</div> | Total Students | | |
| ↶ Georgetown ISD | | | | | | | Current as of 06/03/2023 |
| Grade K | Reference Data Reference Point: District | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>322(37%)198(23%)162(19%)184(21%)</div> | | | 866 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>334(39%)181(21%)199(23%)147(17%)</div> | | | 861 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>273(31%)146(17%)275(31%)190(21%)</div> | | | 884 | | |
| Mitchell Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>32(31%)23(22%)16(15%)33(32%)</div> | | | 104 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>38(37%)20(20%)15(15%)28(28%)</div> | | | 101 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>20(20%)14(14%)36(37%)29(29%)</div> | | | 99 | | |
| Grade 1 | Reference Data Reference Point: District | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>321(36%)168(19%)198(22%)202(23%)</div> | | | 889 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>382(41%)153(17%)216(23%)172(19%)</div> | | | 923 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>270(30%)127(14%)256(28%)255(28%)</div> | | | 908 | | |
| Mitchell Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>28(31%)21(23%)19(21%)23(25%)</div> | | | 91 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>45(47%)14(15%)19(20%)17(18%)</div> | | | 95 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>30(32%)17(18%)22(23%)26(27%)</div> | | | 95 | | |
| Grade 2 | Reference Data Reference Point: District | | | | | | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>346(37%)117(13%)243(26%)220(24%)</div> | | | 926 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>346(36%)143(15%)236(25%)228(24%)</div> | | | 953 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>296(31%)143(15%)233(25%)278(29%)</div> | | | 950 | | |
| Mitchell Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>51(43%)18(15%)25(21%)25(21%)</div> | | | 119 | | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>56(45%)21(17%)23(18%)25(20%)</div> | | | 125 | | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>42(35%)26(22%)23(19%)29(24%)</div> | | | 120 | | |

| Grade 3 | Reference Data | Reference Point: District | |
|---------|---------------------|---|---|
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>261(28%)147(16%)272(29%)249(27%)</div> 929 | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>314(34%)126(13%)301(32%)197(21%)</div> 938 | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>275(30%)138(15%)193(21%)323(34%)</div> 929 | |
| | Mitchell Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>39(31%)23(18%)39(30%)27(21%)</div> 128 |
| | | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>56(44%)16(12%)42(32%)16(12%)</div> 130 |
| | | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>50(38%)16(12%)29(22%)37(28%)</div> 132 |
| Grade 4 | Reference Data | Reference Point: District | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>210(23%)195(21%)392(43%)118(13%)</div> 915 | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>249(27%)131(14%)255(28%)278(31%)</div> 913 | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>280(30%)188(21%)239(26%)209(23%)</div> 916 | |
| | Mitchell Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>37(34%)25(23%)37(34%)10(9%)</div> 109 |
| | | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>50(46%)8(7%)25(23%)26(24%)</div> 109 |
| | | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>49(43%)17(15%)27(24%)20(18%)</div> 113 |
| Grade 5 | Reference Data | Reference Point: District | |
| | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>291(32%)194(22%)282(31%)135(15%)</div> 902 | |
| | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>333(36%)150(16%)281(30%)163(18%)</div> 927 | |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>357(38%)107(11%)184(20%)288(31%)</div> 936 | |
| | Mitchell Elementary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>46(41%)18(16%)32(29%)15(14%)</div> 111 |
| | | 22-23 MOY | <div><div></div><div></div><div></div><div></div></div> <div>58(51%)13(11%)28(25%)15(13%)</div> 114 |
| | | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>61(52%)16(14%)15(13%)24(21%)</div> 116 |

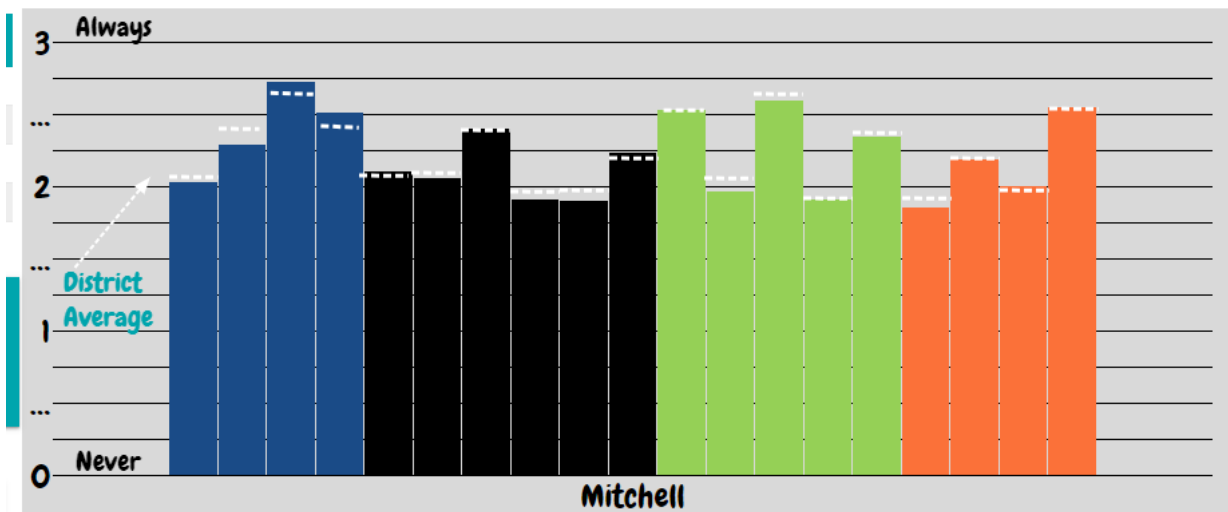
Student Experience Survey 2023

Creates & innovates,
obtains knowledge through
inquiry and exploration,
applies critical thinking

Develops self-knowledge & personal
responsibility, adapts & perseveres

Communicates, collaborates,
builds & models respectful
relationships

Environmental: The ability
for the school to offer a
learning environment
where a student can
develop their LP Traits



| How to use this document Click HERE | | | | |
|--|---|---|--|--|
| Priority Area | Student Learning, Growth and Progress | | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | In GISD, instruction, assessment, and intervention are aligned. | | | |
| 2023-2024 Q1: (Aug - Oct) | | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do? | |
| What? | How to gather? | | Work | Actionable Steps |
| Establishing collective commitment to the priority work. | Team Social Contracts Team Commitments | Established Social Contracts Staff participation in PLC | Creating social contract and collective commitments. | Professional learning at the start of the school year to establish our campus picture of success and team nonnegotiables. |
| | | | | Providing time to create team social contracts in a whole group collaborative setting. |
| | | | | Intentionality on use of social contract in meetings and PLCs. |
| Agreement on student learning outcomes in each grade level and content area. | "I Can" Statements Posted PLC Evidence All grade levels are designing aligned instruction as evidenced in collaborative planning. Essential Standards will be identified on PLC Agendas and Instructional Design Documents. Classroom walkthroughs and observations | 50% of the time by 50% of staff. Curriculum Coordinators met in the spring for 1/2 day with 4th and 5th grade math teams to backward design 3rd and 4th quarter Units using backward design. | Identification and understanding of essential standards used to drive instruction. | Facilitate PD opportunities (Fall PD, Design and PLCs) for teachers to unpack TEKS and focus on "I can" success criteria. |
| | | | | Quarterly vertical team collaboration to build understanding on essential standards for each Unit design, integration and alignment. |
| | | | | ES are used to design instruction, intervention and extension during PLC, design days and team planning. |
| Instructional Team Collaboration and Alignment | Effective collaborative team conversation in meetings Student Data (MAP, mClass, common and formative assessments) Teacher feedback Instruction is aligned to GISD Scope and Sequence Agreed upon assessments Intervention and SPED instruction supports classroom learning Teacher clarity on learning goals as evidenced by instructional alignment | Biweekly PLCs with LDC and Administrator Support. Intervention, SPED do not attend. 1/2 day Learning Labs in selected grade levels (about half) in ELAR and Math. Some teams met with curriculum coordinators for backward design planning in math. Current ongoing monthly learning about effective PLCs through action teams. | Creating opportunities for teams to learn and design collaborativley. | Schedule regular PLCs and DEW weekly meetings with LDC, Intervention and Administrator support. |
| | | | Expand Action teams to support learning around PLC, Vertical Alignment, Assessment and MTSS. Teams meet monthly. | Action Teams meet monthly for collaborative learning and on October PD Day. |
| | | | | Learning opportunities with curriculum coordinators, Learning Labs and 1/2 day design days and on action teams. |
| Instructional Team Effectiveness | Learning Labs Walkthroughs Coaching Cycles PLC agenda and discussion Staff Feedback and participation in learning Student Feedback Student Data (MAP, mClass, common and formative assesment data) | Campus Learning over the past 2 years focused on effect size. About half the staff have participated in DEW PL. One LDC currently coaching staff, all grade levels and all content areas. Coaching has been driven by content area. 1/2 day Learning Labs in selected grade levels in ELAR and Math. 1/2 day Design Days have been a challege due to sub shortage (averaging 1 per year). | Expand knowledge of highly effective learning strategies. | Reviewing effect size of instructional strategies. |
| | | | Implement highly effective instructional strategies. | Opportunities to model/observe/reflect on effective teaching strategies through coaching cycles, and learning walks. |
| | | | | LDC and interventionists offer optional PD high impact instructional strategies one Friday a month. |
| | Skyward Documentation Teacher presented data supporting Tier 1, and tier 2 instruction. PLC conversations around data and design for next steps. Student growth and mastery of standards (Map, mClass, TFAR, formative assessments, STAAR). | Intervention Time Established Process for Referrals; Lack of teacher clarity on Tier 2 instruction in the classroom and student data collection. Intervention Resources (Do the Math, LLI, SIPPS, Emergentree, SIL, Camino al Exit O) Universal Screeners, and district assessments used | Increase clarity around MTSS Clarify and Refine MTSS Process Set clear expectations for MTSS. | Establish MTSS Teams to include academic team, behavioral team, guiding coalition, and leadership team and establish norms. |
| | | | | Create campus schedule for MTSS meetings |
| | | | | Establish a clear process map for referrals to MTSS. |

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|--|---|---|--|---|
| Priority Area Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | Student Learning, Growth and Progress | | | |
| In GISD, instruction, assessment, and intervention are aligned. | | | | |
| 2023-2024 Q1: (Aug - Oct) | | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do? | |
| What? | How to gather? | | Work | Actionable Steps |
| Clarity Around MTSS and Intervention Roles, Purpose and Process | Increased alignment and collaboration with all staff. Number of students referred and exited from Tiers 2 and 3. LDC and interventionist coaching feedback. Teacher and student feedback (confidence and understanding). Administrator walkthroughs and observations. | to identify students who need support and progress monitor. Weekly MTSS Meetings for academics and behavior with interventionist, teacher, administrator, and counselor on a 6 week rotation. 1st - 4th grades implement flex grouping based on common formative assessments. Rotation time varies. | Staff commitment and buy in. Increased clarity around how to design instruction and support students in Tier 2 instruction in the classroom. | Establish Clarity and Direction around MTSS. Clearly define the role of the interventionists, and instruction at each Tier during PD (Aug - Oct). LDC and Interventionist provide instructional coaching, modeling and feedback in Tier 1 and Tier 2 instruction. During PLC, DEW and team planning, the teacher team uses ES to develop potential intervention strategies for each targeted group |
| Clarity on the purpose of gathering data through common assessment | Teacher designed common assessments PLC agendas and discussions Student referrals to intervention, and flex grouping design | Assessments are given; however, there is not always a response to data analysis to ensure learning of EIS 50% give common summative assessments on Units. CFAS have not been designed for every grade and every unit. Teachers give required district assessments, and have choice on TFAR. Teachers lack clarity on how this data may best be used to monitor student progress. LDC collects and organizes student data for teachers. Interventionists discuss student progress with teams after BOY, MOY and EOY assessment. | Create clarity on district assessment administration, purpose, and how to use the data. Develop understanding on design, purpose and analysis of common assessments. Develop plan for collecting, and analyzing student progress with data at the classroom and campus level. Analyze data to monitor student progress over the year for ALL students. Analyze data to determine intervention/extension on a unit to unit bases, using high leverage strategies. | Facilitate PD opportunities (August, Sept) to provide clarity on assessment including district assessments, common and formative assessments (assessments available, purpose, and how to use the data). Facilitate campus data meetings at BOY, and quarterly during professional learning, design days, and during team meetings. Increase teacher clarity on MOY and EOY learning targets in reading and math at each grade level. CFAs will be created on design days, during PLCs, and during planning time on a unit by unit basis. After assessment, the team will collaboratively analyze assessment results. |
| 2023-2024 Q2: (Nov - Jan) | | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? | |
| What? | How to gather? | | Work | Actionable Steps |
| Establishing collective commitment to the priority work. | Team Social Contracts Team Commitments PLC Agendas Staff Feedback Walkthroughs Student Data | | Collective commitment established | Intentionality on use of social contract in meetings and PLCs. Celebrate progress and success through weekly communications, and during staff meetings. |
| Agreement on student learning outcomes in each grade level and content area. | "I Can" Statements Posted PLC Evidence All grade levels are designing aligned instruction as evidenced in collaborative planning. Essential Standards will be identified on PLC Agendas and Instructional Design Documents. Classroom walkthroughs and observations | | Identification and understanding of essential standards used to drive instruction. | Facilitate PD opportunities (Jan PD, Design and PLCs) for teachers to unpack TEKS and focus on "I can" success criteria. Quarterly vertical team collaboration to build understanding on essential standards for each Unit design, integration and alignment. ES are used to design instruction, intervention and extension during PLC, design days and |

| How to use this document Click HERE | | | | |
|--|---|---|---|---|
| Priority Area Priority | Student Learning, Growth and Progress | | | |
| Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | In GISD, instruction, assessment, and intervention are aligned. | | | |
| 2023 – 2024 Q1: (Aug – Oct) | | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do? | |
| What? | How to gather? | | Work | Actionable Steps |
| Instructional Team Collaboration and Alignment | Meeting Agendas Effective collaborative team conversation in meetings Student Data (MAP, mClass, common and formative assessment) Teacher feedback Instruction is aligned to GISD Scope and Sequence Agreed upon assessments Intervention and SPED instruction supports classroom learning Teacher clarity on learning goals as evidenced by instruction | | Creating opportunities for teams to learn and design collaboratively. | Schedule regular PLCs and DEW weekly meetings with LDC, Intervention and Administrator support. |
| | | | Expand Action teams to support learning around PLC, Vertical Alignment, Assessment and MTSS. Teams meet monthly. | Regular team planning with support after school, during conference, and on quarterly design days. |
| | | | | Learning opportunities with curriculum coordinators, Learning Labs and 1/2 day design days and on action teams. |
| Instructional Team Effectiveness | Learning Labs Walkthroughs Coaching Cycles PLC agenda and discussion Staff Feedback and participation in learning Student Feedback Student Data (MAP, mClass, common and formative assessment data) | | Expand knowledge of highly effective learning strategies. | Support ongoing learning and implementation of high impact instructional strategies during PLC, coaching, PL, DEW, and action teams. |
| | | | Implement highly effective instructional strategies. | Opportunities to model/observe/reflect on effective teaching strategies through coaching cycles, and learning walks. |
| | | | Implement plan for frequency and duration for Tier 2 Interventions | LDC and interventionists offer optional PD high impact instructional strategies one Friday a month. |
| | | | | Communicate a high impact strategy of the week through campus leadership weekly newsletter, and through PLC meetings. |
| Clarity Around MTSS and Intervention Roles, Purpose and Process | Skyward Documentation Teacher presented data supporting Tier 1, and tier 2 instruction. PLC conversations around data and design for next steps. Student growth and mastery of standards (Map, mClass, TFAR, formative assessments, STAAR). Increased alignment and collaboration with all staff. Number of students referred and exited from Tiers 2 and 3. LDC and interventionist coaching feedback. Teacher and student feedback (confidence and understanding). Administrator walkthroughs and observations. | | Increase clarity around MTSS Clarify and Refine MTSS Process Set clear expectations for MTSS. Staff commitment and buy in. Increased clarity around how to design instruction and support students in Tier 2 instruction in the classroom. Implement plan for frequency and duration for Tier 2 Interventions Monitor progress of students receiving supplemental supports. | Establish MTSS Teams to include academic team, behavioral team, guiding coalition, and leadership team and establish purpose. |
| | | | | Weekly MTSS meetings established, agenda driven and attended by team. ; Meeting documentation including data is prefilled by teacher, and includes T2 instructional |
| | | | | LDC and Interventionist provide instructional coaching, modeling and feedback in Tier 1 and Tier 2 instruction. |
| | | | | During PLC, DEW and team planning, the teacher team uses ES to develop potential intervention strategies for each targeted group and shares resources. |
| | | | | Teacher teams analyze data from CFAs, discussing student concerns, determining who will provide interventions, and further review the student concerns. |
| | | | | Maverick Academy after school, and before school tutoring will provide supplemental interventions to Tier 2 students before and |

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|---|---|--|--|--|
| Priority Area Priority | Student Learning, Growth and Progress | | | |
| Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | In GISD, instruction, assessment, and intervention are aligned. | | | |
| 2023–2024 Q1: (Aug – Oct) | | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do? | |
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| Clarity on the purpose of gathering data through common assessment | Teacher designed common assessments PLC agendas and discussions Student referrals to intervention, and flex grouping design | | Create clarity on district assessment administration, purpose, and how to use the data. Develop understanding on design, purpose and analysis of common assessments. Develop plan for collecting, and analyzing student progress with data at the classroom and campus level. Analyze data to monitor student progress over the year for ALL students. Analyze data to determine intervention/extension on a unit to unit bases, using high leverage strategies. | Facilitate quarterly campus data meetings during professional learning, design days, and during team meetings. Increase teacher clarity on MOY and EOY learning targets in reading and math at each grade level. CFAs will be created on design days, during PLCs, and during planning time on a unit by unit basis. After assessment, the team will collaboratively analyze assessment results. |
| 2023–2024 Q3: (Feb – Apr) | | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? | |
| What? | How to gather? | | Work | Actionable Steps |
| Establishing collective commitment to the priority work. | Team Social Contracts Team Commitments PLC Agendas Staff Feedback Walkthroughs Student Data | | Collective commitment established | Intentionality on use of social contract in meetings and PLCs. Celebrate progress and success through weekly communications, and during staff meetings. |
| Agreement on student learning outcomes in each grade level and content area. | "I Can" Statements Posted PLC Evidence All grade levels are designing aligned instruction as evidenced in collaborative planning. Essential Standards will be identified on PLC Agendas and Instructional Design Documents. Classroom walkthroughs and observations | | Identification and understanding of essential standards used to drive instruction. | Facilitate PD opportunities (PD, Design and PLCs) for teachers to unpack TEKS and focus on "I can" success criteria. Quarterly vertical team collaboration to build understanding on essential standards for each Unit design, integration and alignment. ES are used to design instruction, intervention and extension during PLC, design days and team planning. |
| Instructional Team Collaboration and Alignment | Meeting Agendas Effective collaborative team conversation in meetings Student Data (MAP, mClass, common and formative assessment) Teacher feedback Instruction is aligned to GISD Scope and Sequence Agreed upon assessments Intervention and SPED instruction supports classroom learning Teacher clarity on learning goals as evidenced by instructional materials | | Creating opportunities for teams to learn and design collaboratively. | Schedule regular PLCs and DEW weekly meetings with LDC, Intervention and Administrator support. |
| | | | Expand Action teams to support learning around PLC, Vertical Alignment, Assessment and MTSS. Teams will meet monthly. | Regular team planning with support after school, during conference, and on monthly design days. Learning opportunities with curriculum coordinators, Learning Labs and 1/2 day design days and on action teams. |

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| Priority Area Priority | Student Learning, Growth and Progress | | | |
| Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | In GISD, instruction, assessment, and intervention are aligned. | | | |
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| | | | | LDC and Interventionist provide instructional coaching, modeling and feedback in Tier 1 and Tier 2 instruction. |
| | | | | During PLC, DEW and team planning, the teacher team uses ES to develop potential intervention strategies for each targeted group and shares resources. |
| | | | | Teacher teams analyze data from OFAS, discussing student concerns, determining who will provide interventions, and further review the student progress. |
| | | | | Maverick Academy after school, and before school tutoring will provide supplemental interventions to Tier 2 students before and after school in reading and math. |
| Clarity on the purpose of gathering data through common assessment | Teacher designed common assessments PLC agendas and discussions Student referrals to intervention, and flex grouping design | | Create clarity on district assessment administration, purpose, and how to use the data. Develop understanding on design, purpose and analysis of common assessments. Develop plan for collecting, and analyzing student progress with data at the classroom and campus level. Analyze data to monitor student progress | Facilitate quarterly campus data meetings during professional learning, design days, and during team meetings. |
| | | | | Increase teacher clarity on EOY learning targets in reading and math at each grade level. |
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| | | | Analyze data to monitor student progress over the year for ALL students. Analyze data to determine intervention/extension on a unit to unit bases, using high leverage strategies. | CFAs will be created on design days, during PLCs, and during planning time on a unit by unit basis. After assessment, the team will collaboratively analyze assessment results. |
| 2023-2024 Q4: (May- July) | | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? | |
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| Agreement on student learning outcomes in each grade level and content area. | "I Can" Statements Posted PLC Evidence All grade levels are designing aligned instruction as evidenced in collaborative planning. Essential Standards will be identified on PLC Agendas and Instructional Design Documents. Classroom walkthroughs and observations | | Identification and understanding of essential standards used to drive instruction. | Provide summer vertical team collaboration opportunities to continue to build understanding and alignment on essential standards for each Unit design, intervention and extension during PLC, design days and team planning. |
| Instructional Team Collaboration and Alignment | Meeting Agendas Effective collaborative team conversation in meetings Student Data (MAP, mClass, common and formative ass Teacher feedback Instruction is aligned to GISD Scope and Sequence Agreed upon assessments Intervention and SPED instruction supports classroom le Teacher clarity on learning goals as evidenced by instru | | Creating opportunities for teams to learn and design collaboratively. | Schedule regular PLCs and DEW weekly meetings with LDC, Intervention and Administrator support. |
| | | | Expand Action teams to support learning around PLC, Vertical Alignment, Assessment and MTSS. Teams will meet monthly. | Regular team planning with support after school, during conference, and on quarterly design days. |
| | | | | Continued collaboration opportunities offered during the summer. |
| | Learning Labs Walkthroughs | | Expand knowledge of highly effective learning strategies. | Support ongoing learning and implementation of high impact instructional strategies during PLC, coaching, PL, DEW, and action teams, and summer learning. |

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|--|---|---|--|---|
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| Priority | | | | |
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Mitchell ES

| | Early Literacy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 28% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 28% | COVID | 32% (29%) | 36% (37%) | | 40% (29%) | | | 45% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | - | 15% | 47% | - | - | - | - | 14% | 21% | - | 13% | 31% | 8% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | - | 20% (26%) | 50% (37%) | - | - | - | - | 19% (18%) | 26% (16%) | - | 18% (10%) | 36% (29%) | 12% (-) |
| | 2022 | - | 27% (38%) | 53% (44%) | - | - | - | - | 26% (15%) | 33% (30%) | - | 24% (44%) | 41% N/A | 18% (37%) |
| | 2023 | - | 35% (20%) | 56.% (42%) | - | - (100%) | - | - (40%) | 35% (18%) | 41% (20%) | - | 34% (32%) | 47% N/A | 28.% (29%) |
| | 2024 | - | 47% | 59% | - | - | - | - | 47% | 51% | - | 46% | 55% | 42% |
| | 2025 | - | 63% | 63% | - | - | - | - | 63% | 63% | - | 63% | 63% | 63% |

| | Early Numeracy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|---|------------------|---------------|-----------|-----------------|----------|------------------|-------------------|------------|--------------|---------------------|-----------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 24% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | | 2025 (Target) | | | |
| 24% | COVID | 28% (14%) | 32% (15%) | | 38% (23%) | | | 44% | | | 51% | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | - | 21% | 28% | - | - | - | - | 14% | 15% | - | 16% | 26% | 8% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | - | 26% (12%) | 33% (18%) | - | - | - | - | 19% (0%) | 20% (5%) | - | 21% (10%) | 31% (14%) | 12% (-) |
| | 2022 | - | 33% (9%) | 39% (25%) | - | - | - | - | 26% (7%) | 27% (6%) | - | 28.% (8%) | 37% N/A | 18% (15%) |
| | 2023 | - (11%) | 41% (19%) | 46% (27%) | - | - (100%) | - | - (30%) | 35% (19%) | 35% (20%) | - | 36% (17%) | 44% N/A | 28.% (23%) |
| | 2024 | - | 51% | 54% | - | - | - | - | 47% | 47% | - | 48% | 53% | 42% |
| | 2025 | - | 63% | 63% | - | - | - | - | 63% | 63% | - | 63% | 63% | 63% |

Georgetown Independent School District

Purl Elementary School

2023-2024 Campus Improvement Plan



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| School Context and Organization | 10 |
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| Priority Problem Statements | 12 |
| Goals | 13 |
| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 14 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 20 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 26 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 28 |
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Based on the Campus Needs Assessment (Faculty, Staff, SBDM) Annie Purl will be focusing on the following:

1. Student Character Development through maximizing Capturing Kids Hearts and Emergent Tree structures. The Learner profile will guide our development of student owned and initiated portfolios.
2. Instructional focus will continue to maintain strong TEKS based instruction specifically Literacy and Numeracy. Annie Purl will maximize instructional time to ensure Essential Intervention Standards for each grade level are taught to mastery for all students.
3. Data driven decision making will determine campus direction in the areas of Literacy, Numeracy, STEAM and Social Emotional Learning & Character development. (to include MAP, Amplify, STAAR, SEL surveys, Parent Surveys)

Demographics

Demographics Summary

Annie Purl Elementary School

1953 Maple Street
Georgetown, TX 78626

School Hours:

7:30 - doors open
7:45 - students in class
7:50 - students marked late (Change from last school year)
10:00 - attendance bell
3:10 - dismissal bell

Grades: PK/ECSE through 5th grade

Mascot: Pumas

School and Student Information

Total Students: 521 (7.31.2023)

Current Enrollment by Race/Ethnicity:

African American 31
Hispanic 370
White 100
American Indian 4
Asian 3
Pacific Islander 3
Two or More Races 12

Current Enrollment by Student Group:

Economically Disadvantaged-342
Special Education-168
English Language Learners-102

Current Campus Class Size:

EE - 8
PK - 42
Kinder - 64
Grade 1 - 76
Grade 2 - 103
Grade 3 - 81
Grade 4 - 81
Grade 5 - 76

Demographics Strengths

Strengths:

- Varied population background (ethnicity, soci-economic, religious)
- Multiple sibling campus
- Highly requested transfer campus
- Strong community & campus involvement
- ILC & Medically Fragile Programs
- ECSE 3 and ECSE 4 Programs
- Dual Language K-5 Program
- Special Education Resource & Inclusion
- Gifted & Talented (English & Spanish BIL)

Student Achievement

Student Achievement Summary

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

See Plan Addendum.

Student Achievement Strengths

Student Achievement from STAAR Early results shows increase of performance in the areas of Reading grades 3 & 4 and Math grade 4.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Need to restructure MTSS adding Essential Intervention Strategies to current flex groupings at all grade levels. **Root Cause:** Challenges to the learning environment that stemmed from the Covid 19 Pandemic effected student growth & academic progress on grade level TEKS.

School Culture and Climate

School Culture and Climate Summary

The teachers, staff and parents at Annie Purl Elementary are very passionate about the children they share. Annie Purl has a long history in the community and has many partnerships with local agencies and faith based organizations that support the students in the community in many ways. The site-based decision making team, campus Leadership Team, and teacher staff review the previous years CIP, MAP, Amplify, SEL & STAAR data, and Accountability results to better assess areas of strength and growth to ensure ongoing student success. The campus teachers select professional learning and growth goals to further strengthen their instructional capacity to serve the students at Annie Purl Elementary. Our campus believes in the School - Home partnership and works to ensure many family engagement opportunities for the community we serve.

School Culture and Climate Strengths

Strengths:

- Respectful, collegial environment
- Collaborative teaming
- Family Involvement activities & events
- PALS mentoring
- Community "Reading Buddies"
- Collegial collaboration & staff meetings
- Professional Learning Community (PLC) time embedded in weekly schedule
- Teacher & Staff are routinely celebrated

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Campus needs consistent structured systems and strategies to support student & teacher social engagement, relationship building & affirmations with fidelity across the campus. (These practices should reflect Capturing Kids Hearts and Emergent Tree design) **Root Cause:** Quarantine and disrupted school schedules since March 2020 has created a campus disconnect to previous expectations and procedures around safe, respectful and responsible behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

GISD has a longstanding reputation as a desirable district for employment. Likewise, Annie Purl Elementary has an outstanding reputation for longevity of teacher service to the campus. The veteran teachers maintain a positive and supportive role in mentoring and nurturing new teacher growth on the campus. This provides a great environment for learning and growing as a professional educator.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Highly qualified teaching staff
- Paraprofessional support in high need areas: DL, ILC, Sped, ECSE, PE
- Collaborative teaming
- Professional Learning Community (PLC) time embedded in weekly schedule
- Campus Learning Design Coach
- Embedded (in class modeling) Professional Development throughout the year
- New to Purl Cohort
- New Teacher Academy

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Need for structure campus Induction Program for new teachers to the profession. **Root Cause:** Current state of education having a short supply of certified teachers for hiring; more Alternativley certified and new to profession hires.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Annie Purl follows the GISD scope and sequence documents to ensure a Guaranteed Viable Curriculum. We will continue to maximize instructional resources to increase student performance in Literacy and Numeracy (IE, Amplify, MAP, STMath, BLS, Everyday Math). We have established the whole campus flex grouping to meet individual student needs at every instructional level. We have embraced the Solution Tree model for T2 intervention in MTSS and will expand the focus on TEKS based identification of Essential Intervention Standards. Annie Purl will continue to grow in the areas of creating & using Formative Assessment / Summative Assessments to inform student instruction at every grade level.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- GVC - GISD structured Scope & Sequence
- Design Days - Data review, TEKS unpacking, Instructional planning
- Weekly PLC - Lesson design & planning
- Curriculum Walks
- Instructional Partnerships - Frost, Village
- Data Review - Common Formative Assessments, Summative Assessments, Amplify, MAP, STMath

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need support developing in the instructional areas of Literacy and Numeracy. **Root Cause:** Change in GISD curriculum & instruction design due to TEA mandates for approved curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

Our School wide Title I program consists of parent and family engagement activities, volunteer opportunities throughout the year, and on-going targeted professional development for staff. Annie Purl has an active PTA and parent volunteer base. We partner with PTA on various campus initiatives and projects; Back to School celebrations, teacher appreciation, student field trips, teacher wish lists and Career Day to highlight a few.

Parent and Community Engagement Strengths

Strengths:

- Campus Compacts
- Bi-Monthly Newsletter
- Title 1 Informational Night for Parents
- Family Nights & Performance Events
- Up to date Campus Website
- Current Social Media Pages (Facebook & Twitter)
- Principal Phone Call-Outs & Emails
- Teacher Emails
- Backpack Buddies
- Parent/Teacher One to One Meetings

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents need increased opportunities for engagement with academic learning, exposure to instructional strategies to strengthen the home to school relationship, and social activities to support student success in learning. **Root Cause:** Challenges providing in person learning opportunities due to lingering health concerns (Covid19) and many adults have challenging work obligations limiting their availability.

School Context and Organization

School Context and Organization Summary

Annie Purl has embraced the Capturing Kids Hearts protocols and Emergent Tree structures to provide a caring, structured, student-centered environment for learning. The staff is focused on a collaborative leadership approach that includes students leadership opportunities. We are Title 1 school that focuses on Family Involvement. We strive to ensure we have a welcoming, engaging campus.

As we seek to individualize learning, Annie Purl has a daily WIN time that meets the individual needs of students (remediation or enrichment) Additionally, student specific Dyslexic, Gifted & Talented, ELL and At-Risk instruction is provided during WIN time. All LEP students' receive instruction through the Dual Language Program with Instruction in both the L1 & L2. Our Title III program supports professional development to assist our ELL learners and funds for language development tutoring.

With a focus on Leadership through the lens of the Learner Profile we host Club day, Career Day, Market Day and a variety of embedded opportunities on a daily basis that include the Puma Safety Patrol, Puma Student Leaders, Discovery Girls, Puma Buddies, and Puma Mentors.

School Context and Organization Strengths

Strengths:

- National Showcase CKH Campus
- Emergent Tree Cohort campus (y2)
- Solution Tree MTSS structure
- Student leadership
- Campus clubs
- Teacher & Staff Committee Leadership

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: More student participation in establishing & organizing and campus protocols to ensure ongoing ownership & success of current systems. **Root Cause:** Response to changing staffing due to reduction of student population and staff retirements / resignations.

Technology

Technology Summary

Annie Purl is one-to-one campus for student and staff technology. Teachers have access to instructional APPs and learning sights for studnet learnig purposes. The staff all have access to the Maker Space for hands on activities with technology (robotics, gaming, digital creatings, 3D printer). We include technology in the ARTS and the general classroom to create and showcase learning through project based learning. Our focus on STEAM has created a deeper connection to technology. Our DLC will be assiting with this ongoing initiative through out the year, specifically as it connects to Science.

Technology Strengths

Strengths:

- Lego Grant Recipiant
- Digital Learning Coach - partnership in planning & training for staff
- One-to-one campus
- Smart boards for instruction
- Science camp 5th grade
- Maker Space
- Career day - connection to technology

Problem Statements Identifying Technology Needs

Problem Statement 1: Need for increased STEAM expreirnces that incorporate technology as it relates to real world and future life application. **Root Cause:** Increased need for future thinking connections for students to maximize CATE courses and learning as they advance in GISD schools.

Priority Problem Statements

Problem Statement 1: Need to restructure MTSS adding Essential Intervention Strategies to current flex groupings at all grade levels.

Root Cause 1: Challenges to the learning environment that stemmed from the Covid 19 Pandemic effected student growth & academic progress on grade level TEKS.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Need for structure campus Induction Program for new teachers to the profession.

Root Cause 2: Current state of education having a short supply of certified teachers for hiring; more Alternativley certified and new to profession hires.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Campus needs consistent structured systems and strategies to support student & teacher social engagement, relationship building & affirmations with fidelity across the campus. (These practices should reflect Capturing Kids Hearts and Emergent Tree design)

Root Cause 3: Quarantine and disrupted school schedules since March 2020 has created a campus disconnect to previous expectations and procedures around safe, respectful and responsible behaviors.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Parents need increased opportunities for engagement with academic learning, exposure to instructional strategies to strengthen the home to school relationship, and social acitivties to support student success in learning.

Root Cause 4: Challenges providing in person learning opportunities due to lingering health concerns (Covid19) and many adults have challenging work obligations limiting their availability.

Problem Statement 4 Areas: Parent and Community Engagement

Goals

Goal 1: Student Learning, Growth and Progress





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

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

High Priority

HB3 Goal

Evaluation Data Sources: See Strategic Change Engine Chart in Addendum

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: See Strategic Change Engine Chart in Addendum Strategy's Expected Result/Impact: Increased student achievement in Reading & Math. Staff Responsible for Monitoring: Administration Guiding Coalition LDC Teacher Teams Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | | Summative |
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Goal 1: Student Learning, Growth and Progress





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Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

High Priority

Evaluation Data Sources: MAP, Mclass, Common Formative Assessments, Student Learner Profile Portfolios, STAAR

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide PLC and Design days for vertical and horizontal instructional planning. Strategy's Expected Result/Impact: Strengthen teacher understanding of the TEKS and capacity to provide impactful grade level instruction. Staff Responsible for Monitoring: Admin LDC Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 Title I, Part A - \$7,500 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Implement a more structured program to develop character competencies utilizing the Learner profile, CKH, Emergent Tree and Counseling Lessons. Strategy's Expected Result/Impact: A more efficient and effective character education program for students and staff. Staff Responsible for Monitoring: Admin Counselor Teachers Staff Title I: 2.5, 2.6 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | | |

Goal 1: Student Learning, Growth and Progress





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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

High Priority

Evaluation Data Sources: Student Learner Profile Portfolios, Student, Teacher & Parent Surveys, MAP, Mclass, Common Formative Assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| Strategy 1: Provide activities/experiences and events for students that build foundational knowledge and skills for real-world application. (PALS, WATT watchers, Clubs Days, Guest presenters, Student leadership, Discovery girls, Safety patrol,) Strategy's Expected Result/Impact: Grow student capacity in leadership, future thinking and real-world skills. Staff Responsible for Monitoring: Admin Counselor Teachers Staff Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I, Part A - \$550 | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Maximize student leadership in designing and implementing campus goals & initiatives. (Student mentors, Puma Student Leadership, Discovery girls, SBDM, Emergent Tree & CKH restorative practices, PUMA pawsitive.) Strategy's Expected Result/Impact: Grow student capacity in leadership, future thinking and real-world skills. Staff Responsible for Monitoring: Admin Counselor Teachers Staff Title I: 2.4, 2.5, 2.6 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

High Priority

Evaluation Data Sources: MAP, Mclass, Common Formative Assessments, Student Learner Profile Portfolios, STAAR

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| Strategy 1: Teachers will collaborate and analyze curriculum & TEKS to ensure alignments, depth of skill, appropriate scaffolding and instructional variety / Universal Design for Learning. (PLC, Design Days, Literacy & Numeracy Labs, Dual Language Workshops) Strategy's Expected Result/Impact: Increased teacher capacity to implement the TEKS based curriculum with fidelity to the grade level expectation Staff Responsible for Monitoring: Admin Learning Design Coach Grade Level Teachers PLC Teams Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 Title I, Part A - \$3,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Student-owned and initiated goal-setting and portfolio artifacts around the student's academic standards and learning profile. Strategy's Expected Result/Impact: Increase student capacity to understand grade level standards and mastery while establish ownership of learning and growth. Staff Responsible for Monitoring: Admin Learning Design Coach Grade Level Teachers PLC Teams Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 211 Title I, Part A - \$3,000 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Goal 2: Student and Staff Well-Being





Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

High Priority

Evaluation Data Sources: Student, Parent & Staff Surveys, increase of student owned behavior & problem solving, decrease office referrals for character interactions.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| <p>Strategy 1: Embrace CKH philosophy, Emergent Tree Strategies and Restorative practices for campus culture building and systems structure.</p> <p>(CKH - four reflective questions, social contract, reflective practices; Emergent Tree - structured campus systems, social skills lessons, reflective practices; Restorative practices - reflective practices, repairing damaged relationships)</p> <p>Strategy's Expected Result/Impact: Create a caring environment based on respectful, responsible and safe behavior from all Pumas (students and staff). Expected impact of increased daily attendance, academic performance, and social emotional wellbeing.</p> <p>Staff Responsible for Monitoring: Admin Teachers Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$1,500</p> | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Provide opportunities / activities for relationship building between students and teachers. (IE. Sock-Hop Dance, Halloween parade, classroom celebrations, performance recognition, birthday recognition, social skills / mentoring, Spring Fling Dance, Family Feud, Field Day, Club days) Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - 211 Title I, Part A - \$500 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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Performance Objective 2: GISD employees find meaning and value in their work.

High Priority

Evaluation Data Sources: Staff surveys, Increased staff longevity on GISD

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Ensure a variety of staff gatherings, fun activities and celebrations. (IE. Staff Luncheons, Team building, Holiday activities, Teacher treats, Teacher Appreciation, Spotlight professional and personal successes) Strategy's Expected Result/Impact: High levels of comradery, team work and desire to at school / work. Staff Responsible for Monitoring: Admin Teachers Staff Title I: 2.6 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Provide relevant teacher training, collaboration, resources and planning opportunity to ensure instructional success. (IE. Lead4Ward, NWEA MAP, Professional Learning based on needs, student & teacher supplies, Instructional materials, Design Days) Strategy's Expected Result/Impact: Increased level of confidence in work ability and expectations. Staff Responsible for Monitoring: Admin LDC District Leadership Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 Title I, Part A - \$3,500 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | | | | |

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Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

High Priority

Evaluation Data Sources: Student, Parent & Staff surveys, increased attendance rates, decrease in negative interpersonal engagements

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| Strategy 1: Provide staff & student education on safety practices in and outside of school, and appropriate steps to take when concerns arise. (IE, Safety drills and routines, Admin assemblies, Restorative Circles, SRO visits) Strategy's Expected Result/Impact: Increase of safe & positive learning environment for students. Decrease student anxiety about school safety. Staff Responsible for Monitoring: Admin Counselor Teachers Staff SRO Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Provide staff & student education on respectful, responsible & safe procedures in and outside of school, and appropriate steps to take when concerns arise. (IE. CKH: Morning Meetings, Emergent Tree: social skills lessons, DBRC, Admin assemblies, Restorative Circles) Strategy's Expected Result/Impact: Increase of safe & positive learning environment for students. Decrease student anxiety about school interactions. Staff Responsible for Monitoring: Admin Counselor LSSP School based Therapist Teachers Staff Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 Title I, Part A - \$700 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

High Priority

Evaluation Data Sources: Teacher & staff surveys (district & campus), Increased staff longevity in GISD

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| Strategy 1: Provide New Teacher Academy and New to Purl Cohort support through campus Buddies, Mentors, resources, training and monthly support meetings. Strategy's Expected Result/Impact: Increase relational connectedness, provide instructional & culture building support to ensure successful acclimation and retention to the Annie Purl & GISD Team. Staff Responsible for Monitoring: Admin Admin Assitant Teachers Staff Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211 Title I, Part A - \$1,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Support accurate information sharing and promotion of GISD vision, mission, programs, practices and celebrations through campus communication avenues. (IE. Social media, Faculty meetings, PTA meetings, newsletters, emails) Strategy's Expected Result/Impact: Provide opportunity for current and potential employees have a positive connection with Annie Purl & GISD. Staff Responsible for Monitoring: Admin Title I: 2.5 Funding Sources: - 211 Title I, Part A - \$1,000 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Recruit & secure contract instructors to support learning in 3rd grade Reading & Math and 5th grade Science Strategy's Expected Result/Impact: Increased performance in content areas as reflected on formative and summative assessments (MAP, mClass, STAAR) Staff Responsible for Monitoring: Contract instructor Principal LDC Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Funding Sources: - 211 Title I, Part A - \$14,500 | Formative | | | Summative |
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Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

High Priority

Evaluation Data Sources: Parent & Staff surveys

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide campus communication in English and Spanish to share campus events, celebrations, parent & family activities, instructional focuses and campus needs. (IE Principal & Teacher emails, newsletters, text reminders, Marquee, Social Media, Flyers, Parent Institute: Parents Make a Difference! newsletter) Strategy's Expected Result/Impact: Increase parent knowledge of campus happenings and connection to school. Staff Responsible for Monitoring: Admin Teachers Staff Title I: 2.5, 2.6, 4.1, 4.2 Funding Sources: - 211 Title I, Part A - \$500 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Use Annie Purl Webpage to provide parents with access to current campus information and resources. (IE. Title 1 information, CIP, Schedules, Contact information, Events) Strategy's Expected Result/Impact: Increase parent knowledge of campus happenings and connection to school. Staff Responsible for Monitoring: Leadership Title I: 2.5, 2.6, 4.1, 4.2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

High Priority

Evaluation Data Sources: Parent & Staff surveys

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| Strategy 1: Maintain collaborative relationships with volunteers, community organizations, other GISD campuses and local businesses to maximize support for student success & campus events. (IE. Eastview PALS, FUMC Reading Buddies, Southwestern University Education Dept, Georgetown Rotary, Watch Dogs, Annie Purl PTA, Community Businesses, Classroom Parents, Field Day) Strategy's Expected Result/Impact: Increase student success through mentoring, tutoring and activity support while growing connections with the GISD community. Staff Responsible for Monitoring: Admin Teachers Staff Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 211 Title I, Part A - \$500 | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Host opportunities for community, parents and campus staff to gather and discuss campus & community needs, review goals & milestones and celebrate successes. (Coffee with Principal, Volunteer reflections & Celebrations, Surveys, Parent Open houses, Student Exhibits) Strategy's Expected Result/Impact: Build relationships with stakeholders. Staff Responsible for Monitoring: Admin Admin Assistant Teachers Title I: 2.5, 2.6, 4.1, 4.2 Funding Sources: - 211 Title I, Part A - \$2,500 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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Goal 4: Community and Connectivity





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Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

High Priority

Evaluation Data Sources: Parent & Community surveys, increased volunteerism

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Host annual Meet the Teacher & Title 1 Campus Information nights. Strategy's Expected Result/Impact: Ensure families understand Title 1 campuses, parents rights, the Family School Compact, grade level instruction and campus programs. Staff Responsible for Monitoring: Admin LDC Campus Interventionists Teachers Staff Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools Funding Sources: - 211 Title I, Part A - \$500 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Schedule and host routine meetings of the SBDM Committee to review and provide input for the CNA, CIP. Strategy's Expected Result/Impact: Opportunity for parents and community to engage with campus improvements at Annie Purl Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Parents will participate in student-centered events throughout the school year to reinforce learning standards, SEL/character growth and Learner Profile connections for all students, parents and campus staff. (IE. Family Math Night, Family Literacy Night, STEAM Night, Family Fitness Night) Strategy's Expected Result/Impact: Parents will feel more connected to student learning, growth and academic expectations. Parent surveys will be given to gauge success & meaningfulness of events. Staff Responsible for Monitoring: Admin Teachers Staff Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Improve low-performing schools Funding Sources: - 211 Title I, Part A - \$4,250 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Campus Funding Summary

| 211 Title I, Part A | | | | | |
|---------------------|-----------|----------|------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | | | \$7,500.00 |
| 1 | 3 | 1 | | | \$550.00 |
| 1 | 4 | 1 | | | \$3,000.00 |
| 1 | 4 | 2 | | | \$3,000.00 |
| 2 | 1 | 1 | | | \$1,500.00 |
| 2 | 1 | 2 | | | \$500.00 |
| 2 | 2 | 2 | | | \$3,500.00 |
| 2 | 3 | 2 | | | \$700.00 |
| 3 | 1 | 1 | | | \$1,000.00 |
| 3 | 1 | 2 | | | \$1,000.00 |
| 3 | 1 | 3 | | | \$14,500.00 |
| 4 | 1 | 1 | | | \$500.00 |
| 4 | 2 | 1 | | | \$500.00 |
| 4 | 2 | 2 | | | \$2,500.00 |
| 4 | 3 | 1 | | | \$500.00 |
| 4 | 3 | 3 | | | \$4,250.00 |
| Sub-Total | | | | | \$45,000.00 |







Addendums

| How to use this document Click HERE | | | |
|---|---|--|---|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | Annie Purl will establish T2 MTSS for all children based on Essential Intervention Standards during WIN | | |
| 2023-2024 Q1: (Aug - Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Design & delivery of aligned grade level instruction to the TEKS | Planning documents will show the grade level TEKS standards following the GISD Units of Study Classroom walkthrough & observations will provide evidence of delivery of aligned instruction | Teachers and LDC have planned together during the Summer grade level PLC, and have prepared instructional plans and resources for the first quarter. | Create PLC time to continue T2 MTSS learning and work for teachers / staff. |
| Essential Intervention Standards identified for each grade level | ES will be documented in the TEAM instructional planning document | ES were identified by grade level teams during the summer PLC for the first quarter. | Teachers will need to identify the ES by grade level and content (R&M) for the remaining instructional quarters. |
| Common Formative Assessments created and given based on EIS | CFAs will be documented in the TEAM instructional planning document CFA administration will be observed during walkthroughs | CFAs were created by grade level teams during the summer PLC for the first quarter. | Teachers will need to create CFAs based on the ES by grade level and content (R&M) for the remaining instructional quarters. |
| CFA data used to create Flex Groups for TIER 2 intervention | Flex groups will be created during collaboration time (PLC, Common Planning, Team Design Days) | Flex groups not yet created. Will be established the 4th week of the first quarter. | Set date to begin Flex Groups during WIN based on the first EIS formative assessments. |
| 2023-2024 Q2: (Nov - Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Reflection on the effective use of CFA data for instruction (EIS based) AND continue process | Agenda's PLC, Design Days, Funds for Subs; Data gathering and reflection for Tier 2 and Workshop Actual Outcomes - Student learning outcomes data, student progress portfolios, project based synthesis/artifacts | | |
| Reflect on Flex groupings / TIER 2 focus on ES for critiques of process, design, focus, & if we attained desired learning results | Performance data of Essential Intervention Standards, Rotations are structured and fluid, Maximize WIN and Workshop models. Ensure focus on the Entire spectrum of student learning (if they don't get it OR if they do get it) Walk throughs / Observations Actual Outcomes - Student learning outcomes data, student progress portfolios, project based synthesis/artifacts | | |
| | | | |
| 2023-2024 Q3: (Feb - April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| CFAs used with fidelity in R&M for all grades & Science for 5th grade | Agenda's PLC, Design Days, Funds for Subs; Data gathering and reflection for Tier 2 and Workshop Actual Outcomes - Student learning outcomes data, student progress portfolios, project based synthesis/artifacts | | |

| | | | |
|---|---|--|--|
| Flex groups are teacher designed / assigned | Performance data of Essential Intervention Standards, Rotations are structured and fluid, Maximize WIN and Workshop models. Ensure focus on the Entire spectrum of student learning (if they don't get it OR if they do get it) Walk throughs / Observations Actual Outcomes – Student learning outcomes data, student progress portfolios, project based synthesis/artifacts | | |
| | | | |
| 2023-2024 Q4: (May - July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Student presentations of Learning based on EIS | Invitation to Curriculum Expo, student portfolios, CFA data charts & graphs | | |
| | | | |
| | | | |
| | | | |

Average Score and Performance Distribution, by Assessment: ANNIE PURL EL, 2022-2023

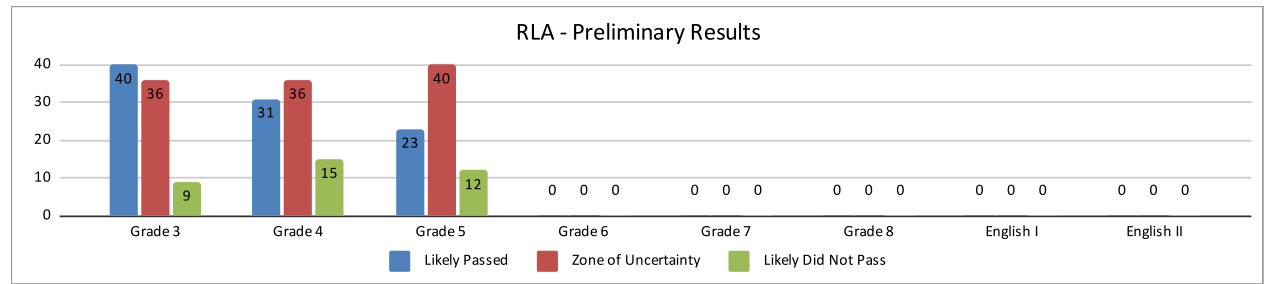
Filtered By **Rosters:** All Roster | **Test Administrations:** All Test Administrations |

| Assessment Name | Program | Test Grade | Test Administration | Student Count | Average Score | Performance Distribution | Date Last Taken |
|---------------------|---------|------------|---------------------|---------------|---------------|--|-----------------|
| TELPAS Grade 1 | TELPAS | 1 | TELPAS 2023 | 29 | n/a |  <p>Percent Count 10% 3 69% 20 17% 5 3% 1</p> | 03/28/2023 |
| TELPAS Kindergarten | TELPAS | KG | TELPAS 2023 | 27 | n/a |  <p>Percent Count 59% 16 41% 11</p> | 03/28/2023 |
| TELPAS Grade 4 | TELPAS | 4 | TELPAS 2023 | 35 | n/a |  <p>Percent Count 11% 4 46% 16 26% 9 17% 6</p> | 03/08/2023 |
| TELPAS Grade 5 | TELPAS | 5 | TELPAS 2023 | 25 | n/a |  <p>Percent Count 16% 4 44% 11 40% 10</p> | 02/27/2023 |
| TELPAS Grade 2 | TELPAS | 2 | TELPAS 2023 | 32 | n/a |  <p>Percent Count 31% 10 53% 17 13% 4 3% 1</p> | 02/27/2023 |
| TELPAS Grade 3 | TELPAS | 3 | TELPAS 2023 | 31 | n/a |  <p>Percent Count 13% 4 39% 12 26% 8 23% 7</p> | 02/23/2023 |

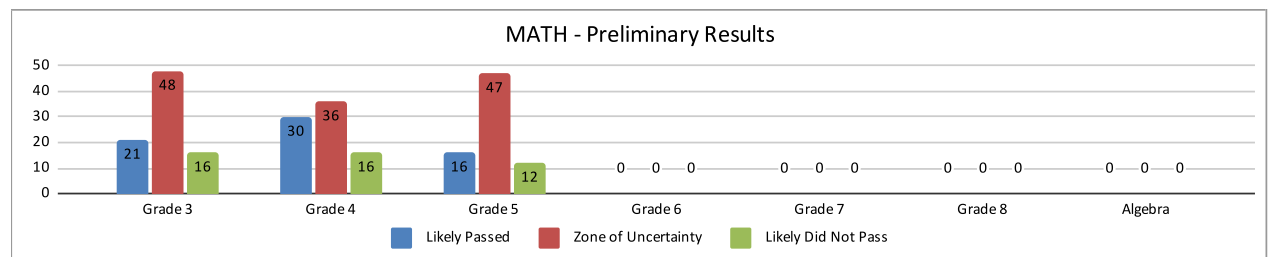
| | Number of students with chronic absenteeism (10 or more absences in a 6-month period) in SY 21-22 | Number of students with chronic absenteeism (10 or more absences in a 6-month period) in SY 22-23 | Percent Change | 21-22 Average Daily Attendance | 22-23 Average Daily Attendance | Percent Change |
|------|---|---|----------------|--------------------------------|--------------------------------|----------------|
| Purl | 128 | 79 | -38.28125 | 91.03 | 93.3 | 2.493683401 |

2023 STAAR Early Results

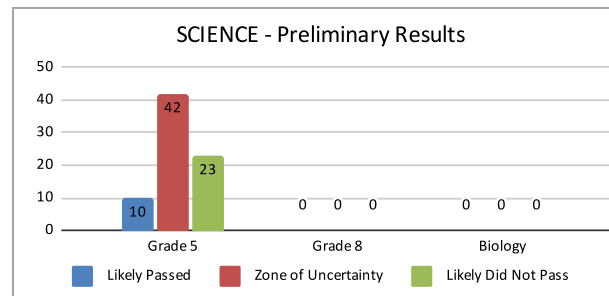
| RLA | # Tested | Likely Passed | Zone of Uncertainty | Likely Did Not Pass |
|------------|----------|---------------|---------------------|---------------------|
| Grade 3 | 85 | 40 | 36 | 9 |
| Grade 4 | 82 | 31 | 36 | 15 |
| Grade 5 | 75 | 23 | 40 | 12 |
| Grade 6 | 0 | 0 | 0 | 0 |
| Grade 7 | 0 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 0 | 0 |
| English I | 0 | 0 | 0 | 0 |
| English II | 0 | 0 | 0 | 0 |



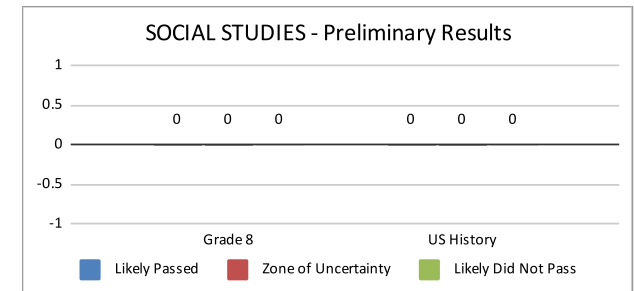
| MATH | # Tested | Likely Passed | Zone of Uncertainty | Likely Did Not Pass |
|---------|----------|---------------|---------------------|---------------------|
| Grade 3 | 85 | 21 | 48 | 16 |
| Grade 4 | 82 | 30 | 36 | 16 |
| Grade 5 | 75 | 16 | 47 | 12 |
| Grade 6 | 0 | 0 | 0 | 0 |
| Grade 7 | 0 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 0 | 0 |
| Algebra | 0 | 0 | 0 | 0 |



| SCIENCE | # Tested | Likely Passed | Zone of Uncertainty | Likely Did Not Pass |
|---------|----------|---------------|---------------------|---------------------|
| Grade 5 | 75 | 10 | 42 | 23 |
| Grade 8 | 0 | 0 | 0 | 0 |
| Biology | 0 | 0 | 0 | 0 |

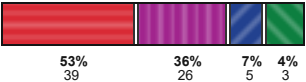
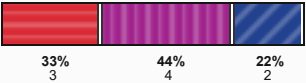
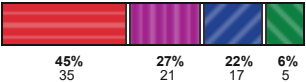
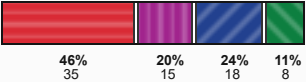
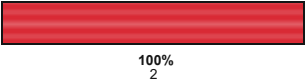
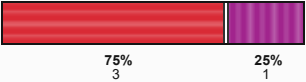


| SOCIAL STUDIES | # Tested | Likely Passed | Zone of Uncertainty | Likely Did Not Pass |
|----------------|----------|---------------|---------------------|---------------------|
| Grade 8 | 0 | 0 | 0 | 0 |
| US History | 0 | 0 | 0 | 0 |









Average Score and Performance Distribution, by Assessment: ANNIE PURL EL, 2022-2023

Filtered By **Rosters:** All Roster | **Test Administrations:** All Test Administrations |

| Assessment Name | Program | Test Grade | Test Administration | Student Count | Average Score | Performance Distribution | Date Last Taken |
|---|-----------------|------------|---------------------------|---------------|---------------|--|-----------------|
| Spring 2023 STAAR Grade 5 Reading Language Arts Online Form | STAAR Summative | 5 | STAAR 3-8 Spring 2023 RLA | 73 | 1450 |  <p>Percent Count</p> <p>53% 39 36% 26 7% 5 4% 3</p> | 04/28/2023 |
| Spring 2023 STAAR Spanish Grade 3 Reading Language Arts Online Form | STAAR Summative | 3 | STAAR 3-8 Spring 2023 RLA | 9 | 1333 |  <p>Percent Count</p> <p>33% 3 44% 4 22% 2</p> | 04/27/2023 |
| Spring 2023 STAAR Grade 4 Reading Language Arts Online Form | STAAR Summative | 4 | STAAR 3-8 Spring 2023 RLA | 78 | 1462 |  <p>Percent Count</p> <p>45% 35 27% 21 22% 17 6% 5</p> | 04/20/2023 |
| Spring 2023 STAAR Grade 3 Reading Language Arts Online Form | STAAR Summative | 3 | STAAR 3-8 Spring 2023 RLA | 76 | 1383 |  <p>Percent Count</p> <p>46% 35 20% 15 24% 18 11% 8</p> | 04/19/2023 |
| Spring 2023 STAAR Spanish Grade 5 Reading Language Arts Online Form | STAAR Summative | 5 | STAAR 3-8 Spring 2023 RLA | 2 | 1371 |  <p>Percent Count</p> <p>100% 2</p> | 04/18/2023 |
| Spring 2023 STAAR Spanish Grade 4 Reading Language Arts Online Form | STAAR Summative | 4 | STAAR 3-8 Spring 2023 RLA | 4 | 1311 |  <p>Percent Count</p> <p>75% 3 25% 1</p> | 04/18/2023 |

Average Score and Performance Distribution, by Assessment: ANNIE PURL EL, 2022-2023

Filtered By **Rosters:** All Roster | **Test Administrations:** All Test Administrations |

| Assessment Name | Program | Test Grade | Test Administration | Student Count | Average Score | Performance Distribution | Date Last Taken |
|--|-----------------|------------|----------------------------|---------------|---------------|---|-----------------|
| Spring 2023 STAAR Grade 4 Mathematics Online Form | STAAR Summative | 4 | STAAR 3-8 Spring 2023 Math | 78 | 1490 |  <p>Percent Count</p> <p>51% 40 18% 14 22% 17 9% 7</p> | 05/08/2023 |
| Spring 2023 STAAR Grade 3 Mathematics Online and ASL Forms | STAAR Summative | 3 | STAAR 3-8 Spring 2023 Math | 82 | 1368 |  <p>Percent Count</p> <p>54% 44 28% 23 11% 9 7% 6</p> | 05/04/2023 |
| Spring 2023 STAAR Grade 5 Mathematics Online Form | STAAR Summative | 5 | STAAR 3-8 Spring 2023 Math | 73 | 1506 |  <p>Percent Count</p> <p>64% 47 22% 16 10% 7 4% 3</p> | 05/04/2023 |
| Spring 2023 STAAR Spanish Grade 5 Mathematics Online Form | STAAR Summative | 5 | STAAR 3-8 Spring 2023 Math | 2 | 1446 |  <p>Percent Count</p> <p>50% 1 50% 1</p> | 05/02/2023 |
| Spring 2023 STAAR Spanish Grade 4 Mathematics Online Form | STAAR Summative | 4 | STAAR 3-8 Spring 2023 Math | 4 | 1419 |  <p>Percent Count</p> <p>75% 3 25% 1</p> | 05/02/2023 |
| Spring 2023 STAAR Spanish Grade 3 Mathematics Online Form | STAAR Summative | 3 | STAAR 3-8 Spring 2023 Math | 3 | 1352 |  <p>Percent Count</p> <p>67% 2 33% 1</p> | 05/02/2023 |

Performance Distribution, By Program: ANNIE PURL EL, 2022-2023

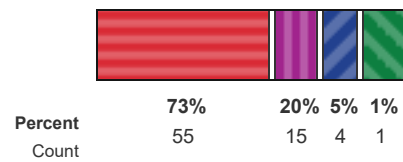
Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Science

Grades Tested: 5

Tests Taken: 75

Date Last Taken: 05/03/2023



Purl ES

| | Early Literacy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 32% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 32% | COVID | 35% (17%) | 39% (36%) | | 42% (33%) | | | 46% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | 22% | 25% | 65% | - | - | - | - | 29% | 22% | 0% | 20% | 32% | 32% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 27% (-) | 30% (9%) | 66% (42%) | - | - | - | - | 34% (0%) | 27% (3%) | 2% (0%) | 25% (3%) | 37% (17%) | 37% (-) |
| | 2022 | 34% (-) | 36% (33%) | 67% (56%) | - | - | - | - | 40% (9%) | 34% (25%) | 5% (100%) | 32% (23%) | 42% (-) | 42% (36%) |
| | 2023 | 41% (20%) | 44% (27%) | 68% (54%) | - | - (100%) | - | - (100%) | 46% (8%) | 41% (25%) | 12% (50%) | 40% (32%) | 48% N/A | 48% (33%) |
| | 2024 | 51% | 52% | 69% | - | - | - | - | 54% | 51% | 28% | 50% | 55% | 55% |
| | 2025 | 63% | 63% | 70% | - | - | - | - | 63% | 63% | 63% | 63% | 63% | 63% |

| | Early Numeracy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|---|------------------|---------------|-----------|-----------------|-------|------------------|-------------------|------------|---------------|---------------------|-----------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 23% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 23% | COVID | 27% (8%) | 32% (11%) | | 37% (16%) | | | 43% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | 0% | 14% | 71% | - | - | - | - | 43% | 10% | 0% | 10% | 24% | 21% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | 2% (-) | 19% (2%) | 72% (26%) | - | - | - | - | 46% (0%) | 14% (3%) | 2% (0%) | 14% (3%) | 29.% (8%) | 26% (-) |
| | 2022 | 5% (-) | 26% (9%) | 73% (20%) | - | - | - | - | 50% (4%) | 21% (6%) | 5% N/A | 21% (9%) | 35% N/A | 33% (11%) |
| | 2023 | 12% N/A | 35% (11%) | 74% (43%) | - | - | - | - | 54% (4%) | 30% (9%) | 12% (40%) | 30% (14%) | 43% N/A | 41% (16%) |
| | 2024 | 28% | 47% | 75% | - | - | - | - | 58% | 44% | 28% | 44% | 52% | 51% |
| | 2025 | 63% | 63% | 76% | - | - | - | - | 63% | 63% | 63% | 63% | 63% | 63% |

Georgetown Independent School District

Richarte High School

2023-2024 Campus Improvement Plan

Accountability Rating: A



Mission Statement

The Mission of Richarte High School is to Advance, Accelerate, Amplify and Customize learning by building on every student's potential everyday in a caring, safe environment.

Richarte High School is the accelerated academic alternative school of choice for Georgetown Independent School District (GISD). Students apply and if accepted, attend Richarte for a variety of reasons to personalize their educational experience.

Students at RHS are able to: accelerate their educational experience and graduate early, recover credits and graduate, have a flexible schedule, individualize their learning and scheduling options.

Vision

GISD Vision

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

GISD Mission Inspiring and empowering every learner to lead, grow, and serve.

Our role is to connect our student's passion with their education, and we believe in GISD's mission and vision of Inspire, Empower, Lead, Grow and Serve.

Value Statement

GISD Learner Profile

A 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.

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| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 16 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 22 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 26 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 28 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Richarte High School is the academic, alternative high school of choice for GISD. Students that apply to attend Richarte pursue an accelerated or specific course of study that is individualized to meet specific goals for graduation. Richarte is registered as a state-accredited alternative school of choice with the Texas Education Agency (TEA). It is not a disciplinary campus, and students are not placed by any other agency or school. RHS serves students in grades 10 - 12 (primarily focusing on Seniors and then Juniors who are needing to graduate on time or ahead, or who may be At Risk for not graduating). Students are pursuing various graduation plans, completing their graduation requirements under the Foundation, Recommended and Distinguished Plans. Richarte HS does not offer a GED program.

Richarte tries to keep enrollment at 100 students or less in order to maintain and foster a close collegial relationship between students and staff. We anticipate approximately 100 students to be enrolled as of 08/17/2023. Over the last 5 years, Richarte's graduation has gone from 38 students in the 17-18 school year to 110 students for the 2022-2023 school year. Richarte, served over 200 students for the 2022-2023 school year.

Of students served to date, 66% are identified "at-risk" as defined in Texas Education Code §29.081(d), and approx 39% are economically disadvantaged. Current student demographics are 4.3% African American, 50% Hispanic, 43.6% White, 1.1% Two or More Races, and 2.1% of students are identified as Homeless according to the indicators set by the McKinney-Vento Act. The mobility rate for the campus was 66.4%, indicating that more than half of the students at Richarte were not enrolled for six or more weeks during the school year.

Demographics Strengths

- Overall, more students are completing course and testing requirements as "fourth-year seniors" to meet graduation requirements, thus increasing the graduation rate for their cohort.
- Richarte recovers a significant number of students who have dropped out from other high schools and who are earning a diploma.
- The dropout rate has decreased.
- Our campus creates an environment where diversity is accepted and celebrated.
- Richarte students are learning through individualized, customized and differentiated instructional methodologies.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend. **Root Cause:** Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Student Achievement

Student Achievement Summary

We support a balance of assessments, including high quality effective classroom formative and summative assessment, as well as project based learning opportunities. Teachers emphasize useful feedback on student performance that is embedded into everyday learning. Hispanic, Eco-Disadvantaged, English Language Learner sub-group populations, expository and persuasive writing, content vocabulary, and learning gaps have been identified as areas of concern for state assessments. Graduation rate and completion rate are strengths for our school. In addition, small numbers of students tested, along with rising passing rates on state exams are a challenge for students who are already at risk. Students in the cohort groups for 2015 and beyond have taken the State of Texas Assessments of Academic Readiness (STAAR™) which consists of five end-of-course (EOC) assessments: Algebra I, Biology, English I, English II, and U.S. History.

Richarte High School has received an overall rating of "A" under the Texas accountability system.

Student Achievement Strengths

- Student performance has steadily increased.
- Richarte High School achieved an accountability rating of A from the 2022-2023 school year.
- Most Richarte students already come to us having taken STAAR with the exception of US History. Because Richarte does not have Freshmen and very limited Sophomores, students taking STAAR are generally taking retests in ELA and Math rather than taking STAAR for the first time. RHS students do very well on any retests and the IGC process is minimal if needed at all.
- 2022-2023 scores are not available yet due to state testing changes for 2023.
- More importantly, student achievement is acknowledged by many of the students themselves who celebrate and are proud of their successes (often for the first time ever in regard to STAAR testing). Comments from students on how proud they are of their achievements is often shared by students, parents and staff.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

The focus on building positive student relationships and on student learning is foremost. Within this climate, students feel respected and parents feel welcome. Expectations are clearly and overtly expressed by actions, intent, and signage. Campus leaders cultivate supportive teaching practices, such as constructive feedback and encouragement for positive risk taking, academic challenge, individual attention, and opportunities to demonstrate knowledge and skills in a variety of ways. Critical thinking skills, reflective thought, and clear communication are encouraged; solving problems in creative, non-violent ways the norm – all stakeholders collaboratively working towards a common goal.

Values

Positive student and teacher relationships

Individualized instruction and planning

Teamwork and collegiality

Beliefs

We believe students should be involved, have input in and have some level of control of their educational experience.

We believe that each student deserves a chance to succeed and shine in their own individual way.

We believe in making a difference, and in being the difference in people's lives.

Equity-Opportunity and Equal Access

We believe all stakeholders at Richarte are provided the most inclusive learning environment that provides opportunities for growth and development on all levels. This belief is woven into our everyday interactions and bound by our support of the District Vision and Mission statement.

School Culture and Climate Strengths

- Teacher appreciation of the opportunity to collaborate and have input

- Vast majority of students find their teachers approachable
- Zero cases involving violence and/or bullying
- Students and teachers express an overall sense of physical safety
- Positive student perceptions related to teacher/administrator availability
- Parents feel positive about school safety and cultural sensitivity
- A broad array of student support services are available once the student need is identified/observed
- Students in general feel comfortable accessing and communicating with the adults on the campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Strengthen ability to communicate in timely way with parents using campus websites and all technology and social media. **Root Cause:** Parents have less access to information or ways to be involved because of the lack of student events as compared to a traditional high school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Richarte has nine classroom teachers. Support staff includes two administrators, one part time counselor, one secretary, one registrar/attendance clerk and one receptionist. Richarte is also supported by counselors from GHS as well as technology facilitators. Richarte adheres to GISD's Code of Conduct, curriculum guidelines, and training/policy updates.

Teachers often report on the positive experience of working at Richarte and especially with RHS students. Our students and their successes, and the work we do are all points of pride for us.

Staff Quality, Recruitment, and Retention Strengths

- All teachers are highly qualified.
- All teachers are certified to teach in more than one subject area.
- All teachers participate in a variety of additional activities during seminar time as well as other times to increase learning opportunities for students.
- Very low staff turn-over.
- Very positive culture and climate
- Share leadership and responsibilities
- Caring staff and leadership.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and instruction are closely aligned. Data that are monitored and analyzed include successful demonstration of competencies, course completion, graduation rates, and state assessment results. Curriculum and instruction are continually revised based on the academic needs of our students to allow flexibility for individual learning styles, use of supportive technologies, inquiry, high order thinking skills, ongoing development of project based and interdisciplinary themed instruction and community resources.

Curriculum, Instruction, and Assessment Strengths

Richarte offers a variety of learning models, flexible schedules and night school. Classes are taught through teacher lead formats, blended learning models, and online instruction.

Well utilized in-depth online instructional program (Edgenuity) is available to all students when needed.

Virtual Instruction is available for students who have specific needs for an alternative model.

Students are served in a variety of ways including night school, flexible schedules, and through innovative classes.

Parent and Community Engagement

Parent and Community Engagement Summary

RHS is proud of a very strong working relationship with our parents and our community partners. It is a priority to develop lifelong citizens, utilizing resources from our strong business supporters, community partnerships, neighborhood churches, community business members, the GISD Education Foundation, and neighborhood associations. Our district community mentoring programs and connection clubs provide strong support systems for our students and families. Our parents and families are involved in campus and district activities through events and organizations including volunteer programs, family nights, festivals, fun runs, campus awards programs, scholarship opportunities, recognition banquets, and countless other opportunities for involvement.

Parent and Community Engagement Strengths

Students are highly involved in the community through service organizations, student activity outreach programs, and opportunities for volunteer experience. Families are encouraged to participate in campus events that focus on the academic and social development of their student. Our high schools provide students and their families exploration of the high school experience, as well as the opportunity to explore future educational possibilities beyond graduation through the GISD High School Job Fair and the GISD College Fair. Secondary students participate in job shadowing opportunities and community experiences through our Career and Technological Education program courses. District community partners provide campuses with the ability to increase student and family activities, instructional programs, and opportunities for enhanced educational experiences.

Effective communication with parents and the community is a priority. RHS posts important events and updates to E-News and electronic newsletters. Our campus and district websites are sources of information for parents and the community. Parents and community partners are involved in campus meetings and events, Campus Improvement and District Improvement Team committee meetings. We coordinate effective communication to our diverse community through our LEP program. RHS is committed to providing the highest level of effective communication possible to all stakeholders in order to increase our relationships through families, the District, and the Community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Based on feedback from parent surveys obtained during campus Parent Involvement nights, parents are most interested in attending campus-based events that enhance their involvement in their child's academic success. Parents indicate a desire to consolidate events, combining opportunities when possible for attendance and involvement. **Root Cause:** Limitations in ability to attend regularly scheduled monthly meetings.

Problem Statement 2 (Prioritized): The campus also consistently examines ways in which parent involvement can be increased among our LEP populations, finding ways to provide all communication and information in both English and Spanish. **Root Cause:** Many of our students come from Spanish speaking households where parents/guardians have limited English Language abilities.

Problem Statement 3 (Prioritized): We will continue to work closely with community partners to increase the level of community support for student events, scholarships, learning opportunities, and mentoring services, as well as an increased focus on college and career readiness. **Root Cause:** Many of our students need support outside of school and beyond graduation.

School Context and Organization

School Context and Organization Summary

We provide opportunities for students to access the abundance of information and rapid technology changes to increase their functional and critical thinking skills in informational technology and media literacy. Supporting a professional learning community will enable educators to collaborate, share best practices, and utilize a variety of media, information, and technology tools into classroom practice.

School Context and Organization Strengths

- Richarte High School is a one to one device campus. Students access Edgenuity as the online learning platform for their online classes. Students also access Google Classroom and Schoology as the learning management system for RHS. Students are able to work in a variety of settings, access varied schedules including night school, and are offered a variety of learning models at RHS including Direct teach, Teacher facilitated, Self paced, and Blended approaches depending on the class and subject area.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The greatest short range future need is to increase counseling services offered to RHS students during the day and in the evening program.

Root Cause: Richarte serves a wide range and variety of student needs and social issues.

Technology

Technology Summary

We provide opportunities for students to access the abundance of information and rapid technology changes to increase their functional and critical thinking skills in informational technology and media literacy. Supporting a professional learning community will enable educators to collaborate, share best practices, and utilize a variety of media, information, and technology tools into classroom practice. Students utilize Edgenuity as well as certain google classrooms for online learning.

Technology Strengths

- All students at Richarte are issued a chrome book for their usage at school. Richarte students benefit from a 1 to 1 technology device initiative provided specifically for Richarte's individualized learning model by GISD.
- RHS utilizes Edgenuity as a platform for online learning and online instruction when needed, as well as credit recovery.
- RHS facilitated the GISD Virtual Program for High School students in 2022-2023 who have specific needs.

Priority Problem Statements

Problem Statement 1: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend.

Root Cause 1: Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Strengthen ability to communicate in timely way with parents using campus websites and all technology and social media.

Root Cause 2: Parents have less access to information or ways to be involved because of the lack of student events as compared to a traditional high school.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Based on feedback from parent surveys obtained during campus Parent Involvement nights, parents are most interested in attending campus-based events that enhance their involvement in their child's academic success. Parents indicate a desire to consolidate events, combining opportunities when possible for attendance and involvement.

Root Cause 3: Limitations in ability to attend regularly scheduled monthly meetings.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: The campus also consistently examines ways in which parent involvement can be increased among our LEP populations, finding ways to provide all communication and information in both English and Spanish.

Root Cause 4: Many of our students come from Spanish speaking households where parents/guardians have limited English Language abilities.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: We will continue to work closely with community partners to increase the level of community support for student events, scholarships, learning opportunities, and mentoring services, as well as an increased focus on college and career readiness.

Root Cause 5: Many of our students need support outside of school and beyond graduation.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: The greatest short range future need is to increase counseling services offered to RHS students during the day and in the evening program.

Root Cause 6: Richarte serves a wide range and variety of student needs and social issues.

Problem Statement 6 Areas: School Context and Organization

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Alternative Education Accountability (AEA) data





Goals

Goal 1: Student Learning, Growth and Progress

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

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

Evaluation Data Sources: Current & frequent progress updates in Skyward and Edgenuity; Pass/Fail rates in courses; Student Support Team meetings; Parent contact; STAAR Scores

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Staff will insure courses are following TEKS focusing on high priority objectives for maximized student learning, use various assessment tools to track student learning, and provide time for reteach/learning. Strategy's Expected Result/Impact: Students will successfully complete courses to meet graduation requirements. Staff Responsible for Monitoring: Teachers, Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will continue to provide STAAR Prep tutorials during advisory and night school, and provide personal learning experiences for students. Strategy's Expected Result/Impact: Students will be successful in obtaining passing rates for STAAR EOC exams. Staff Responsible for Monitoring: Teachers, Administrators | Formative | | | Summative |
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Performance Objective 1 Problem Statements:

Demographics





Problem Statement 1: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend. **Root Cause:** Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: Current & frequent progress updates in Skyward and Edgenuity; Pass/Fail rates in courses; Student Support Team meetings; Parent contact; STAAR Scores, CCMR Data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Teachers will work with students weekly to track and address progress in courses by accessing current data in Skyward and Edgenuity along with the students graduation plan during Advisory. Strategy's Expected Result/Impact: Students will be able to self assess and create a needs assessment to improve or continue their learning experiences. Staff Responsible for Monitoring: Teachers, Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will continue to provide and modify instruction for students' personalized learning opportunities. Strategy's Expected Result/Impact: Students will successfully learn in meaningful ways to them. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 | Formative | | | Summative |
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| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend. **Root Cause:** Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

High Priority

HB3 Goal

Evaluation Data Sources: Student Surveys; number of students taking ASVAB, PSAT, SAT, and TSIA2 exams; students seeking military enlistment; students participating in fields trips to colleges, and district sponsored Job and College fairs; state CCMR readiness indicators

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Richarte's advisory will be restructured to provide opportunities for students to prepare and plan for post-graduation pathways. Strategy's Expected Result/Impact: Students will be able to have a plan for their pathway after graduation. They will have obtain tools, skills, and resources to successfully navigate and set their plans into action. Staff Responsible for Monitoring: All Richarte Staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 | | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 2: Students will be provided opportunity to explore career choices through discussions, field trips, and testing by accessing volunteers, visiting colleges, and participating in career/interest inventories and ASVAB. Strategy's Expected Result/Impact: Students will have a plan or several choices for life and career opportunities by graduation. Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 | | Formative | | | Summative |
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Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend. Root Cause: Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances. |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Students will be exposed to various teaching methods and learning styles that provide more student choice and voice. Strategy's Expected Result/Impact: Increased student learning and collaboration with the teacher. Staff Responsible for Monitoring: Teachers, Administrators Problem Statements: Demographics 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will be encouraged to seek opportunities to provide alternative assignments and try new strategies and lessons. Strategy's Expected Result/Impact: Teachers will be able to increase student ownership in learning. Staff Responsible for Monitoring: Teachers, Administrators | Formative | | | Summative |
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Performance Objective 4 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend. Root Cause: Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances. |


Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Student Surveys, Discipline Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Staff builds positive relationships with students by utilizing a variety of team building activities with students throughout the year as well as when new students enter (new student Ambassador program). Strategy's Expected Result/Impact: Positive caring relationships will occur among staff and students. Staff Responsible for Monitoring: All staff | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Staff sponsor a variety of clubs and activities through Advisory and classrooms to engage students with each other. Examples include Advisory games, crafting, guidance, birthdays and awards, picnics and campus cookouts, ping pong tournaments and games days. Strategy's Expected Result/Impact: Relationship building will occur between students from diverse backgrounds and interest areas and with staff. Staff Responsible for Monitoring: All RHS Staff Problem Statements: Parent and Community Engagement 3 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Students will volunteer in various ways or participate in service organizations such as Key Club, The Locker, NJHS and others to increase an awareness in service to others. Strategy's Expected Result/Impact: Students will find areas of service that interest them and hopefully spark a | Formative | | | Summative |
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|---|--|--|--|--|
| passion in helping and understanding others. Staff Responsible for Monitoring: All RHS Staff Problem Statements: Parent and Community Engagement 3 | | | | |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Performance Objective 1 Problem Statements:





| Parent and Community Engagement |
|--|
| Problem Statement 3: We will continue to work closely with community partners to increase the level of community support for student events, scholarships, learning opportunities, and mentoring services, as well as an increased focus on college and career readiness. Root Cause: Many of our students need support outside of school and beyond graduation. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Staff and climate surveys, Staff retention rates

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Recognize staff contributions amongst each other and celebrate professional victories and student successes. Strategy's Expected Result/Impact: RHS staff will feel professionally fulfilled. RHS staff reports that they love working at RHS and graduates report a high level of satisfaction with the school and culture. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Student surveys, attendance, discipline data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Staff will implement capturing kids hearts strategies to build and improve relationships. Strategy's Expected Result/Impact: Students will feel welcomed and valued. Staff Responsible for Monitoring: All RHS Staff ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Determine teacher longevity on our campus, staff survey

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide opportunities to show staff appreciation, and build integral relationships with all members. Strategy's Expected Result/Impact: Staff survey, growth of staff as a team Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide courses such as Instructional Practices and recruit current high school students to move into the Education career field. Strategy's Expected Result/Impact: Continue recruitment of future educators by providing teaching experiences to high school students. Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Ensure employees are aware of the compensation handbook and work calendars provided by the District. Strategy's Expected Result/Impact: Staff will be aware of the pay that is offered by GISD as compared to other Districts of the same size. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Make sure employees are aware of traditional benefit selection opportunities, and extra benefits offered to employees on the District website. Strategy's Expected Result/Impact: Employees will be aware of benefits available to them through the District and Community. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Staff monthly check in meetings (Student Support Team meetings), Student Advisory meetings

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Staff will communicate progress monitoring to students weekly through advising. Parents will be notified every three weeks through progress reports, emails and phone calls. Strategy's Expected Result/Impact: Students will have a greater understanding of their progress made and their overall academic plan. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Adviser meeting once per semester with parent and student (in person or through google meeting). Strategy's Expected Result/Impact: Parents and students will have a clearer understanding of CCMR requirements, post secondary opportunities, credits remaining and progress toward completion of classes. Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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| <div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div> | | | | |

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Strengthen ability to communicate in timely way with parents using campus websites and all technology and social media. **Root Cause:** Parents have less access to information or ways to be involved because of the lack of student events as compared to a traditional high school.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

High Priority

HB3 Goal

Evaluation Data Sources: Stakeholder Surveys, CCMR indicator reports, increase volunteer rates, increase parent interactions

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Richarte will conduct two additional parent meeting during the school year. Strategy's Expected Result/Impact: Provide greater connections with parents, students, and staff. Staff Responsible for Monitoring: All staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Richarte will recruit community volunteers to work with students during advisory to build relationships that will foster student growth in the community post-graduation. Strategy's Expected Result/Impact: Students will be able to connect with community members and explore various career options, gain assistance with college admissions and enrollment, and be part of the growth in the Georgetown Community and beyond. Staff Responsible for Monitoring: All staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |





Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

High Priority

Evaluation Data Sources: Climate survey, positive parent and community responses, survey of key stake holders

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Community members are welcomed into the school by the office staff and are encouraged to volunteer and participate in service learning and other projects. Strategy's Expected Result/Impact: RHS students will benefit from positive relationships and role models from the community. Staff Responsible for Monitoring: All RHS staf TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Local organizations (Kiwanis, Rotary, The Locker, Georgetown Project/NEST, Back Pack Buddies and other supporters will be communicated with on a monthly basis from assigned RHS staff members. Strategy's Expected Result/Impact: Positive community relationships will be fostered by increased communications and connections. Staff Responsible for Monitoring: All staff | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Addendums

GISD Strategic Direction Change Decision Chart (campus)

| | | Change Decision (check one) | | | | |
|--------------------------------------|---|-----------------------------|--------------|---|----------------|--|
| | Priority Objective | Maintain Direction | Minor Change | Major Change (2-3 & please explain) | Change engine? | If major change, who are you collaborating with? |
| Student Learning, Growth, & Progress | In GISD, instruction, assessment, and intervention are aligned. | | X | | | |
| | In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile. | X | | | | |
| | GISD students are prepared for postsecondary education and the workforce.* | | | We are revising our Advisory/Advising process to include all RHS staff in assisting our CCMR advisor through their advisory periods, through mentoring students, and to increase parent participation in the process. | Y | Bretton Schultz, Lannon Heflin |
| | GISD students demonstrate excellence in the state's academic standards and the GISD learner profile attributes. | X | | | | |
| Student & Staff Wellness | GISD students are treated with respect and are respectful to each other and to adults. | X | | | | |
| | GISD employees find meaning and value in their work. | X | | | | |
| | Students feel GISD schools and classrooms are physically and psychologically safe. | X | | | | |
| Staff Recruitment & Retention | Georgetown ISD provides competitive compensation and benefits to employees.** | | | | | |
| | Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization. | X | | | | |
| Community & Connectivity | GISD is transparent with reporting progress and providing access to information. | | X | | | |
| | GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools. | | | RHS is creating a parent CCMR advocacy group to help assist and encourage parents to participate in the CCMR process, and to improve communication and foster relationships. | | |
| | Parents and community members feel welcome and invited in GISD schools. | | X | | | |

*Elementary campuses are not required to address this objective, but may in the event that improvement efforts are relevant

**Campuses will not specifically address compensation and benefits to employees apart from district efforts

Richarte High School

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 46% to 100% by August 2025.

Yearly Target Goals

| 2019 Baseline | 2020 (Actual) | 2021 (Actual) | 2022 (Actual) | 2023 (Actual) | 2024 | 2025 Target |
|------------------|---------------|---------------|---------------|---------------|------|----------------|
| 46% | 52% (53%) | 60% (29%) | 68% (24%) | 77% (19%) | 88% | 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 | - | 50% | 43% | - | - | - | - | - | 40% | - |
| 2020 | - | 56% (53%) | 49% (48%) | - | - | - | - | - | 47% (57%) | - |
| 2021 | - | 63% (24%) | 57% (43%) | - | - | - | - | - | 54% (21%) | - |
| 2022 | - | 71% (33%) | 66% (22%) | - | - | - | - | - | 63% (27%) | - |
| 2023 | - | 79% (9%) | 75% (31%) | - | - | - | - | - | 74% (12%) | - |
| 2024 | - | 89% | 87% | - | - | - | - | - | 86% | - |
| 2025 Target | - | 100% | 100% | - | - | - | - | - | 100% | - |

| | | | | |
|---|--|---|--|--|
| | Priority Area | Student Learning, Growth and Progress | | |
| | Priority Objective Desired State (What do you need to be come in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | Richarte High School's priority area is to ensure all RHS students are <i>prepared and ready for post secondary opportunities</i> by enhancing and optimizing our College Career and Military Readiness process | | |
| 2023 Q1: (Aug - Oct) | | | | |
| | Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| | What? | How to gather? | | |
| 1. Increase in systemic staff to student advising and mentoring that will become a natural part of our campus Advisory system. | Staff to student career mentoring, staff becomes more knowledgeable and aware of post secondary process. | Weekly update of campus Life after High School progress chart through weekly student meetings | Beginning Stages: Planning and developing an enhanced system for post secondary readiness. | 1. Assign an Advisor to each student, develop a weekly "post secondary readiness" advisory plan, train staff on options, pathways and careers. |
| 2. Creation of a parent advocacy system that encourages and assists parents/guardians in helping their child through the CCMR process. | CCMR committee organized to create the parent advisory process | Committee collaboration during PLC time. Documentation of meeting. New process outlined. | Beginning Stages: Planning and developing a new system and process for guiding parents. | 1. Committee formed. 2. Committee researches and creates a parent model. |
| 2023 Q2: (Nov - Jan) | | | | |
| | Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| | What? | How to gather? | | |
| | | | | |
| | | | | |
| | | | | |
| 2023 Q3: (Feb - April) | | | | |
| | Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| | What? | How to gather? | | |
| | | | | |
| | | | | |
| | | | | |
| 2023 Q4: (May - July) | | | | |
| | Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| | What? | How to gather? | | |
| | | | | |
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Georgetown Independent School District
Tippit Middle School
2023-2024 Campus Improvement Plan



Table of Contents

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| Goals | 9 |
| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 10 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 16 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 21 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 24 |
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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. In the 2020 census, Georgetown's population was reported as 67,176 with approximately 14,500 combined staff and students in GISD. In May of 2023, the Austin-American Statesman reported Georgetown as the fastest growing city in the country, adding 19,331 residents since 2020.

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 13,155 students (as reported on the GISD website, July 2023). Students in Georgetown ISD represent diverse backgrounds, ethnicities and cultures.

See addendum - **Tippit Demographics 22-23**

Demographics Strengths

Tippit has become a sought-after campus where many teachers request to transfer to work. Tippit was named a National Showcase School by Capturing Kids Hearts. Students at Tippit Middle School represent diverse backgrounds, ethnicities, and cultures. Jean Snell, clinical professor of teacher education at the University of Maryland, believes cultural diversity enhances the school experience. "There is a richness that comes from students working side by side with others who are not of the same cookie-cutter mold," she notes. Students who attend schools with a diverse population can develop an understanding of the perspectives of children from different backgrounds and learn to function in a multicultural, multiethnic environment.

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

State - 2023 Preliminary STAAR Data - see addendum **Tippit Spring 2023 Preliminary STAAR Data (Placeholder for state assessment Information)**

Local - 22-23 NWEA Map Data (Math/Reading) - see addendums **Tippit 22-23 NWEA Map Student Growth Summary Report & Tippit 22-23 NWEA Map Student Achievement Report**

EL - 2023 Preliminary TELPAS Data - see addendum **Tippit Spring 2023 Preliminary TELPAS Data**

Student Learning Strengths

Math - 6th grade Math performance exceeded grade level norms projected growth for the year.

RLA - 6th grade RLA performance exceeded grade level norms projected growth for the year. 8th grade RLA more than doubled the grade level norms projected growth for the year.

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): Our high achieving students are not showing significant growth over time. **Root Cause:** Students are not consistently exposed to appropriate learning challenges or have not been presented with material aligned with their area of high achievement in the classroom. Additionally they might not have been brought into conversations about their growth and learning progress.

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:

- Teachers meet as Professional Learning Communities (PLC) where they unpack & align student work to standards, design engaging learning experiences, discuss student growth & mastery, disaggregate data and determine needed interventions.
- Learning Design Coaches to lead PLCs & support teacher learning & growth
- Math & RLA Interventionists provide targeted interventions both in & out of the classroom based on formal & informal assessment data.
- Campus action teams support behavior, academics, operations, instruction, SEL & wellness. In most cases these teams are led by staff in order to offer teacher leadership & ownership of the work we do in our learning community.

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

- Capturing Kids' Hearts
- Emergent Tree- MTSS Behavior
- Solution Tree - MTSS Academic
- Attendance Action Team
- SEL Lessons
- Mentors
- Goal Setting

School Processes & Programs Strengths

At Tippit we have implemented PLCs which provides common planning time for grade level contents to unpack & align student work to standards, design engaging learning experiences, discuss student growth & mastery, disaggregate data and determine needed interventions. We are working towards examining common assessment data to inform instructional decision-making. 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

Parent Survey - see addendum **Tippit 2023 Parent Survey**

Student Survey - see addendums **Tippit 2023 Student Experience Survey 1 & 2**

Staff Survey - see addendums **Tippit 2023 Staff Survey**

Perceptions Strengths

Our student population was in line with the district as a whole with regards to their student experience survey. TMS has 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): 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: Inconsistency in assessment practices which causes a breakdown in instruction and intervention.

Root Cause 1: Lack of knowledge around creating and analyzing common assessments.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our EL students and SPED students under perform other subpopulations.

Root Cause 2: A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Inconsistent and low student attendance.

Root Cause 3: Lack clear and consistent procedures to deal with absenteeism.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 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 4: Lack of consistent communication and community/stakeholder involvement.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our high achieving students are not showing significant growth over time.

Root Cause 5: Students are not consistently exposed to appropriate learning challenges or have not been presented with material aligned with their area of high achievement in the classroom. Additionally they might not have been brought into conversations about their growth and learning progress.

Problem Statement 5 Areas: Student Learning

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
- 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 Learning, Growth and Progress

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

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

| Strategy 1 Details | | Reviews | | | |
|--|--|--|-----|-----|-----------|
| Strategy 1: See addendum - Goal 1 Performance Objective 1 Staff Responsible for Monitoring: Campus administrators, Grade Level Team Leads, Learning Design Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.





Evaluation Data Sources: Teacher created PLC Agenda Plans for each unit of instruction will include mastery indicators for the unit.

Teacher created formative and summative assessments entered into Formative will be analyzed to determine needed interventions.

NWEA Map data will show a ____% increase from BOY to EOY in Achievement.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| <p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Students will experience academic growth over time due to intentionally aligned work and assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Learning Design Coaches, District Content Coordinators, Campus administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: We will monitor progress of student mastery by implementing formative assessments and deploying prevention strategies to catch struggling students in Tier 1 instruction. Strategy's Expected Result/Impact: The number of students needing Tier 2 intervention will decrease. Staff Responsible for Monitoring: Core content teachers, Campus administrators, Learning Design Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: At the end of each instructional unit, PLCs will review multiple data sources to determine which students need additional support in Tier 2 interventions. Strategy's Expected Result/Impact: Providing real-time remediation will be more beneficial for students learning and mastering the content. Staff Responsible for Monitoring: Core content teachers, Campus administrators, Learning Design Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: We will continue with 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, Campus administrators, Counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 5: PLCs will meet to develop core essential intervention standards. Strategy's Expected Result/Impact: Teachers will have a greater understanding of their standards and why the selected ones are essential. (Readiness, endurance, leverage, and highly tested) Staff Responsible for Monitoring: LDCs, Content Leads, Teachers, Admin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 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: Our high achieving students are not showing significant growth over time. Root Cause: Students are not consistently exposed to appropriate learning challenges or have not been presented with material aligned with their area of high achievement in the classroom. Additionally they might not have been brought into conversations about their growth and learning progress. |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Course Guides and 4-year plans.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Tippit Middle School will offer a bigger selection of CTE (Career and Technical Education) courses including Instructional Technology Application, Principals of Applied Engineering, Foundations of Computer Science, College and Career Readiness, and Investigating Careers. Strategy's Expected Result/Impact: Students will have more exposure to postsecondary opportunities. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: 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 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: STAAR Data

Teacher-created PLC Agenda Plans for each unit of instruction will include mastery indicators for the unit.





Teacher-created formative and summative assessments entered into Formative will be analyzed to determine needed interventions.

NWEA Map data will show a ___% increase from BOY to EOY in Achievement.

Student Experience Survey results

Math 180 Reports

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Tippit Middle School will identify, provide instruction, assess, and intervene on essential standards for reading and math. Strategy's Expected Result/Impact: Tippit Middle School will see a ___% increase in student performance on state assessments in math and a ___% increase in student performance in reading. Staff Responsible for Monitoring: Math and reading teachers, Interventionists, Campus administrators, Learning Design Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Tippit Middle School will identify and celebrate students exhibiting Learner Profile attributes utilizing Capturing Kids Hearts (CKH) lessons and character traits. Students will be recognized for exhibiting these traits that support the attainment of the Learner Profile attributes through social media and public recognition. Strategy's Expected Result/Impact: Students will be recognized amongst their peers for displaying Learner Profile attributes on campus. Staff Responsible for Monitoring: Teachers, Campus administrators ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Tippit Middle School will implement Math 180 Flex for students who we identified as needing intervention in Algebraic Readiness. Strategy's Expected Result/Impact: Identified students will grow ____% in Algebraic Readiness. Students will enter Algebra 1 with a stronger foundation in Algebraic Readiness. Staff Responsible for Monitoring: Admin, LDCs, Interventionists, Math teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

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. Problem Statement 2: Our high achieving students are not showing significant growth over time. Root Cause: Students are not consistently exposed to appropriate learning challenges or have not been presented with material aligned with their area of high achievement in the classroom. Additionally they might not have been brought into conversations about their growth and learning progress. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Student SES survey results, CKH traction visits, Tippit Times, and @Tippittitans

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Tippit Middle School will continue to implement Capturing Kids Hearts with fidelity across the campus. Strategy's Expected Result/Impact: Students will feel respected, valued, and connected to adults. Staff will model respectful relationships with students and peers. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: We will focus on the CKH Character trait lessons and explicitly teach them through Titan Homeroom, and communicate them to our parents and community. Strategy's Expected Result/Impact: We will develop more soft skills in our students, this should also help decrease behavior. Staff Responsible for Monitoring: Teachers, LDCs, Counselors, Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 1 Problem Statements:

Perceptions





Problem Statement 1: 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: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Professional Learning agendas, Grade Level Leadership Team meeting agendas, Staff surveys.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Make connections and provide learning around our district's newly adopted strategic direction. Strategy's Expected Result/Impact: Staff will make connections between the work we are doing on campus and how it fits into GISD's strategic direction. Staff Responsible for Monitoring: Campus administrators, Learning Design Coaches, Interventionists, and Content leads ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: We will create Grade Level/Department Leadership Roles to help MTSS academics and behaviors, attendance, social media representatives, team leaders, content leaders, and specialty club leaders. Strategy's Expected Result/Impact: Teachers will feel empowered and like they have ownership in the work they are doing. We will continue to grow and retain high-quality teachers. Staff Responsible for Monitoring: Admin, LDCs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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Performance Objective 2 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: Our high achieving students are not showing significant growth over time. Root Cause: Students are not consistently exposed to appropriate learning challenges or have not been presented with material aligned with their area of high achievement in the classroom. Additionally they might not have been brought into conversations about their growth and learning progress. |
| 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: 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: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Student SES Survey, master schedules, discipline data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Tippit Middle School will analyze the Student Experience Survey (Learner Profile Survey) data and make adjustments according to student response trends. Strategy's Expected Result/Impact: Survey data will reflect students feeling more safe physically and psychologically at school. Staff Responsible for Monitoring: Counselors, Campus administrators, Learning Design Coaches, Team leads, and Content leads ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: We will prioritize small class sizes in our core classes as we build our master schedule. Strategy's Expected Result/Impact: Teachers will be able to provide a higher quality tier one instruction and intervene more effectively in real-time. Teachers will also be able to make more connections and build stronger relationships with students in their classes. Staff Responsible for Monitoring: Admin, Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD provides competitive compensation and benefits to employees.

Goal 3: Staff Recruitment and Retention





Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 2: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Master Schedule, Tippit Belief Book, Interview Panels

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: When Tippit Middle School hires new employees we create a panel of staff and parents that look for individuals that match our vision, mission, and beliefs. Strategy's Expected Result/Impact: To recruit professionals aligned with our mission, vision, and beliefs. Staff Responsible for Monitoring: Campus administrators ESF Levers: Lever 2: Strategic Staffing | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: We will have a comprehensive onboarding for our new hires with our expectations linked to all of our district beliefs in our Tippit Belief Book. Strategy's Expected Result/Impact: Staff will have a clear understanding of our expectations and will understand the why behind what we do. This will help cause less confusion, frustration, and feeling overwhelmed for new staff. Staff Responsible for Monitoring: Admin, LDCs, Content leads, Team leads, and Counselors. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: We will prioritize small class sizes in our core classes as we build our master schedule. Strategy's Expected Result/Impact: Teachers will be able to provide a higher quality tier one instruction and intervene more effectively in real-time. Teachers will also be able to make more connections and build stronger relationships with students in their classes. Staff Responsible for Monitoring: Admin, and Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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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 |
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Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Staff and community member surveys

Tippit Times

Bi-weekly grade level newsletters

Social Media posts

Monthly parent/community meetings

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Tippit Middle School will have monthly meetings that are open to family and community members. Strategy's Expected Result/Impact: Create a culture of transparency in regards to reporting school progress. Staff Responsible for Monitoring: Campus administrators | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Tippit Middle school will send out weekly community newsletter (Tippit Times), bi-weekly grade-level newsletters to parents/guardians & frequent posts on social media accounts. 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: Campus administrators , Learning Design Coaches, Office Staff | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 4: Community and Connectivity

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Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Staff Survey

Community survey

Skyward Class notes

Social Media Posts

Invites sent out

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Tippit Middle School will invite community members and GISD staff to events and mentoring opportunities to connect with students. Strategy's Expected Result/Impact: Tippit staff and board trustees will establish relationships with all our stakeholders. Staff Responsible for Monitoring: Campus administrators, Counselors, Learning Design Coaches, and Front office staff ESF Levers: Lever 3: Positive School Culture | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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| Strategy 2 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 2: Tippit staff will make a personal connection with every family by the end of the first full week of school to introduce themselves as that student's teacher mentor and advocate. Teachers will make parent contact for both academic and behavioral celebrations and concerns. Strategy's Expected Result/Impact: Parents will feel a connection to Tippit staff and know that we support their students as a whole. Staff Responsible for Monitoring: Teachers, Team Leaders, MTSS Team Leaders TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| | | <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | |

Performance Objective 2 Problem Statements:





| Perceptions |
|---|
| Problem Statement 1: 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: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: GISD Parent survey
Surveys from Coffee with a Principal meeting
Event feedback surveys (Fall Festival, Fun Run Days, 9 weeks reward days)

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Tippit Middle School will continue coffee with the principal to give families and community members opportunities to have face to face interaction. Strategy's Expected Result/Impact: Build rapport with parents in the community. Staff Responsible for Monitoring: Campus administrators | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Tippit Middle School will continue having mentors on campus, such as Watch D.O.G.S. and attendance mentors. Strategy's Expected Result/Impact: Increase the safety of our students and average daily attendance. Staff Responsible for Monitoring: Campus administrators, teachers, parents, attendance clerk, and counselors | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Tippit Middle School 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: Campus administrators | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Addendums

246904 : Georgetown ISD

Logged in as Klickman, Brooke

Campus : James Tippit Middle

1601 Leander Rd
 Georgetown, TX 78628-8804
 (512) 943-5040 Phone
 (512) 943-5049 Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal Jennifer Guidry

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

| | Count | Percent |
|----------------------|-------------------|-------------|
| Student Total | <u>628</u> | 100% |
| 6th Grade | <u>207</u> | 32.96% |
| 7th Grade | <u>197</u> | 31.37% |
| 8th Grade | <u>224</u> | 35.67% |

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

| | Count | Percent |
|------------------------------------|------------|---------|
| Gender | | |
| Female | <u>321</u> | 51.11% |
| Male | <u>307</u> | 48.89% |
| Ethnicity | | |
| Hispanic-Latino | <u>307</u> | 48.89% |
| Race | | |
| American Indian - Alaskan Native | <u>4</u> | 0.64% |
| Asian | <u>12</u> | 1.91% |
| Black - African American | <u>62</u> | 9.87% |
| Native Hawaiian - Pacific Islander | <u>1</u> | 0.16% |

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

| | Count | Percent |
|-----------------------------|-----------|---------|
| Primary Disabilities | | |
| No Disability | 0 | 0.00% |
| Orthopedic impairment | 0 | 0.00% |
| Other health impairment | <u>13</u> | 13.54% |
| Auditory impairment | 0 | 0.00% |
| Visual impairment | 0 | 0.00% |
| Deaf-Blind | 0 | 0.00% |
| Intellectual disability | <u>11</u> | 11.46% |
| Emotional disturbance | <u>12</u> | 12.50% |
| Learning disability | <u>49</u> | 51.04% |

| | | |
|-------------|---------------------|--------|
| White | 219 | 34.87% |
| Two-or-More | 23 | 3.66% |

Student Programs (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/19/2023)

| | Count | Percent |
|--|--------------------|---------|
| Dyslexia | 81 | 12.90% |
| Gifted and Talented | 60 | 9.55% |
| Regional Day School Program for the Deaf | 0 | 0.00% |
| Section 504 | 88 | 14.01% |
| Special Education (SPED) | 96 | 15.29% |

Bilingual/ESL

| | | |
|--|---------------------|--------|
| Emergent Bilingual (EB) | 128 | 20.38% |
| Bilingual | 0 | 0.00% |
| English as a Second Language (ESL) | 126 | 20.06% |
| Alternative Bilingual Language Program | 0 | 0.00% |
| Alternative ESL Language Program | 0 | 0.00% |

Title I Part A

| | | |
|---|-------------------|-------|
| Schoolwide Program | 0 | 0.00% |
| Targeted Assistance | 0 | 0.00% |
| Targeted Assistance Previously Participated | 0 | 0.00% |
| Title I Homeless | 4 | 0.64% |
| Neglected | 0 | 0.00% |

Student Indicators (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/19/2023)

| | Count | Percent |
|------------------------|---------------------|---------|
| At-Risk | 306 | 48.73% |
| Foster Care | 0 | 0.00% |
| IEP Continuer | 0 | 0.00% |
| Immigrant | 9 | 1.43% |
| Intervention Indicator | 40 | 6.37% |
| Migrant | 0 | 0.00% |
| Military Connected | 57 | 9.08% |

| | | |
|--------------------------------|-------------------|-------|
| Speech impairment | 3 | 3.12% |
| Autism | 8 | 8.33% |
| Developmental delay | 0 | 0.00% |
| Traumatic brain injury | 0 | 0.00% |
| Noncategorical early childhood | 0 | 0.00% |

Instructional Settings

| | | |
|---------------------------|--------------------|--------|
| Speech Therapy | 3 | 3.12% |
| Homebound | 0 | 0.00% |
| Hospital Class | 0 | 0.00% |
| Mainstream | 30 | 31.25% |
| Resource Room | 52 | 54.17% |
| VAC | 0 | 0.00% |
| Off Home Campus | 0 | 0.00% |
| State School | 0 | 0.00% |
| Residential Care | 0 | 0.00% |
| Self Contained | 11 | 11.46% |
| Full-Time Early Childhood | 0 | 0.00% |
| Nonpublic Day School | 0 | 0.00% |

College and Career Readiness School

Models (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

| | Count | Percent |
|----------------------------------|-------|---------|
| Associate Degree | 0 | 0.00% |
| Early College High School (ECHS) | 0 | 0.00% |
| New Tech | 0 | 0.00% |
| P-Tech | 0 | 0.00% |
| T-Stem | 0 | 0.00% |

Staff Information (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/19/2023)

| | Count | Percent |
|------------------------|--------------------|---------|
| Administrative Support | 14 | 16.87% |
| Teacher | 58 | 69.88% |

| | | |
|---------------------------|--------------------|---------|
| Transfer In Students | 11 | 1.7516% |
| Unschool'd Asylee/Refugee | 0 | 0% |

Economic Disadvantage

| | | |
|-----------------------------|---------------------|--------|
| Economic Disadvantage Total | 308 | 49.04% |
| Free Meals | 259 | 41.24% |
| Reduced-Price Meals | 49 | 7.80% |
| Other Economic Disadvantage | 0 | 0.00% |

Homeless and Unaccompanied Youth

| | | |
|-------------------------|-------------------|-------|
| Homeless Status Total | 4 | 0.64% |
| Shelter | 0 | 0.00% |
| Doubled Up | 2 | 0.32% |
| Unsheltered | 0 | 0.00% |
| Hotel/Motel | 2 | 0.32% |
| Not Unaccompanied Youth | 4 | 0.64% |
| Is Unaccompanied Youth | 0 | 0.00% |

| | | |
|------------------|--------------------|--------|
| Educational Aide | 11 | 13.25% |
| Auxiliary | 0 | 0.00% |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

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

Grade 6 Reading Language Arts

Report Date: JUNE 2023
Date of Testing: SPRING 2023

| Administration Summary | | | Number of Students Tested | Average Raw Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | |
|---|---------|---------|-------------------------------|-------------------|--------------|-----|------------|-----|-------|-----|---------|------|-------------------------------------|------|-----|--|
| | | | | | | | | | | | | | 1 | | 2 | |
| Number | Percent | Reading | | | | | | | | | | | Writing | | | |
| Students Tested | 208 | | | | | | | | | | | | | | 100 | |
| Students Not Tested | | | | | | | | | | | | | | | | |
| Absent | 0 | | | | | | | | | | | | | | 0 | |
| Other | 0 | 0 | | | | | | | | | | | | | | |
| Total Documents Submitted | 208 | 100 | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | Points Possible | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | 28 | | 28 | |
| NSE = No Standards Established | | | Avg. # of Points / % Achieved | | | | | | | | | | | | | |
| | | | # | % | # | % | # | % | # | % | | | | | | |
| All Students | | | 208 | 28 | NSE | NSE | NSE | NSE | NSE | NSE | 14.8 | 53 | 13.0 | 47 | | |
| Male | | | 93 | 28 | NSE | NSE | NSE | NSE | NSE | NSE | 15.0 | 53 | 12.7 | 45 | | |
| Female | | | 115 | 28 | NSE | NSE | NSE | NSE | NSE | NSE | 14.7 | 53 | 13.4 | 48 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | | | 96 | 23 | NSE | NSE | NSE | NSE | NSE | NSE | 13.1 | 47 | 10.2 | 36 | | |
| American Indian or Alaska Native | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | | | 8 | 35 | NSE | NSE | NSE | NSE | NSE | NSE | 17.1 | 61 | 17.9 | 64 | | |
| Black or African American | | | 23 | 26 | NSE | NSE | NSE | NSE | NSE | NSE | 14.0 | 50 | 11.7 | 42 | | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | | | 73 | 33 | NSE | NSE | NSE | NSE | NSE | NSE | 16.8 | 60 | 16.2 | 58 | | |
| Two or More Races | | | 6 | 37 | NSE | NSE | NSE | NSE | NSE | NSE | 19.3 | 69 | 17.8 | 64 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | | | Yes 101 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 12.5 | 45 | 9.7 | 35 | |
| | | | No 107 | 33 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 17.0 | 61 | 16.2 | 58 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Title I, Part A | | | Participants 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants 208 | 28 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 14.8 | 53 | 13.0 | 47 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Migrant | | | Yes 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No 208 | 28 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 14.8 | 53 | 13.0 | 47 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Identified as Emergent Bilingual/English Learner | | | 46 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 11.1 | 40 | 8.2 | 29 | |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Former EB/EL (Post Monitoring) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | | | 161 | 30 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.9 | 57 | 14.4 | 51 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | | | Participants 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants 208 | 28 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 14.8 | 53 | 13.0 | 47 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| ESL | | | Participants 44 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 11.2 | 40 | 8.0 | 28 | |
| | | | Nonparticipants 164 | 30 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.8 | 57 | 14.4 | 51 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Special Education | | | Yes 29 | 17 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 10.8 | 39 | 6.4 | 23 | |
| | | | No 179 | 30 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.5 | 55 | 14.1 | 50 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Section 504 | | | Yes 26 | 27 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 14.9 | 53 | 11.9 | 42 | |
| | | | No 182 | 28 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 14.8 | 53 | 13.2 | 47 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Gifted/Talented | | | Participants 27 | 43 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 21.5 | 77 | 21.8 | 78 | |
| | | | Nonparticipants 181 | 26 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 13.9 | 49 | 11.7 | 42 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| At-Risk | | | Yes 96 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 11.6 | 41 | 8.5 | 30 | |
| | | | No 112 | 35 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 17.7 | 63 | 17.0 | 61 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Extended Constructed Responses Summary Report
Grade 6 Reading Language Arts

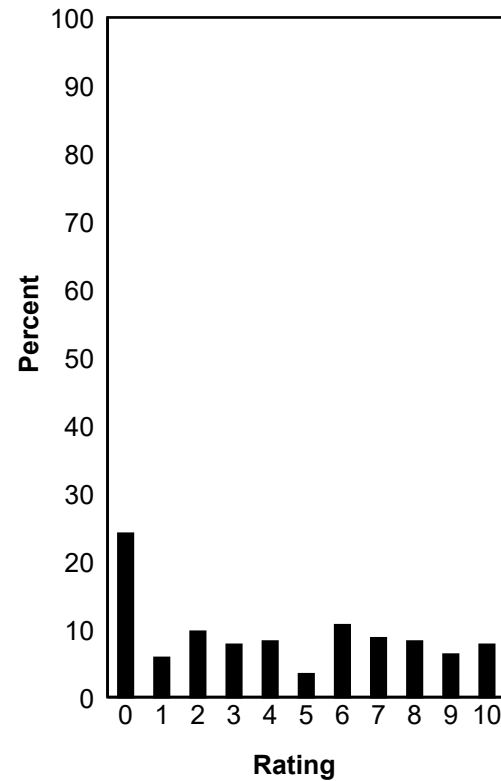
District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

| Rating | # | % |
|--------|-----|-----|
| 0 | 50 | 24 |
| 1 | 12 | 6 |
| 2 | 20 | 10 |
| 3 | 16 | 8 |
| 4 | 17 | 8 |
| 5 | 7 | 3 |
| 6 | 22 | 11 |
| 7 | 18 | 9 |
| 8 | 17 | 8 |
| 9 | 13 | 6 |
| 10 | 16 | 8 |
| Total | 208 | 100 |



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Mathematics

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

Report Date: JUNE 2023
Date of Testing: SPRING 2023

| Administration Summary | | | Number of Students Tested | Average Raw Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | | | |
|---|-----------------|---|---------------------------|-------------------|--------------|-----|------------|-----|-------|-----|---------|-----|--|------|--------------------------|-----|---|-----|-----|--|--|--|
| | | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | | | |
| Number | Percent | Numerical Representations and Relationships | | | | | | | | | | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | | | | | |
| Students Tested | 184 | | | | | | | | | | | | | | | | | | 99 | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | | |
| Absent | 1 | | | | | | | | | | | | | | | | | | 1 | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 185 | 100 | | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | Points Possible | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | 10 | | 17 | | 7 | | 9 | | | |
| NSE = No Standards Established | | | | | | | | | | | | | Avg. # of Points / % Achieved | | | | | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | | | | |
| All Students | | | 184 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.3 | 43 | 6.8 | 40 | 2.7 | 38 | 4.6 | 51 | | | |
| Male | | | 78 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.4 | 44 | 7.4 | 43 | 2.7 | 38 | 4.5 | 50 | | | |
| Female | | | 106 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.2 | 42 | 6.4 | 38 | 2.7 | 38 | 4.6 | 51 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 92 | 16 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.7 | 37 | 6.0 | 35 | 2.4 | 34 | 4.0 | 44 | | | |
| American Indian or Alaska Native | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 7 | 26 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.6 | 66 | 10.0 | 59 | 3.1 | 45 | 6.7 | 75 | | | |
| Black or African American | | | 22 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.5 | 45 | 6.8 | 40 | 2.5 | 35 | 3.8 | 42 | | | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 56 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.8 | 48 | 7.6 | 45 | 3.1 | 44 | 5.4 | 60 | | | |
| Two or More Races | | | 5 | 23 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.2 | 52 | 8.8 | 52 | 3.2 | 46 | 5.8 | 64 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | Yes | | 98 | 16 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.7 | 37 | 5.9 | 35 | 2.3 | 34 | 3.9 | 43 | | | |
| | No | | 86 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.0 | 50 | 7.8 | 46 | 3.0 | 43 | 5.3 | 59 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | | 184 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.3 | 43 | 6.8 | 40 | 2.7 | 38 | 4.6 | 51 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | | 184 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.3 | 43 | 6.8 | 40 | 2.7 | 38 | 4.6 | 51 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Identified as Emergent Bilingual/English Learner | | | 46 | 15 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.5 | 35 | 5.5 | 32 | 2.1 | 30 | 3.8 | 43 | | | |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 3rd Year, reclassified from EB/EL | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 4th Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Former EB/EL (Post Monitoring) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-Emergent Bilingual/Non-English Learner | | | 137 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.6 | 46 | 7.3 | 43 | 2.8 | 41 | 4.8 | 54 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | | 184 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.3 | 43 | 6.8 | 40 | 2.7 | 38 | 4.6 | 51 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | Participants | | 44 | 15 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.4 | 34 | 5.5 | 33 | 2.1 | 30 | 3.8 | 42 | | | |
| | Nonparticipants | | 140 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.6 | 46 | 7.2 | 42 | 2.8 | 40 | 4.8 | 54 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | Yes | | 29 | 14 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.3 | 33 | 5.2 | 31 | 2.2 | 31 | 2.9 | 33 | | | |
| | No | | 155 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.5 | 45 | 7.1 | 42 | 2.7 | 39 | 4.9 | 54 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Section 504 | Yes | | 24 | 17 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.0 | 40 | 6.5 | 38 | 2.3 | 32 | 4.6 | 51 | | | |
| | No | | 160 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.3 | 43 | 6.9 | 40 | 2.7 | 39 | 4.6 | 51 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | Participants | | 13 | 27 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.8 | 68 | 10.0 | 59 | 3.5 | 49 | 6.3 | 70 | | | |
| | Nonparticipants | | 171 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.1 | 41 | 6.6 | 39 | 2.6 | 37 | 4.4 | 49 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | Yes | | 96 | 15 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.5 | 35 | 5.6 | 33 | 2.1 | 30 | 3.7 | 41 | | | |
| | No | | 88 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.1 | 51 | 8.2 | 48 | 3.3 | 46 | 5.5 | 61 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

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

Grade 7 Reading Language Arts

Report Date: JUNE 2023
Date of Testing: SPRING 2023

| Administration Summary | | | Number of Students Tested | Average Raw Score | | | | | | | | | | | Results for Each Reporting Category | | | |
|---|-------------------------|---------|---------------------------|-------------------|-----|-----|-----|-----|-----|-----|-----|------|-----|------|-------------------------------------|------|-----|--|
| | | | | | | | | | | | | | | | 1 | | 2 | |
| Reading | | Writing | | | | | | | | | | | | | | | | |
| Points Possible | | | | | | | | | | | | | | | | | | |
| 28 | | 28 | | | | | | | | | | | | | | | | |
| Legend --- = No Data Reported For Fewer Than Five Students NSE = No Standards Established | | | | | # | | % | | # | | % | | # | | % | | | |
| All Students | 199 | 29 | | | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.3 | 55 | 13.4 | 48 | |
| Male | 102 | 27 | | | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 14.7 | 52 | 12.0 | 43 | |
| Female | 97 | 31 | | | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.9 | 57 | 14.9 | 53 | |
| No Information Provided | 0 | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Hispanic/Latino | 100 | 25 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 13.2 | 47 | 11.7 | 42 | | | |
| American Indian or Alaska Native | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Black or African American | 16 | 28 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.6 | 56 | 12.8 | 46 | | | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | 71 | 33 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 17.6 | 63 | 15.6 | 56 | | | |
| Two or More Races | 9 | 34 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 19.3 | 69 | 14.9 | 53 | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | Yes | 102 | 24 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 13.1 | 47 | 10.9 | 39 | | | |
| | No | 97 | 34 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 17.6 | 63 | 16.0 | 57 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | Participants | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 197 | 29 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.3 | 55 | 13.4 | 48 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | 199 | 29 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.3 | 55 | 13.4 | 48 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Identified as Emergent Bilingual/English Learner | | 45 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 11.2 | 40 | 9.2 | 33 | | | |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 2nd Year, reclassified from EB/EL | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 3rd Year, reclassified from EB/EL | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 4th Year, reclassified from EB/EL | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Former EB/EL (Post Monitoring) | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-Emergent Bilingual/Non-English Learner | | 149 | 31 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.4 | 59 | 14.4 | 52 | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 199 | 29 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.3 | 55 | 13.4 | 48 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | Participants | 46 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 11.1 | 40 | 9.1 | 33 | | | |
| | Nonparticipants | 153 | 31 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.5 | 59 | 14.7 | 52 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | Yes | 31 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 11.6 | 42 | 8.6 | 31 | | | |
| | No | 168 | 30 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.0 | 57 | 14.3 | 51 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Section 504 | Yes | 31 | 27 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.3 | 54 | 11.7 | 42 | | | |
| | No | 168 | 29 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.3 | 55 | 13.7 | 49 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | Participants | 16 | 43 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 21.2 | 76 | 21.9 | 78 | | | |
| | Nonparticipants | 183 | 27 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 14.8 | 53 | 12.6 | 45 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | Yes | 98 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 12.1 | 43 | 9.0 | 32 | | | |
| | No | 101 | 36 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 18.4 | 66 | 17.6 | 63 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Extended Constructed Responses Summary Report
Grade 7 Reading Language Arts

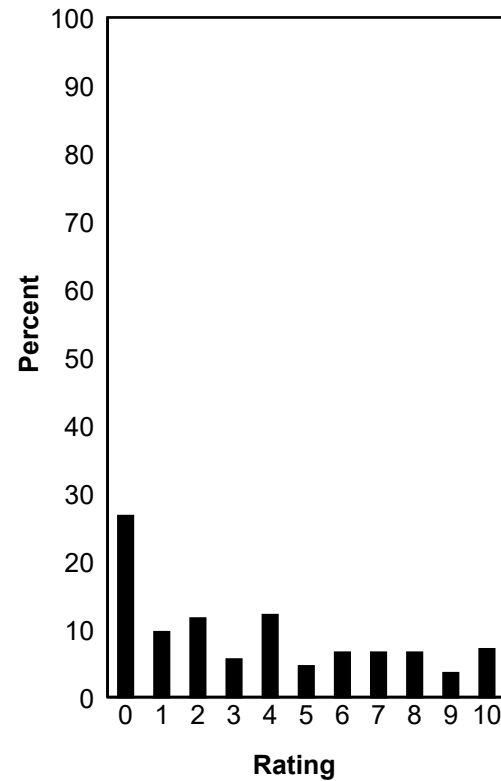
District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

| Rating | # | % |
|--------|-----|-----|
| 0 | 53 | 27 |
| 1 | 19 | 10 |
| 2 | 23 | 12 |
| 3 | 11 | 6 |
| 4 | 24 | 12 |
| 5 | 9 | 5 |
| 6 | 13 | 7 |
| 7 | 13 | 7 |
| 8 | 13 | 7 |
| 9 | 7 | 4 |
| 10 | 14 | 7 |
| Total | 199 | 100 |



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 7 Mathematics

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

Report Date: JUNE 2023
Date of Testing: SPRING 2023

| Administration Summary | | | Number of Students Tested | Average Raw Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | | | |
|---|-----------------|---|---------------------------|-------------------|--------------|-----|------------|-----|-------|-----|---------|-----|--|-----|--------------------------|-----|---|-----|----|--|--|--|
| | | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | | | |
| Number | Percent | Probability and Numerical Representations | | | | | | | | | | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | | | | | |
| Students Tested | 186 | | | | | | | | | | | | | | | | | | 99 | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | | |
| Absent | 2 | | | | | | | | | | | | | | | | | | 1 | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 188 | 100 | | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | Points Possible | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | 8 | | 17 | | 12 | | 9 | | | |
| NSE = No Standards Established | | | | | | | | | | | | | Avg. # of Points / % Achieved | | | | | | | | | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | | | | | | |
| All Students | 186 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.6 | 58 | 7.2 | 42 | 4.4 | 37 | 4.6 | 51 | | | | |
| Male | 96 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.7 | 58 | 7.4 | 44 | 4.4 | 37 | 4.8 | 53 | | | | |
| Female | 90 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.6 | 57 | 7.0 | 41 | 4.3 | 36 | 4.4 | 49 | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Hispanic/Latino | 94 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.9 | 49 | 6.4 | 37 | 3.8 | 31 | 3.9 | 43 | | | | |
| American Indian or Alaska Native | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Asian | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Black or African American | 13 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.1 | 51 | 6.4 | 38 | 3.3 | 28 | 4.5 | 50 | | | | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| White | 65 | 25 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.6 | 71 | 8.5 | 50 | 5.4 | 45 | 5.4 | 61 | | | | |
| Two or More Races | 10 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.4 | 68 | 6.8 | 40 | 4.4 | 37 | 5.0 | 56 | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Economically Disadvantaged | Yes | 99 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.7 | 46 | 6.3 | 37 | 3.7 | 30 | 4.0 | 44 | | | | |
| | No | 87 | 24 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.7 | 71 | 8.3 | 49 | 5.2 | 44 | 5.3 | 58 | | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Title I, Part A | Participants | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| | Nonparticipants | 184 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.6 | 58 | 7.2 | 42 | 4.4 | 37 | 4.6 | 51 | | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| | No | 186 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.6 | 58 | 7.2 | 42 | 4.4 | 37 | 4.6 | 51 | | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Identified as Emergent Bilingual/English Learner | | 44 | 16 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.4 | 43 | 5.7 | 34 | 3.2 | 27 | 3.5 | 39 | | | | |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Monitored 2nd Year, reclassified from EB/EL | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Monitored 3rd Year, reclassified from EB/EL | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Monitored 4th Year, reclassified from EB/EL | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Former EB/EL (Post Monitoring) | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Non-Emergent Bilingual/Non-English Learner | | 138 | 23 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.0 | 63 | 7.8 | 46 | 4.8 | 40 | 4.9 | 55 | | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| | Nonparticipants | 186 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.6 | 58 | 7.2 | 42 | 4.4 | 37 | 4.6 | 51 | | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| ESL | Participants | 45 | 16 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.4 | 42 | 5.7 | 34 | 3.3 | 27 | 3.4 | 38 | | | | |
| | Nonparticipants | 141 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.0 | 63 | 7.7 | 45 | 4.8 | 40 | 4.9 | 55 | | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Special Education | Yes | 31 | 15 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.2 | 40 | 5.5 | 32 | 2.7 | 23 | 3.4 | 38 | | | | |
| | No | 155 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.9 | 61 | 7.6 | 45 | 4.7 | 39 | 4.8 | 53 | | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Section 504 | Yes | 28 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.9 | 62 | 6.6 | 39 | 3.9 | 32 | 4.1 | 45 | | | | |
| | No | 158 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.6 | 57 | 7.3 | 43 | 4.5 | 37 | 4.7 | 52 | | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Gifted/Talented | Participants | 20 | 33 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 7.1 | 88 | 11.8 | 69 | 7.6 | 63 | 7.1 | 78 | | | | |
| | Nonparticipants | 166 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.3 | 54 | 6.7 | 39 | 4.0 | 33 | 4.3 | 48 | | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| At-Risk | Yes | 93 | 16 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 3.5 | 44 | 5.7 | 34 | 3.1 | 26 | 3.6 | 41 | | | | |
| | No | 93 | 26 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.7 | 71 | 8.7 | 51 | 5.7 | 48 | 5.5 | 61 | | | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

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

Grade 8 Reading Language Arts

Report Date: JUNE 2023
Date of Testing: SPRING 2023

| Administration Summary | | | Number of Students Tested | Average Raw Score | | | | | | | | | | | Results for Each Reporting Category | | | |
|---|-------------------------|---------|---------------------------|-------------------|-------------------------------|-----|-----|-----|-----|-----|-----|-----|------|-----|-------------------------------------|-----|------|----|
| | | | | | | | | | | | | | | | 1 | | 2 | |
| Reading | | Writing | | | | | | | | | | | | | | | | |
| Points Possible | | | | | | | | | | | | | | | | | | |
| 28 | | 28 | | | | | | | | | | | | | | | | |
| Legend | | | | | Avg. # of Points / % Achieved | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | # | % | # | % | # | % | # | % | # | % | # | % | | |
| NSE = No Standards Established | | | | | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | |
| All Students | | | | | 226 | 29 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.1 | 58 | 13.1 | 47 |
| Male | | | | | 119 | 28 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.8 | 57 | 12.3 | 44 |
| Female | | | 107 | 31 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.4 | 59 | 14.1 | 50 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | | | 106 | 26 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 14.5 | 52 | 11.5 | 41 | | |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Black or African American | | | 27 | 27 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.0 | 54 | 11.6 | 41 | | |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | | | 78 | 34 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 18.5 | 66 | 15.6 | 56 | | |
| Two or More Races | | | 9 | 34 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 19.1 | 68 | 14.6 | 52 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | Yes | | 114 | 26 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 14.5 | 52 | 11.4 | 41 | | |
| | No | | 112 | 33 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 17.7 | 63 | 14.9 | 53 | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | | 226 | 29 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.1 | 58 | 13.1 | 47 | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | | 226 | 29 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.1 | 58 | 13.1 | 47 | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Identified as Emergent Bilingual/English Learner | | | 36 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 12.4 | 44 | 9.9 | 35 | | |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 3rd Year, reclassified from EB/EL | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 4th Year, reclassified from EB/EL | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Former EB/EL (Post Monitoring) | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Non-Emergent Bilingual/Non-English Learner | | | 184 | 31 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.9 | 60 | 13.8 | 49 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | | 226 | 29 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.1 | 58 | 13.1 | 47 | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | Participants | | 37 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 12.3 | 44 | 9.7 | 35 | | |
| | Nonparticipants | | 189 | 31 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.9 | 60 | 13.8 | 49 | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | Yes | | 27 | 17 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 9.8 | 35 | 6.8 | 24 | | |
| | No | | 199 | 31 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 17.0 | 61 | 14.0 | 50 | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | Yes | | 42 | 29 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.4 | 59 | 12.2 | 44 | | |
| | No | | 184 | 29 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 16.1 | 57 | 13.3 | 48 | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | Participants | | 16 | 42 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 21.4 | 77 | 20.4 | 73 | | |
| | Nonparticipants | | 210 | 28 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 15.7 | 56 | 12.6 | 45 | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | Yes | | 117 | 23 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 13.1 | 47 | 10.1 | 36 | | |
| | No | | 109 | 36 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 19.3 | 69 | 16.3 | 58 | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Extended Constructed Responses Summary Report
Grade 8 Reading Language Arts

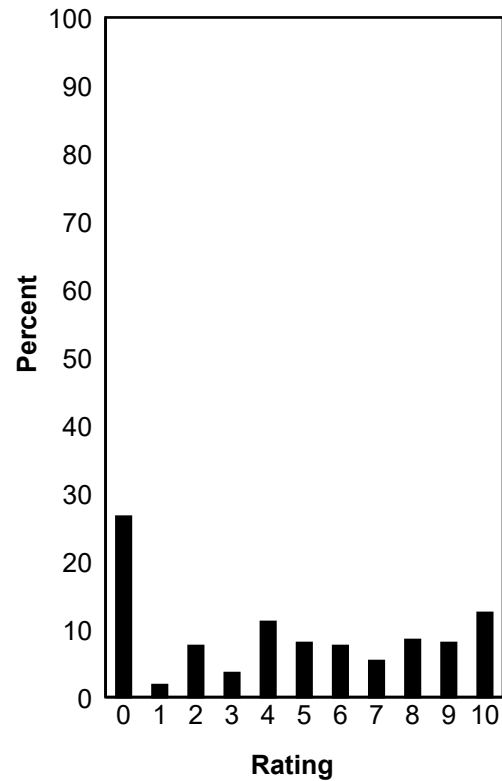
District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

| Rating | # | % |
|--------|-----|-----|
| 0 | 60 | 27 |
| 1 | 4 | 2 |
| 2 | 17 | 8 |
| 3 | 8 | 4 |
| 4 | 25 | 11 |
| 5 | 18 | 8 |
| 6 | 17 | 8 |
| 7 | 12 | 5 |
| 8 | 19 | 8 |
| 9 | 18 | 8 |
| 10 | 28 | 12 |
| Total | 226 | 100 |



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Social Studies

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

Report Date: JUNE 2023
Date of Testing: SPRING 2023

| Administration Summary | | | Number of Students Tested | Average Raw Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|--|-----------------|-----|---------------------------|-------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|-----------------------|-----|----------------------------|-----|---|--|
| | | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | |
| | | | | | | | | | | | | | History | | Geography and Culture | | Government and Citizenship | | Economics, Science, Technology, and Society | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | Points Possible | | | | | | | |
| 18 | | 11 | | 13 | | 7 | | | | | | | | | | | | | | |
| Avg. # of Points / % Achieved | | | | | | | | | | | | | | | | | | | | |
| # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | | | |
| All Students | 223 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.8 | 38 | 5.2 | 47 | 5.0 | 38 | 3.0 | 43 | | |
| Male | 118 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 7.2 | 40 | 5.2 | 48 | 5.1 | 39 | 3.2 | 45 | | |
| Female | 105 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.3 | 35 | 5.2 | 47 | 4.9 | 37 | 2.9 | 41 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | 103 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.2 | 35 | 4.6 | 42 | 4.5 | 35 | 2.7 | 39 | | |
| American Indian or Alaska Native | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Black or African American | 27 | 17 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.8 | 32 | 4.7 | 43 | 4.5 | 35 | 2.1 | 30 | | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | 79 | 23 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 7.8 | 43 | 6.1 | 56 | 5.7 | 44 | 3.7 | 53 | | |
| Two or More Races | 9 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.8 | 38 | 5.0 | 45 | 5.2 | 40 | 3.2 | 46 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | Yes | 111 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.0 | 33 | 4.6 | 42 | 4.6 | 35 | 2.7 | 39 | | |
| | No | 112 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 7.6 | 42 | 5.9 | 53 | 5.4 | 41 | 3.3 | 47 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 223 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.8 | 38 | 5.2 | 47 | 5.0 | 38 | 3.0 | 43 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | 223 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.8 | 38 | 5.2 | 47 | 5.0 | 38 | 3.0 | 43 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Identified as Emergent Bilingual/English Learner | | 34 | 15 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.1 | 28 | 4.0 | 37 | 4.0 | 31 | 2.4 | 34 | | |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 3rd Year, reclassified from EB/EL | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 4th Year, reclassified from EB/EL | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Former EB/EL (Post Monitoring) | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Non-Emergent Bilingual/Non-English Learner | | 183 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 7.1 | 40 | 5.4 | 49 | 5.2 | 40 | 3.2 | 45 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 223 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.8 | 38 | 5.2 | 47 | 5.0 | 38 | 3.0 | 43 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | Participants | 35 | 16 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.3 | 29 | 4.1 | 37 | 4.0 | 31 | 2.3 | 33 | | |
| | Nonparticipants | 188 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 7.1 | 39 | 5.4 | 49 | 5.1 | 40 | 3.2 | 45 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | Yes | 27 | 13 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.8 | 27 | 2.8 | 25 | 3.9 | 30 | 1.3 | 19 | | |
| | No | 196 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 7.1 | 39 | 5.6 | 51 | 5.1 | 39 | 3.3 | 47 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | Yes | 41 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.7 | 37 | 5.4 | 49 | 4.9 | 37 | 2.9 | 42 | | |
| | No | 182 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.8 | 38 | 5.2 | 47 | 5.0 | 38 | 3.0 | 44 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | Participants | 17 | 30 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 10.8 | 60 | 7.4 | 67 | 6.9 | 53 | 4.7 | 67 | | |
| | Nonparticipants | 206 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.5 | 36 | 5.0 | 46 | 4.8 | 37 | 2.9 | 41 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | Yes | 114 | 16 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 5.7 | 32 | 4.3 | 39 | 4.1 | 31 | 2.3 | 33 | | |
| | No | 109 | 24 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 7.9 | 44 | 6.2 | 56 | 5.9 | 46 | 3.7 | 53 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Science

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

Report Date: JUNE 2023
Date of Testing: SPRING 2023

| Administration Summary | | | Number of Students Tested | Average Raw Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | | | | | | | | | |
|--|--|---|---------------------------|-------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|---------------------------|-----|-----------------|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | | | | | | | | | |
| | | | | | | | | | | | | | Matter and Energy | | Force, Motion, and Energy | | Earth and Space | | Organisms and Environments | | | | | | | | | |
| | | | | | | | | | | | | | Points Possible | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 14 | | 10 | | 11 | | 11 | | | | | | | | | |
| | | | | | | | | | | | | | Avg. # of Points / % Achieved | | | | | | | | | | | | | | | |
| | | # | | | | | | | | | | | % | # | % | # | % | # | % | | | | | | | | | |
| All Students | | | | | | | | | | | | | 223 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | 6.3 | 45 | 4.0 | 40 | 5.3 | 48 | 5.1 | 47 |
| Male | | | | | | | | | | | | | 117 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | 6.4 | 45 | 4.3 | 43 | 5.5 | 50 | 5.4 | 49 |
| Female | | | | | | | | | | | | | 106 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | 6.2 | 44 | 3.7 | 37 | 5.0 | 45 | 4.8 | 44 |
| No Information Provided | | | | | | | | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | | 104 | 19 | NSE | NSE | NSE | NSE | NSE | NSE | 5.5 | 39 | 3.6 | 36 | 4.8 | 43 | 4.7 | 42 | | | | | | | | | | |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | |
| Asian | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | |
| Black or African American | | | 27 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | 5.6 | 40 | 3.2 | 32 | 4.5 | 41 | 4.3 | 39 | | | | | | | | | | |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | |
| White | | | 77 | 25 | NSE | NSE | NSE | NSE | NSE | NSE | 7.4 | 53 | 4.9 | 49 | 6.1 | 56 | 6.2 | 56 | | | | | | | | | | |
| Two or More Races | | | 9 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | 6.8 | 48 | 4.2 | 42 | 6.1 | 56 | 4.8 | 43 | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | |
| Economically Disadvantaged | | | Yes | 112 | 18 | NSE | NSE | NSE | NSE | NSE | NSE | 5.5 | 39 | 3.4 | 34 | 4.7 | 43 | 4.7 | 43 | | | | | | | | | |
| | | | No | 111 | 23 | NSE | NSE | NSE | NSE | NSE | NSE | 7.1 | 51 | 4.6 | 46 | 5.8 | 53 | 5.6 | 51 | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Title I, Part A | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| | | | Nonparticipants | 223 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | 6.3 | 45 | 4.0 | 40 | 5.3 | 48 | 5.1 | 47 | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Migrant | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| | | | No | 223 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | 6.3 | 45 | 4.0 | 40 | 5.3 | 48 | 5.1 | 47 | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Identified as Emergent Bilingual/English Learner | | | 34 | 16 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 4.8 | 34 | 2.9 | 29 | 4.4 | 40 | 3.9 | 36 | | | | | | | | | |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Monitored 3rd Year, reclassified from EB/EL | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Monitored 4th Year, reclassified from EB/EL | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Former EB/EL (Post Monitoring) | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Non-Emergent Bilingual/Non-English Learner | | | 183 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | NSE | 6.6 | 47 | 4.2 | 42 | 5.4 | 49 | 5.4 | 49 | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Bilingual | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| | | | Nonparticipants | 223 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | 6.3 | 45 | 4.0 | 40 | 5.3 | 48 | 5.1 | 47 | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| ESL | | | Participants | 35 | 16 | NSE | NSE | NSE | NSE | NSE | NSE | 4.9 | 35 | 2.9 | 29 | 4.4 | 40 | 4.0 | 37 | | | | | | | | | |
| | | | Nonparticipants | 188 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | 6.5 | 47 | 4.2 | 42 | 5.4 | 49 | 5.4 | 49 | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Special Education | | | Yes | 27 | 12 | NSE | NSE | NSE | NSE | NSE | NSE | 3.7 | 26 | 2.2 | 22 | 2.8 | 25 | 3.2 | 29 | | | | | | | | | |
| | | | No | 196 | 22 | NSE | NSE | NSE | NSE | NSE | NSE | 6.6 | 47 | 4.3 | 43 | 5.6 | 51 | 5.4 | 49 | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Section 504 | | | Yes | 41 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | 5.9 | 42 | 3.8 | 38 | 5.2 | 47 | 5.3 | 48 | | | | | | | | | |
| | | | No | 182 | 21 | NSE | NSE | NSE | NSE | NSE | NSE | 6.4 | 46 | 4.1 | 41 | 5.3 | 48 | 5.1 | 47 | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| Gifted/Talented | | | Participants | 15 | 31 | NSE | NSE | NSE | NSE | NSE | NSE | 9.1 | 65 | 5.7 | 57 | 7.8 | 71 | 8.0 | 73 | | | | | | | | | |
| | | | Nonparticipants | 208 | 20 | NSE | NSE | NSE | NSE | NSE | NSE | 6.1 | 43 | 3.9 | 39 | 5.1 | 46 | 4.9 | 45 | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| At-Risk | | | Yes | 115 | 16 | NSE | NSE | NSE | NSE | NSE | NSE | 4.9 | 35 | 3.0 | 30 | 4.1 | 38 | 4.1 | 37 | | | | | | | | | |
| | | | No | 108 | 26 | NSE | NSE | NSE | NSE | NSE | NSE | 7.7 | 55 | 5.1 | 51 | 6.5 | 59 | 6.3 | 57 | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |

Summary Report
All Students

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| Listening | | | | | | Speaking | | | | | Reading | | | | | Writing | | | | | | | | |
|---------------------------|-----|-----|--------|---------|---------------------------|----------|-----|--------|---------|---------------------------|---------|----|--------|---------|---------------------------|---------|-----|--------|---------|-----|-----|-----|-----|--|
| | | | Number | Percent | | | | Number | Percent | | | | Number | Percent | | | | Number | Percent | | | | | |
| Number of Students Rated | | | 46 | 100 | Number of Students Rated | | | 46 | 100 | Number of Students Rated | | | 46 | 100 | Number of Students Rated | | | 46 | 100 | | | | | |
| Students Absent | | | 0 | 0 | Students Absent | | | 0 | 0 | Students Absent | | | 0 | 0 | Students Absent | | | 0 | 0 | | | | | |
| Not Rated: EC | | | 0 | 0 | Not Rated: EC | | | 0 | 0 | Not Rated: ARD Decision | | | 0 | 0 | Not Rated: EC | | | 0 | 0 | | | | | |
| Not Rated: ARD Decision | | | 0 | 0 | Not Rated: ARD Decision | | | 0 | 0 | Other Students Not Rated | | | 0 | 0 | Not Rated: ARD Decision | | | 0 | 0 | | | | | |
| Other Students Not Rated | | | 0 | 0 | Other Students Not Rated | | | 0 | 0 | | | | | | Other Students Not Rated | | | 0 | 0 | | | | | |
| Total Documents Submitted | | | 46 | 100 | Total Documents Submitted | | | 46 | 100 | Total Documents Submitted | | | 46 | 100 | Total Documents Submitted | | | 46 | 100 | | | | | |
| # | Std | BEG | INT | ADV | AH | # | Std | BEG | INT | ADV | AH | # | Std | BEG | INT | ADV | AH | # | Std | BEG | INT | ADV | AH | |
| 46 | 2 | 54 | 26 | 17 | | 46 | 15 | 54 | 30 | 0 | | 46 | 24 | 37 | 28 | 11 | | 46 | 17 | 48 | 35 | 0 | | |
| 20 | 0 | 70 | 25 | 5 | | 20 | 5 | 65 | 30 | 0 | | 20 | 20 | 60 | 15 | 5 | | 20 | 15 | 65 | 20 | 0 | | |
| 26 | 4 | 42 | 27 | 27 | | 26 | 23 | 46 | 31 | 0 | | 26 | 27 | 19 | 38 | 15 | | 26 | 19 | 35 | 46 | 0 | | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 40 | 3 | 60 | 23 | 15 | | 40 | 18 | 53 | 30 | 0 | | 40 | 28 | 38 | 28 | 8 | | 40 | 20 | 48 | 33 | 0 | | |
| 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | |
| 4 | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 42 | 2 | 52 | 26 | 19 | | 42 | 14 | 55 | 31 | 0 | | 42 | 24 | 36 | 29 | 12 | | 42 | 17 | 48 | 36 | 0 | | |
| 4 | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 46 | 2 | 54 | 26 | 17 | | 46 | 15 | 54 | 30 | 0 | | 46 | 24 | 37 | 28 | 11 | | 46 | 17 | 48 | 35 | 0 | | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 46 | 2 | 54 | 26 | 17 | | 46 | 15 | 54 | 30 | 0 | | 46 | 24 | 37 | 28 | 11 | | 46 | 17 | 48 | 35 | 0 | | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 46 | 2 | 54 | 26 | 17 | | 46 | 15 | 54 | 30 | 0 | | 46 | 24 | 37 | 28 | 11 | | 46 | 17 | 48 | 35 | 0 | | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 46 | 2 | 54 | 26 | 17 | | 46 | 15 | 54 | 30 | 0 | | 46 | 24 | 37 | 28 | 11 | | 46 | 17 | 48 | 35 | 0 | | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 46 | 2 | 54 | 26 | 17 | | 46 | 15 | 54 | 30 | 0 | | 46 | 24 | 37 | 28 | 11 | | 46 | 17 | 48 | 35 | 0 | | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 44 | 2 | 55 | 25 | 18 | | 44 | 14 | 55 | 32 | 0 | | 44 | 25 | 36 | 27 | 11 | | 44 | 18 | 48 | 34 | 0 | | |
| 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 11 | 0 | 73 | 18 | 9 | | 11 | 0 | 64 | 36 | 0 | | 11 | 55 | 27 | 18 | 0 | | 11 | 36 | 45 | 18 | 0 | | |
| 35 | 3 | 49 | 29 | 20 | | 35 | 20 | 51 | 29 | 0 | | 35 | 14 | 40 | 31 | 14 | | 35 | 11 | 49 | 40 | 0 | | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | |
| 44 | 2 | 57 | 25 | 16 | | 44 | 16 | 55 | 30 | 0 | | 44 | 25 | 39 | 25 | 11 | | 44 | 18 | 48 | 34 | 0 | | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | |
| 44 | 2 | 55 | 27 | 16 | | 44 | 14 | 55 | 32 | 0 | | 44 | 25 | 39 | 27 | 9 | | 44 | 18 | 48 | 34 | 0 | | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 45 | 2 | 53 | 27 | 18 | | 45 | 16 | 56 | 29 | 0 | | 45 | 24 | 36 | 29 | 11 | | 45 | 18 | 49 | 33 | 0 | | |
| 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 3 | --- | --- | --- | --- | | 3 | --- | --- | --- | --- | | 3 | --- | --- | --- | --- | --- | | 3 | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | |
| 40 | 0 | 53 | 28 | 20 | | 40 | 8 | 58 | 35 | 0 | | 40 | 20 | 38 | 30 | 13 | | 40 | 10 | 50 | 40 | 0 | | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | |

Summary Report
All StudentsDistrict: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MIReport Date: JUNE 2023
Date of Testing: SPRING 2023

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| TELPAS Composite Rating | | | | | | Average Score | Yearly Progress in TELPAS Composite Rating |
|---|-----|--------|---------|-----|-----|---------------|--|
| | | Number | Percent | | | | |
| Number of Students Receiving a Composite Rating | | 46 | 100 | | | | |
| Number of Students Not Receiving a Composite Rating | | 0 | 0 | | | | |
| Total Documents Submitted | | 46 | 100 | | | | |
| # Std | BEG | INT | ADV | AH | | | |
| 46 | 7 | 52 | 37 | 4 | 2.3 | | |
| 20 | 0 | 70 | 30 | 0 | 2.2 | | |
| 26 | 12 | 38 | 42 | 8 | 2.4 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 40 | 8 | 58 | 30 | 5 | 2.3 | | |
| 1 | --- | --- | --- | --- | --- | | |
| 4 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 1 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 42 | 5 | 55 | 36 | 5 | 2.3 | | |
| 4 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 46 | 7 | 52 | 37 | 4 | 2.3 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 46 | 7 | 52 | 37 | 4 | 2.3 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 46 | 7 | 52 | 37 | 4 | 2.3 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 46 | 7 | 52 | 37 | 4 | 2.3 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 44 | 7 | 52 | 36 | 5 | 2.3 | | |
| 2 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 11 | 0 | 73 | 27 | 0 | 2.1 | | |
| 35 | 9 | 46 | 40 | 6 | 2.4 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 2 | --- | --- | --- | --- | --- | | |
| 44 | 7 | 55 | 34 | 5 | 2.3 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 2 | --- | --- | --- | --- | --- | | |
| 44 | 7 | 52 | 36 | 5 | 2.3 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 45 | 7 | 53 | 36 | 4 | 2.3 | | |
| 1 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 3 | --- | --- | --- | --- | --- | | |
| 1 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 1 | --- | --- | --- | --- | --- | | |
| 1 | --- | --- | --- | --- | --- | | |
| 40 | 0 | 55 | 40 | 5 | 2.4 | | |
| 0 | --- | --- | --- | --- | --- | | |

Summary Report
All Students

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| Listening | | | | | | Speaking | | | | | Reading | | | | | Writing | | | | | | | |
|---------------------------|-----|--------|---------|-----|----|---------------------------|-----|--------|---------|-----|---------|---------------------------|-----|--------|---------|---------|----|---------------------------|-----|--------|---------|-----|-----|
| | | Number | Percent | | | | | Number | Percent | | | | | Number | Percent | | | | | Number | Percent | | |
| Number of Students Rated | | 44 | 100 | | | Number of Students Rated | | 44 | 100 | | | Number of Students Rated | | 44 | 100 | | | Number of Students Rated | | 44 | 100 | | |
| Students Absent | | 0 | 0 | | | Students Absent | | 0 | 0 | | | Students Absent | | 0 | 0 | | | Students Absent | | 0 | 0 | | |
| Not Rated: EC | | 0 | 0 | | | Not Rated: EC | | 0 | 0 | | | Not Rated: ARD Decision | | 0 | 0 | | | Not Rated: EC | | 0 | 0 | | |
| Not Rated: ARD Decision | | 0 | 0 | | | Not Rated: ARD Decision | | 0 | 0 | | | Other Students Not Rated | | 0 | 0 | | | Not Rated: ARD Decision | | 0 | 0 | | |
| Other Students Not Rated | | 0 | 0 | | | Other Students Not Rated | | 0 | 0 | | | | | | | | | Other Students Not Rated | | 0 | 0 | | |
| Total Documents Submitted | | 44 | 100 | | | Total Documents Submitted | | 44 | 100 | | | Total Documents Submitted | | 44 | 100 | | | Total Documents Submitted | | 44 | 100 | | |
| # | Std | BEG | INT | ADV | AH | # | Std | BEG | INT | ADV | AH | # | Std | BEG | INT | ADV | AH | # | Std | BEG | INT | ADV | AH |
| 44 | 2 | 45 | 41 | 11 | | 44 | 20 | 36 | 34 | 9 | | 44 | 7 | 41 | 36 | 16 | | 44 | 9 | 50 | 39 | 2 | |
| 19 | 5 | 68 | 16 | 11 | | 19 | 37 | 16 | 42 | 5 | | 19 | 0 | 42 | 47 | 11 | | 19 | 11 | 68 | 21 | 0 | |
| 25 | 0 | 28 | 60 | 12 | | 25 | 8 | 52 | 28 | 12 | | 25 | 12 | 40 | 28 | 20 | | 25 | 8 | 36 | 52 | 4 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 38 | 3 | 42 | 47 | 8 | | 38 | 24 | 34 | 32 | 11 | | 38 | 5 | 45 | 34 | 16 | | 38 | 11 | 47 | 39 | 3 | |
| 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | --- |
| 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 4 | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 36 | 3 | 44 | 42 | 11 | | 36 | 25 | 31 | 36 | 8 | | 36 | 8 | 44 | 33 | 14 | | 36 | 11 | 56 | 31 | 3 | |
| 8 | 0 | 50 | 38 | 13 | | 8 | 0 | 63 | 25 | 13 | | 8 | 0 | 25 | 50 | 25 | | 8 | 0 | 25 | 75 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 44 | 2 | 45 | 41 | 11 | | 44 | 20 | 36 | 34 | 9 | | 44 | 7 | 41 | 36 | 16 | | 44 | 9 | 50 | 39 | 2 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 44 | 2 | 45 | 41 | 11 | | 44 | 20 | 36 | 34 | 9 | | 44 | 7 | 41 | 36 | 16 | | 44 | 9 | 50 | 39 | 2 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 44 | 2 | 45 | 41 | 11 | | 44 | 20 | 36 | 34 | 9 | | 44 | 7 | 41 | 36 | 16 | | 44 | 9 | 50 | 39 | 2 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 44 | 2 | 45 | 41 | 11 | | 44 | 20 | 36 | 34 | 9 | | 44 | 7 | 41 | 36 | 16 | | 44 | 9 | 50 | 39 | 2 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 44 | 2 | 45 | 41 | 11 | | 44 | 20 | 36 | 34 | 9 | | 44 | 7 | 41 | 36 | 16 | | 44 | 9 | 50 | 39 | 2 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 44 | 2 | 45 | 41 | 11 | | 44 | 20 | 36 | 34 | 9 | | 44 | 7 | 41 | 36 | 16 | | 44 | 9 | 50 | 39 | 2 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 44 | 2 | 45 | 41 | 11 | | 44 | 20 | 36 | 34 | 9 | | 44 | 7 | 41 | 36 | 16 | | 44 | 9 | 50 | 39 | 2 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 44 | 2 | 45 | 41 | 11 | | 44 | 20 | 36 | 34 | 9 | | 44 | 7 | 41 | 36 | 16 | | 44 | 9 | 50 | 39 | 2 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 4 | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | | 4 | --- | --- | --- | --- | --- |
| 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | --- |
| 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | | 1 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 37 | 3 | 38 | 46 | 14 | | 37 | 19 | 38 | 35 | 8 | | 37 | 3 | 41 | 41 | 16 | | 37 | 5 | 49 | 43 | 3 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |

Summary Report
All StudentsDistrict: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MIReport Date: JUNE 2023
Date of Testing: SPRING 2023

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| TELPAS Composite Rating | | | | | Yearly Progress in TELPAS Composite Rating | |
|---|-----|-----|--------|---------|--|--|
| | | | Number | Percent | Average Score | |
| Number of Students Receiving a Composite Rating | | | 44 | 100 | | |
| Number of Students Not Receiving a Composite Rating | | | 0 | 0 | | |
| Total Documents Submitted | | | 44 | 100 | | |
| # Std | BEG | INT | ADV | AH | | |
| 44 | 2 | 45 | 48 | 5 | 2.5 | |
| 19 | 0 | 58 | 37 | 5 | 2.3 | |
| 25 | 4 | 36 | 56 | 4 | 2.6 | |
| 0 | --- | --- | --- | --- | --- | |
| 38 | 3 | 45 | 47 | 5 | 2.5 | |
| 1 | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 4 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 36 | 3 | 50 | 44 | 3 | 2.4 | |
| 8 | 0 | 25 | 63 | 13 | 2.7 | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 44 | 2 | 45 | 48 | 5 | 2.5 | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 44 | 2 | 45 | 48 | 5 | 2.5 | |
| 0 | --- | --- | --- | --- | --- | |
| 44 | 2 | 45 | 48 | 5 | 2.5 | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 44 | 2 | 45 | 48 | 5 | 2.5 | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 44 | 2 | 45 | 48 | 5 | 2.5 | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 7 | 0 | 71 | 29 | 0 | 2.3 | |
| 37 | 3 | 41 | 51 | 5 | 2.5 | |
| 0 | --- | --- | --- | --- | --- | |
| 6 | 0 | 50 | 33 | 17 | 2.4 | |
| 38 | 3 | 45 | 50 | 3 | 2.5 | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 44 | 2 | 45 | 48 | 5 | 2.5 | |
| 0 | --- | --- | --- | --- | --- | |
| 44 | 2 | 45 | 48 | 5 | 2.5 | |
| 0 | --- | --- | --- | --- | --- | |
| 4 | --- | --- | --- | --- | --- | |
| 2 | --- | --- | --- | --- | --- | |
| 1 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | --- | |
| 37 | 0 | 41 | 57 | 3 | 2.6 | |
| 0 | --- | --- | --- | --- | --- | |

Progress Not Applicable

Progress Not Applicable

Summary Report
All Students

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| Listening | | | | | Speaking | | | | | Reading | | | | | Writing | | | | | | | | |
|---------------------------|--------|---------|-----|-----|----------|---------------------------|---------|-----|-----|---------|---------------------------|---------|-----|-----|---------|---------------------------|---------|-----|-----|-----|-----|-----|-----|
| | Number | Percent | | | | Number | Percent | | | | Number | Percent | | | | Number | Percent | | | | | | |
| Number of Students Rated | 36 | 100 | | | | Number of Students Rated | 36 | 100 | | | Number of Students Rated | 36 | 100 | | | Number of Students Rated | 36 | 100 | | | | | |
| Students Absent | 0 | 0 | | | | Students Absent | 0 | 0 | | | Students Absent | 0 | 0 | | | Students Absent | 0 | 0 | | | | | |
| Not Rated: EC | 0 | 0 | | | | Not Rated: EC | 0 | 0 | | | Not Rated: ARD Decision | 0 | 0 | | | Not Rated: EC | 0 | 0 | | | | | |
| Not Rated: ARD Decision | 0 | 0 | | | | Not Rated: ARD Decision | 0 | 0 | | | Other Students Not Rated | 0 | 0 | | | Not Rated: ARD Decision | 0 | 0 | | | | | |
| Other Students Not Rated | 0 | 0 | | | | Other Students Not Rated | 0 | 0 | | | | | | | | Other Students Not Rated | 0 | 0 | | | | | |
| Total Documents Submitted | 36 | 100 | | | | Total Documents Submitted | 36 | 100 | | | Total Documents Submitted | 36 | 100 | | | Total Documents Submitted | 36 | 100 | | | | | |
| # | Std | BEG | INT | ADV | AH | # | Std | BEG | INT | ADV | AH | # | Std | BEG | INT | ADV | AH | # | Std | BEG | INT | ADV | AH |
| 36 | 6 | 28 | 31 | 36 | | 36 | 8 | 31 | 33 | 28 | | 36 | 8 | 44 | 25 | 22 | | 36 | 17 | 50 | 33 | 0 | |
| 22 | 5 | 36 | 41 | 18 | | 22 | 14 | 45 | 27 | 14 | | 22 | 9 | 59 | 23 | 9 | | 22 | 18 | 64 | 18 | 0 | |
| 14 | 7 | 14 | 14 | 64 | | 14 | 0 | 7 | 43 | 50 | | 14 | 7 | 21 | 29 | 43 | | 14 | 14 | 29 | 57 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 33 | 6 | 27 | 30 | 36 | | 33 | 6 | 33 | 33 | 27 | | 33 | 9 | 48 | 21 | 21 | | 33 | 18 | 52 | 30 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 3 | --- | --- | --- | --- | | 3 | --- | --- | --- | --- | | 3 | --- | --- | --- | --- | | 3 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 29 | 7 | 31 | 28 | 34 | | 29 | 7 | 31 | 34 | 28 | | 29 | 7 | 45 | 28 | 21 | | 29 | 17 | 59 | 24 | 0 | |
| 7 | 0 | 14 | 43 | 43 | | 7 | 14 | 29 | 29 | 29 | | 7 | 14 | 43 | 14 | 29 | | 7 | 14 | 14 | 71 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 36 | 6 | 28 | 31 | 36 | | 36 | 8 | 31 | 33 | 28 | | 36 | 8 | 44 | 25 | 22 | | 36 | 17 | 50 | 33 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 36 | 6 | 28 | 31 | 36 | | 36 | 8 | 31 | 33 | 28 | | 36 | 8 | 44 | 25 | 22 | | 36 | 17 | 50 | 33 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 36 | 6 | 28 | 31 | 36 | | 36 | 8 | 31 | 33 | 28 | | 36 | 8 | 44 | 25 | 22 | | 36 | 17 | 50 | 33 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 36 | 6 | 28 | 31 | 36 | | 36 | 8 | 31 | 33 | 28 | | 36 | 8 | 44 | 25 | 22 | | 36 | 17 | 50 | 33 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 36 | 6 | 28 | 31 | 36 | | 36 | 8 | 31 | 33 | 28 | | 36 | 8 | 44 | 25 | 22 | | 36 | 17 | 50 | 33 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 36 | 6 | 28 | 31 | 36 | | 36 | 8 | 31 | 33 | 28 | | 36 | 8 | 44 | 25 | 22 | | 36 | 17 | 50 | 33 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 5 | 0 | 100 | 0 | 0 | | 5 | 20 | 80 | 0 | 0 | | 5 | 40 | 60 | 0 | 0 | | 5 | 80 | 20 | 0 | 0 | |
| 31 | 6 | 16 | 35 | 42 | | 31 | 6 | 23 | 39 | 32 | | 31 | 3 | 42 | 29 | 26 | | 31 | 6 | 55 | 39 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 5 | 0 | 0 | 40 | 60 | | 5 | 0 | 20 | 60 | 20 | | 5 | 0 | 60 | 20 | 20 | | 5 | 0 | 80 | 20 | 0 | |
| 31 | 6 | 32 | 29 | 32 | | 31 | 10 | 32 | 29 | 29 | | 31 | 10 | 42 | 26 | 23 | | 31 | 19 | 45 | 35 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | | 2 | --- | --- | --- | --- | --- |
| 34 | 6 | 29 | 29 | 35 | | 34 | 9 | 32 | 32 | 26 | | 34 | 9 | 44 | 26 | 21 | | 34 | 18 | 50 | 32 | 0 | |
| 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | | 0 | --- | --- | --- | --- | --- |
| 36 | 6 | 28 | 31 | 36 | | 36 | 8 | 31 | 33 | 28 | | 36 | 8 | 44 | 25 | 22 | | 36 | 17 | 50 | 33 | 0 | |
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| 32 | 0 | 31 | 34 | 34 | | 32 | 6 | 34 | 34 | 25 | | 32 | 6 | 50 | 25 | 19 | | 32 | 16 | 53 | 31 | 0 | |
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Summary Report
All StudentsDistrict: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MIReport Date: JUNE 2023
Date of Testing: SPRING 2023

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| TELPAS Composite Rating | | | | | | Average Score | Yearly Progress in TELPAS Composite Rating |
|---|-----|-------|--------|---------|-----|---------------|--|
| | | | Number | Percent | | | |
| Number of Students Receiving a Composite Rating | | | 36 | 100 | | | |
| Number of Students Not Receiving a Composite Rating | | | 0 | 0 | | | |
| Total Documents Submitted | | | 36 | 100 | | | |
| # Std | BEG | INT | ADV | AH | | | |
| 36 | 6 | 31 | 47 | 17 | 2.7 | | |
| 22 | 5 | 45 | 45 | 5 | 2.4 | | |
| 14 | 7 | 7 | 50 | 36 | 3.1 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 33 | 6 | 30 | 48 | 15 | 2.6 | | |
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| 29 | 3 | 38 | 45 | 14 | 2.6 | | |
| 7 | 14 | 0 | 57 | 29 | 2.8 | | |
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| 0 | --- | --- | --- | --- | --- | | |
| 36 | 6 | 31 | 47 | 17 | 2.7 | | |
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| 0 | --- | --- | --- | --- | --- | | |
| 36 | 6 | 31 | 47 | 17 | 2.7 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 36 | 6 | 31 | 47 | 17 | 2.7 | | |
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Progress Not Applicable



Grades 3 through 12 Texas English Language Proficiency Assessment System

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

Summary Report All Students

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| Listening | | | | | Speaking | | | | | Reading | | | | | Writing | | | | | |
|---------------------------|--------|---------|---------------------------|-----|----------|---------------------------|---------|-----|---------------------------|---------|--------|---------------------------|-----|-----|---------------------------|--------|---------|---------------------------|-----|-----|
| | Number | Percent | | | | Number | Percent | | | | Number | Percent | | | | Number | Percent | | | |
| Number of Students Rated | 126 | 100 | Number of Students Rated | 126 | 100 | Number of Students Rated | 126 | 100 | Number of Students Rated | 126 | 100 | Number of Students Rated | 126 | 100 | Number of Students Rated | 126 | 100 | Number of Students Rated | 126 | 100 |
| Students Absent | 0 | 0 | Students Absent | 0 | 0 | Students Absent | 0 | 0 | Students Absent | 0 | 0 | Students Absent | 0 | 0 | Students Absent | 0 | 0 | Students Absent | 0 | 0 |
| Not Rated: EC | 0 | 0 | Not Rated: EC | 0 | 0 | Not Rated: EC | 0 | 0 | Not Rated: EC | 0 | 0 | Not Rated: EC | 0 | 0 | Not Rated: EC | 0 | 0 | Not Rated: EC | 0 | 0 |
| Not Rated: ARD Decision | 0 | 0 | Not Rated: ARD Decision | 0 | 0 | Not Rated: ARD Decision | 0 | 0 | Not Rated: ARD Decision | 0 | 0 | Not Rated: ARD Decision | 0 | 0 | Not Rated: ARD Decision | 0 | 0 | Not Rated: ARD Decision | 0 | 0 |
| Other Students Not Rated | 0 | 0 | Other Students Not Rated | 0 | 0 | Other Students Not Rated | 0 | 0 | Other Students Not Rated | 0 | 0 | Other Students Not Rated | 0 | 0 | Other Students Not Rated | 0 | 0 | Other Students Not Rated | 0 | 0 |
| Total Documents Submitted | 126 | 100 | Total Documents Submitted | 126 | 100 | Total Documents Submitted | 126 | 100 | Total Documents Submitted | 126 | 100 | Total Documents Submitted | 126 | 100 | Total Documents Submitted | 126 | 100 | Total Documents Submitted | 126 | 100 |
| # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH | # Std | BEG | INT | ADV | AH | |
| 126 | 3 | 44 | 33 | 21 | 126 | 15 | 41 | 33 | 11 | 126 | 13 | 40 | 30 | 16 | 126 | 14 | 49 | 36 | 1 | |
| 61 | 3 | 57 | 28 | 11 | 61 | 18 | 43 | 33 | 7 | 61 | 10 | 54 | 28 | 8 | 61 | 15 | 66 | 20 | 0 | |
| 65 | 3 | 31 | 37 | 29 | 65 | 12 | 40 | 32 | 15 | 65 | 17 | 28 | 32 | 23 | 65 | 14 | 34 | 51 | 2 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 111 | 4 | 44 | 33 | 19 | 111 | 16 | 41 | 32 | 12 | 111 | 14 | 43 | 28 | 14 | 111 | 16 | 49 | 34 | 1 | |
| 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | |
| 8 | 0 | 38 | 25 | 38 | 8 | 13 | 25 | 50 | 13 | 8 | 13 | 25 | 38 | 25 | 8 | 0 | 50 | 50 | 0 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 5 | 0 | 40 | 20 | 40 | 5 | 0 | 60 | 40 | 0 | 5 | 0 | 0 | 80 | 20 | 5 | 0 | 60 | 40 | 0 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 107 | 4 | 44 | 32 | 21 | 107 | 16 | 40 | 34 | 10 | 107 | 14 | 41 | 30 | 15 | 107 | 15 | 53 | 31 | 1 | |
| 19 | 0 | 42 | 37 | 21 | 19 | 11 | 47 | 26 | 16 | 19 | 11 | 37 | 32 | 21 | 19 | 11 | 26 | 63 | 0 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 126 | 3 | 44 | 33 | 21 | 126 | 15 | 41 | 33 | 11 | 126 | 13 | 40 | 30 | 16 | 126 | 14 | 49 | 36 | 1 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
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| 126 | 3 | 44 | 33 | 21 | 126 | 15 | 41 | 33 | 11 | 126 | 13 | 40 | 30 | 16 | 126 | 14 | 49 | 36 | 1 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 126 | 3 | 44 | 33 | 21 | 126 | 15 | 41 | 33 | 11 | 126 | 13 | 40 | 30 | 16 | 126 | 14 | 49 | 36 | 1 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 126 | 3 | 44 | 33 | 21 | 126 | 15 | 41 | 33 | 11 | 126 | 13 | 40 | 30 | 16 | 126 | 14 | 49 | 36 | 1 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
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| 126 | 3 | 44 | 33 | 21 | 126 | 15 | 41 | 33 | 11 | 126 | 13 | 40 | 30 | 16 | 126 | 14 | 49 | 36 | 1 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 124 | 3 | 44 | 32 | 21 | 124 | 15 | 41 | 33 | 11 | 124 | 14 | 40 | 30 | 16 | 124 | 15 | 49 | 35 | 1 | |
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| 23 | 0 | 74 | 17 | 9 | 23 | 9 | 61 | 30 | 0 | 23 | 39 | 43 | 17 | 0 | 23 | 39 | 48 | 13 | 0 | |
| 103 | 4 | 37 | 36 | 23 | 103 | 17 | 37 | 33 | 14 | 103 | 8 | 40 | 33 | 19 | 103 | 9 | 50 | 41 | 1 | |
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| 13 | 0 | 23 | 38 | 38 | 13 | 15 | 31 | 38 | 15 | 13 | 0 | 54 | 31 | 15 | 13 | 8 | 62 | 23 | 8 | |
| 113 | 4 | 46 | 32 | 19 | 113 | 15 | 42 | 32 | 11 | 113 | 15 | 39 | 30 | 16 | 113 | 15 | 48 | 37 | 0 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | |
| 122 | 3 | 44 | 33 | 20 | 122 | 15 | 42 | 33 | 11 | 122 | 14 | 41 | 30 | 15 | 122 | 15 | 49 | 35 | 1 | |
| 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| 125 | 3 | 43 | 33 | 21 | 125 | 15 | 42 | 32 | 11 | 125 | 14 | 40 | 30 | 16 | 125 | 14 | 50 | 35 | 1 | |
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| 8 | 25 | 63 | 13 | 0 | 8 | 63 | 0 | 25 | 13 | 8 | 63 | 13 | 13 | 13 | 8 | 50 | 38 | 13 | 0 | |
| 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | |
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| 109 | 1 | 41 | 36 | 22 | 109 | 11 | 44 | 35 | 10 | 109 | 10 | 42 | 32 | 16 | 109 | 10 | 50 | 39 | 1 | |
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Grades 3 through 12 **Texas English Language Proficiency Assessment System**
Summary Report
All Students

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

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

| TELPAS Composite Rating | | | | | | Average Score | Yearly Progress in TELPAS Composite Rating |
|---|-----|-----|--------|---------|-----|---------------|--|
| | | | Number | Percent | | | |
| Number of Students Receiving a Composite Rating | | | 126 | 100 | | | |
| Number of Students Not Receiving a Composite Rating | | | 0 | 0 | | | |
| Total Documents Submitted | | | 126 | 100 | | | |
| # Std | BEG | INT | ADV | AH | | | |
| 126 | 5 | 44 | 44 | 8 | 2.5 | | |
| 61 | 2 | 57 | 38 | 3 | 2.3 | | |
| 65 | 8 | 31 | 49 | 12 | 2.6 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 111 | 5 | 45 | 41 | 8 | 2.4 | | |
| 2 | --- | --- | --- | --- | --- | | |
| 8 | 0 | 38 | 50 | 13 | 2.7 | | |
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| 5 | 0 | 20 | 80 | 0 | 2.8 | | |
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| 0 | --- | --- | --- | --- | --- | | |
| 107 | 4 | 49 | 41 | 7 | 2.5 | | |
| 19 | 11 | 16 | 58 | 16 | 2.6 | | |
| 0 | --- | --- | --- | --- | --- | | |
| 0 | --- | --- | --- | --- | --- | | |
| 126 | 5 | 44 | 44 | 8 | 2.5 | | |
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| 0 | --- | --- | --- | --- | --- | | |
| 126 | 5 | 44 | 44 | 8 | 2.5 | | |
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| 126 | 5 | 44 | 44 | 8 | 2.5 | | |
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Progress Not Applicable

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Georgetown ISD

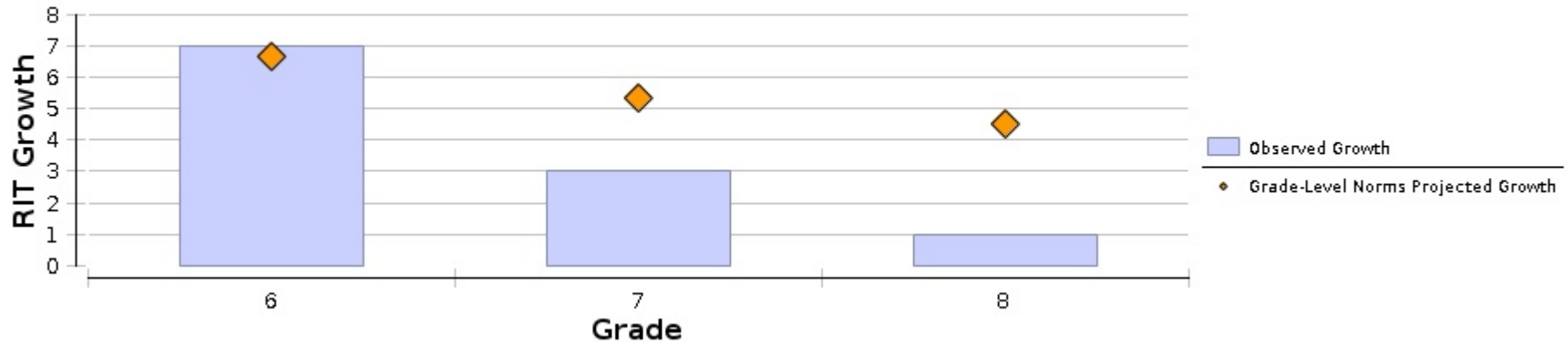
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 27 (Spring 2023)
Grouping: None
Small Group Display: No

Tippit Middle School

Math: Math K-12

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| Grade (Spring 2023) | Total Number of Growth Events‡ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| 6 | 195 | 212.6 | 15.3 | 39 | 219.1 | 16.2 | 39 | 7 | 0.5 | 6.7 | -0.10 | 46 | 195 | 101 | 52 | 51 | |
| 7 | 179 | 217.5 | 16.1 | 38 | 220.8 | 16.3 | 30 | 3 | 0.6 | 5.3 | -1.20 | 11 | 179 | 71 | 40 | 40 | |
| 8 | 202 | 225.2 | 17.9 | 51 | 226.6 | 18.8 | 39 | 1 | 0.7 | 4.5 | -1.56 | 6 | 202 | 77 | 38 | 36 | |

Math: Math K-12



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Georgetown ISD

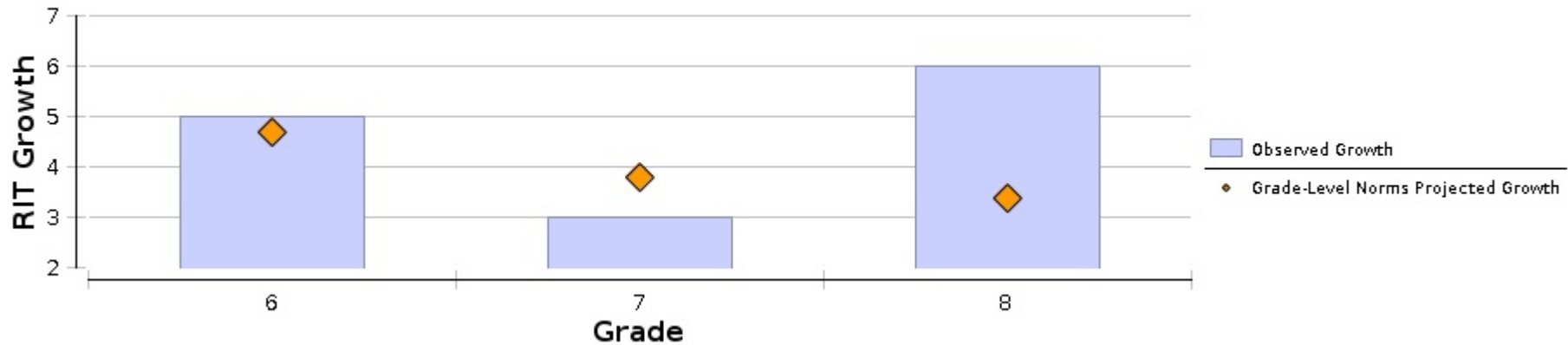
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 27 (Spring 2023)
Grouping: None
Small Group Display: No

Tippit Middle School

Language Arts:
Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| Grade (Spring 2023) | Total Number of Growth Events‡ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| 6 | 191 | 210.0 | 17.2 | 49 | 214.5 | 15.7 | 48 | 5 | 0.6 | 4.7 | -0.13 | 45 | 191 | 103 | 54 | 53 | |
| 7 | 177 | 212.4 | 16.2 | 40 | 215.2 | 15.2 | 35 | 3 | 0.7 | 3.8 | -0.68 | 25 | 177 | 78 | 44 | 40 | |
| 8 | 202 | 214.8 | 17.9 | 34 | 220.7 | 14.4 | 47 | 6 | 0.7 | 3.4 | 1.52 | 94 | 202 | 119 | 59 | 56 | |

Language Arts: Reading



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Math

Tippit Middle School

| | FALL 2022-2023 ACHIEVEMENT | | | | | | SPRING 2022-2023 ACHIEVEMENT | | | | | | |
|---------|----------------------------|-------------------------|-----|-----|-----|-----|------------------------------|-------------------------|-----|-----|-----|-----|---------------------------------|
| Grade | Median Percentile | Achievement Percentiles | | | | | Median Percentile | Achievement Percentiles | | | | | Number of Students ¹ |
| Grade 6 | 48th | 24% | 19% | 18% | 24% | 15% | 49th | 25% | 18% | 23% | 20% | 14% | 195 |
| Grade 7 | 45th | 22% | 21% | 24% | 22% | 11% | 44th | 23% | 25% | 25% | 19% | 8% | 179 |
| Grade 8 | 56th | 18% | 20% | 15% | 28% | 19% | 46th | 22% | 22% | 20% | 19% | 17% | 202 |

Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th

Reading

Tippit Middle School

| | FALL 2022-2023 ACHIEVEMENT | | | | | | SPRING 2022-2023 ACHIEVEMENT | | | | | | |
|---------|----------------------------|-------------------------|-----|-----|-----|-----|------------------------------|-------------------------|-----|-----|-----|-----|---------------------------------|
| Grade | Median Percentile | Achievement Percentiles | | | | | Median Percentile | Achievement Percentiles | | | | | Number of Students ¹ |
| Grade 6 | 54th | 21% | 16% | 20% | 22% | 21% | 55th | 19% | 15% | 25% | 24% | 17% | 191 |
| Grade 7 | 47th | 20% | 20% | 22% | 23% | 15% | 45th | 20% | 25% | 26% | 16% | 13% | 177 |
| Grade 8 | 48th | 22% | 20% | 20% | 24% | 14% | 53rd | 14% | 23% | 21% | 31% | 11% | 202 |

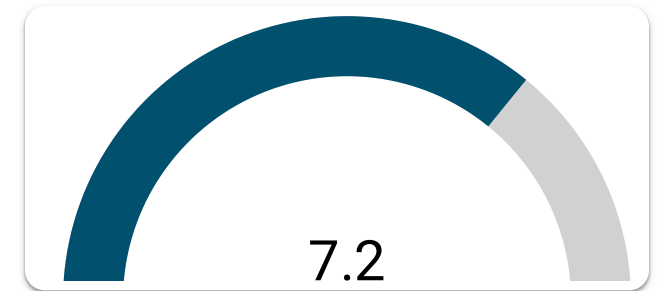
Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th



Georgetown ISD Parent Survey 2023

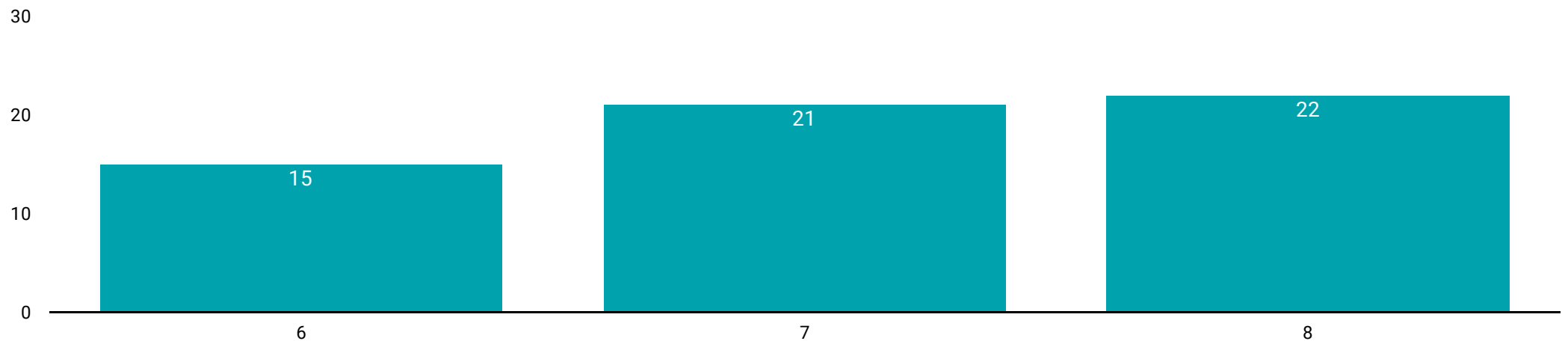
Tippit Middle School

Completed Surveys
58



How likely is it that you would recommend your student's school to a friend or colleague? (On a scale of 1-10)

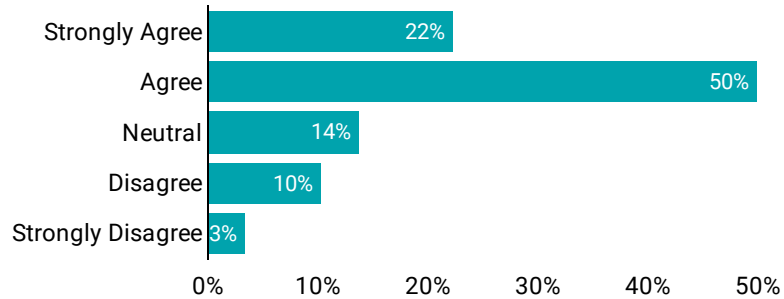
Completed Surveys by Grade Level



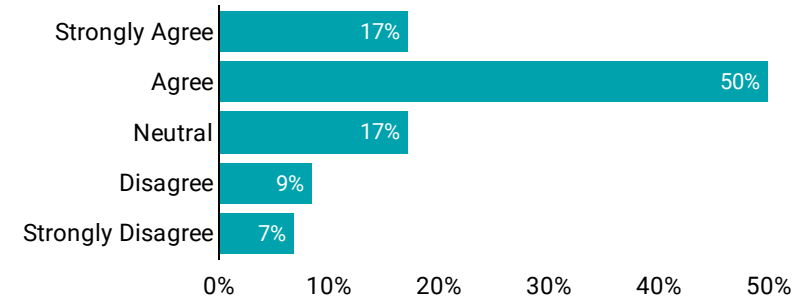
2023 GISD Parent Survey

Strategic Priority Area 1: Student Learning, Growth and Progress

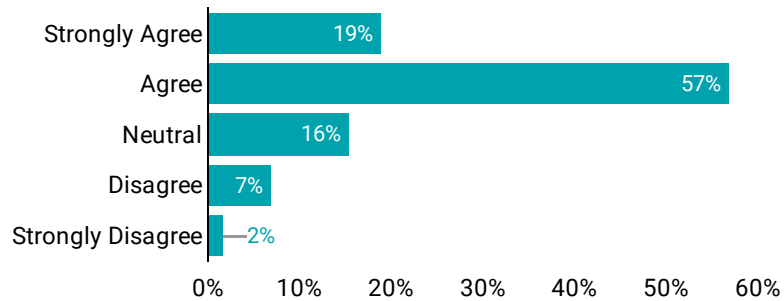
My child is appropriately challenged by the school academic curriculum.



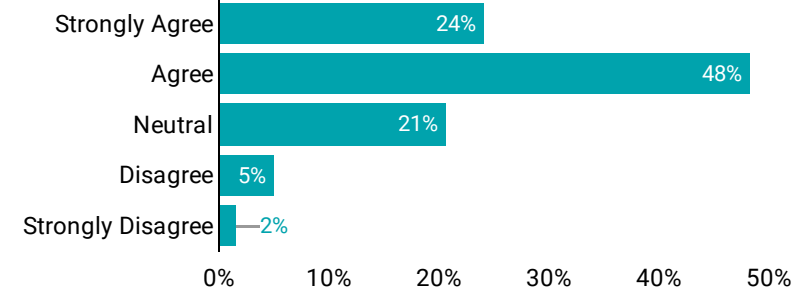
My child is being adequately prepared for future success (including college/career/life ready).



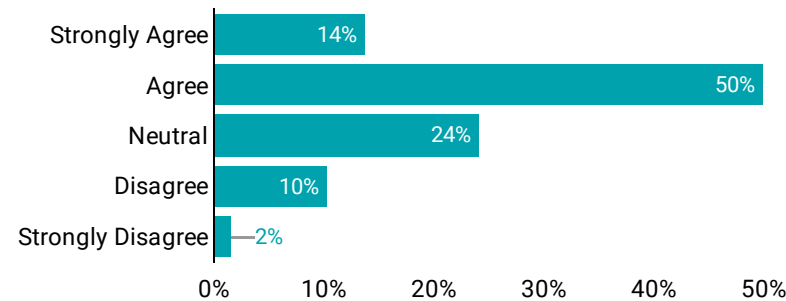
The school provides support for my child's unique learning needs.



My child is being well-prepared for the next school year.



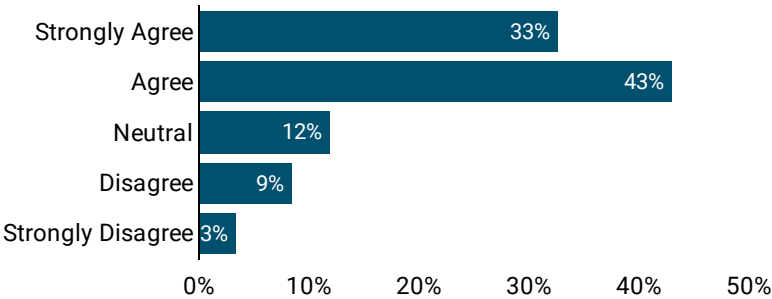
My child receives useful feedback about their work.



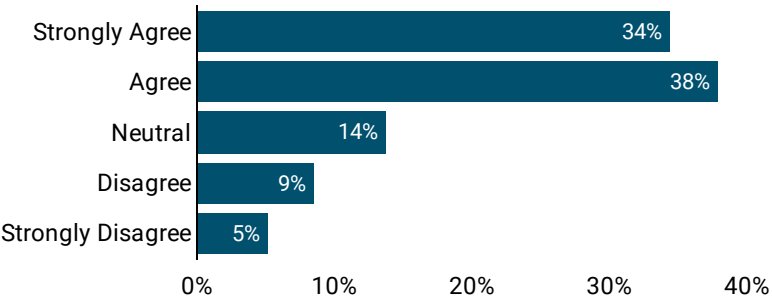
2023 GISD Parent Survey

Strategic Priority Area 2: Student and Staff Well-Being

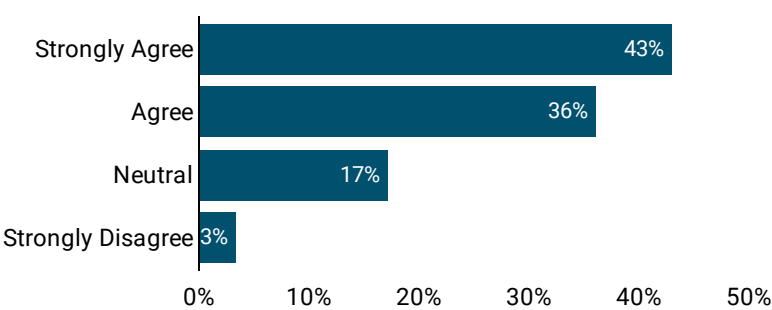
My child has a sense of belonging at their school.



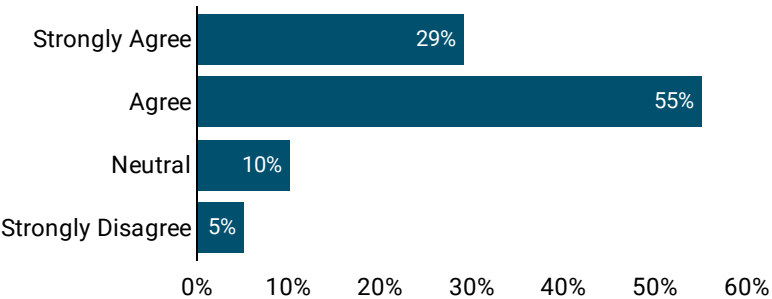
My child looks forward to going to school.



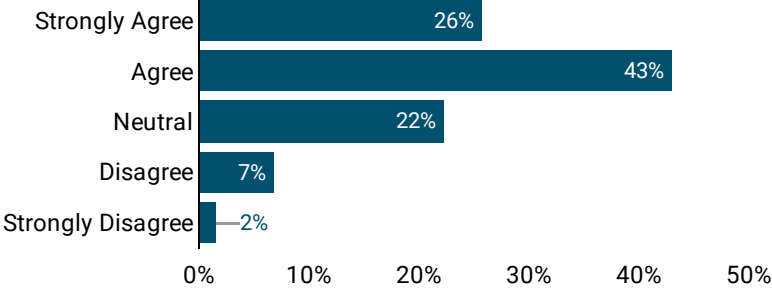
Adults at my child's school treat my child with respect.



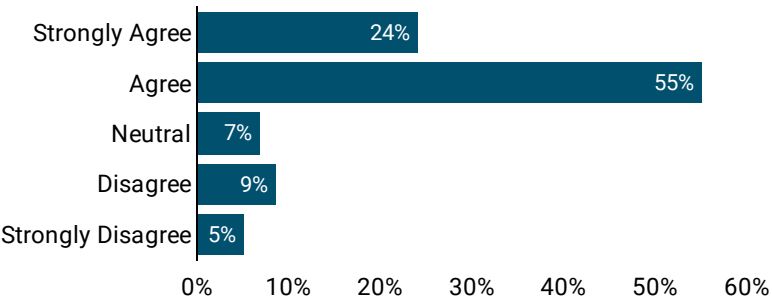
The school is responsive to my family's culture and language.



My child feels connected to the adults at their school.



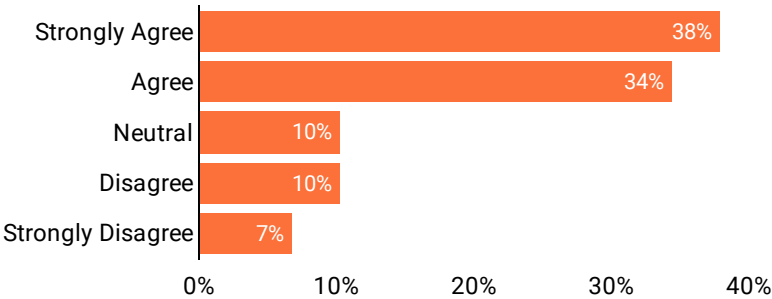
My child's school is a safe place to learn.



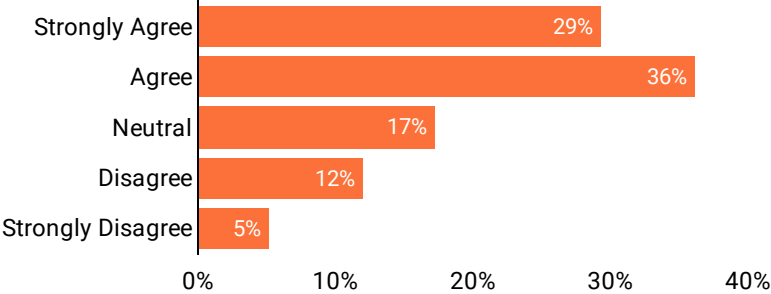
2023 GISD Parent Survey

Strategic Priority Area 4: Community and Connectivity

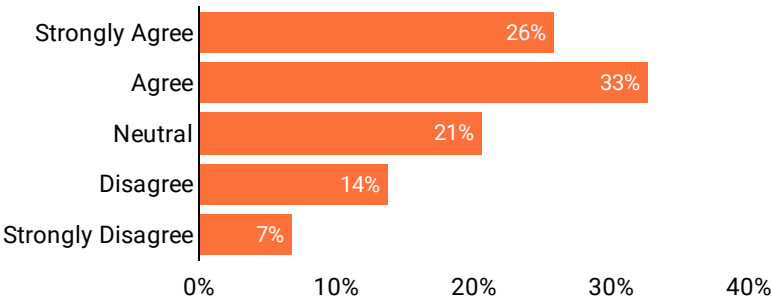
The school keeps me well-informed about my child's progress in school.



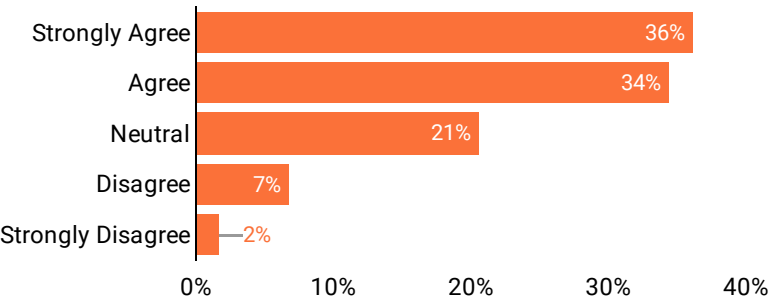
The school is very good at staying in touch with me regarding all aspects of their educational experience (e.g. letters, phone calls, or emails).



The school encourages me to be an active partner with the school in educating my child.



I feel welcomed and invited in my child's school.



Feedback ▾

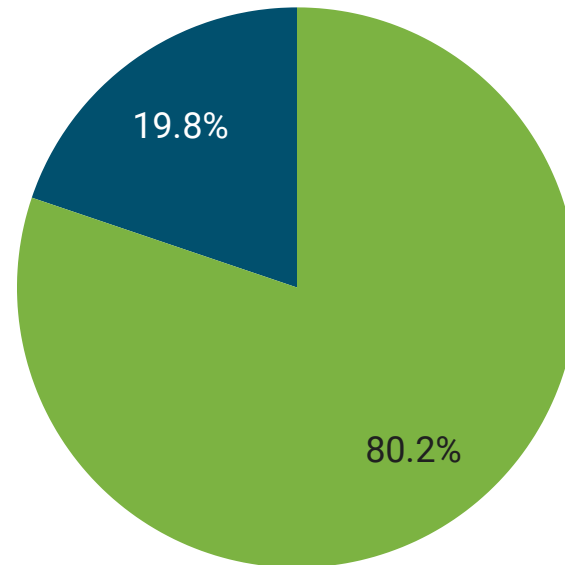
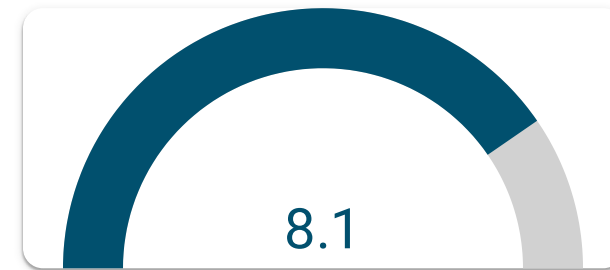
1. keep up the great work
2. Website is not user friendly and rarely updated. Seems to be difficult to find basic information. Lack of response when contacting teachers is disheartening. There was one teacher this year who was great about emailing and keeping parents informed. Attendance seems to be the only area where there's consistent communication, and that is complete overkill. I know your funding is based on attendance, but the emphasis is ridiculous. I shouldn't have to take my child to the doctor every single time they're too sick for school just to provide a dr excuse. If I didn't have insurance I couldn't keep up with that demand. Your emphasis on attendance encourages sick kids to come to school, and that's no good for anyone.
3. Translated: Thank you very much to the teachers and administrative staff Tippit Middle School for their excellent work and love.
4. Tippit has so much potential. However there is a very bad climate of abusive language among the kids and some teachers are disrespectful. I truly fear that there will be a tragedy at this school if nothing happens to improve these conditions. Some sort of intervention needs to happen.
5. There is too much racism in the school district.
6. The teachers are doing what they can with the overcrowding at our schools. The teachers have been communicative and I know what is usually going on with the activities and such. The principal has been a GREAT change.
7. The staff at Tippit have handled two cases of mild bullying of our child very well, and in both cases the situation was resolved immediately. I appreciate their efforts in this regard.
8. The staff at Tippit are severely misplaced. Excluding Mr Deluna whom is very responsive and understanding....there is a severe lack of communication and care. My daughter has been exposed to most unfair treatment I've ever encountered. She is a straight A honors student and was wrongfully reprimanded and lost her opportunity at something as important as the NJHS. My daughter has been bullied, sexually harassed, and been victim shamed. All of this has been brought to the schools attention and has only continued to get worse.
9. The school security is appallingly lax. I emailed the principal, superintendent and no one cares. Shame on you!
10. The cheer coaches at Tippit do not treat the girls fairly. They threatened to kick girls off the squad if late or if missed a practice due to being sick. They are not fair especially Ms. Hunt!
11. The teachers should treat the students with respect and all the students the same way (even though they are: black, Mexican, or white .. or any other). Not to be racist or have favorites.
12. Teachers don't seem to have the same importance they once did. Kids are taught primarily with computers and Absorb nothing
13. School is amazing - no issues Bus Transportation is a nightmare, constant issues with them and how they handle situations. They have lost children, they do not communicate to parents when the bus goes back to the school when they were already on the way to take kids home. I feel like the transportation department needs to reevaluate how they communicate, how they are addressing issues on the bus and how they are going to do better about keeping our children safe.
14. Rough couple of years with Covid however I feel like the teachers and staff at Tippit did a great job
15. Overall I have been pleased with the support from the school, teachers and administration. On occasion, we have received emails about our student and their behavior or the general behavior in the class room. I appreciate the teachers informing us and being prompt with replies when we have questions. Two opportunities: 1. Communications around athletics was a challenge, our student participated in Boys BBall and Track. BBall was better than track, but both often had unclear or no comms on subjects, or often they were shared out last minute. 2. I was not please to hear that this last week of school my student ha been at school, but not really active in any classes and even allowed to roam to other class rooms where his friends are. If this is the case, I would almost rather he not be at school if he is able to free



GISD Staff Survey 2023

Completed Surveys
25

How likely is it that you would recommend GISD to a friend or colleague? (On a scale of 1-10)

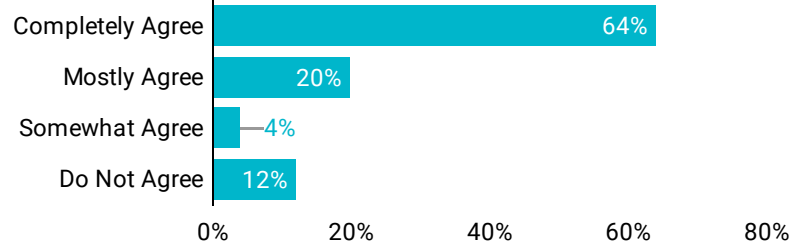


- Instructional staff
- Non-teaching staff

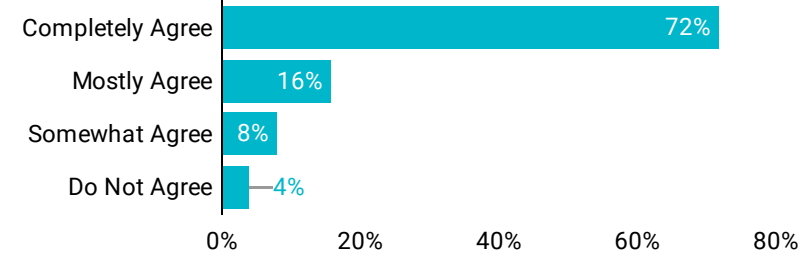


GISD Staff Survey 2023

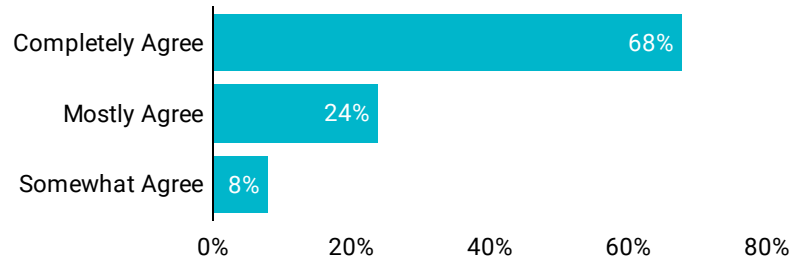
In general, I am satisfied with my current job.



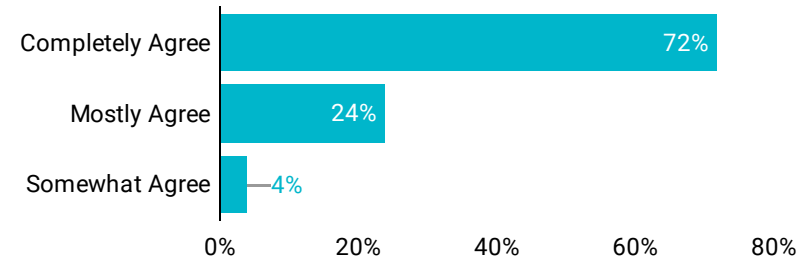
My work is valued by my supervisor.



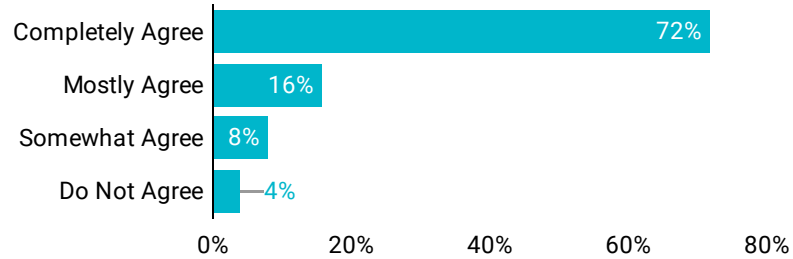
I have the resources I need to get my work done.



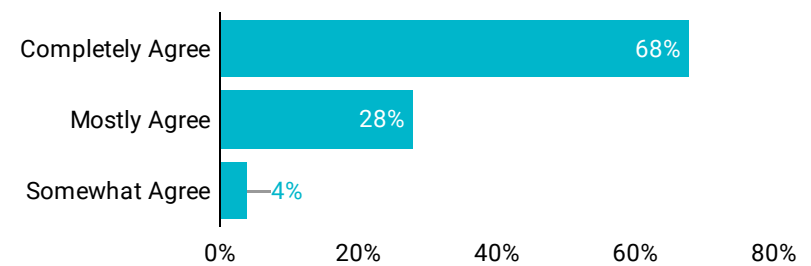
I find my work interesting.



I find my work satisfying.



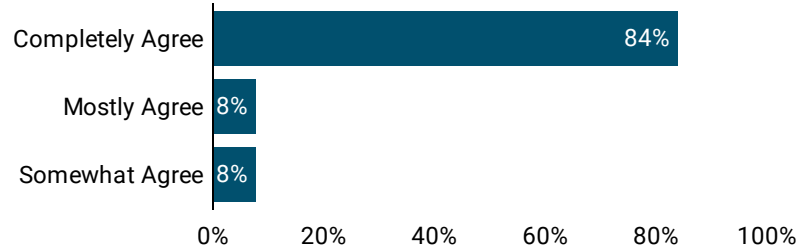
I find my work challenging.



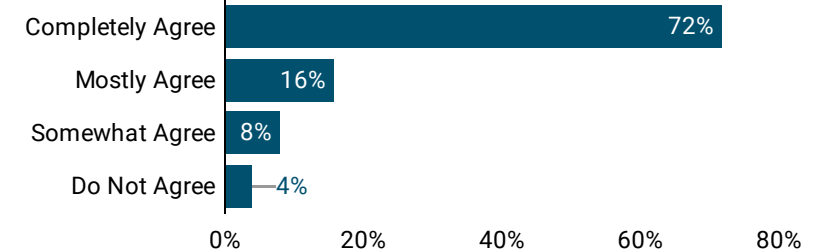


GISD Staff Survey 2023

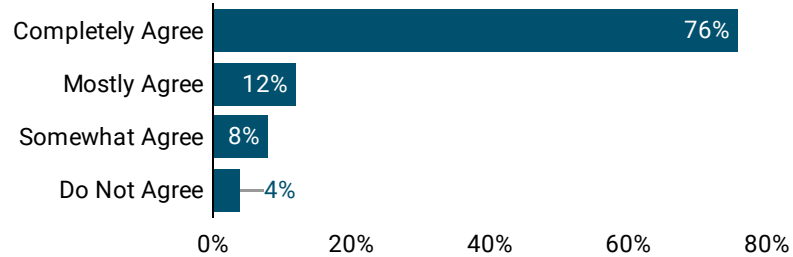
I enjoy collaborating with my colleagues.



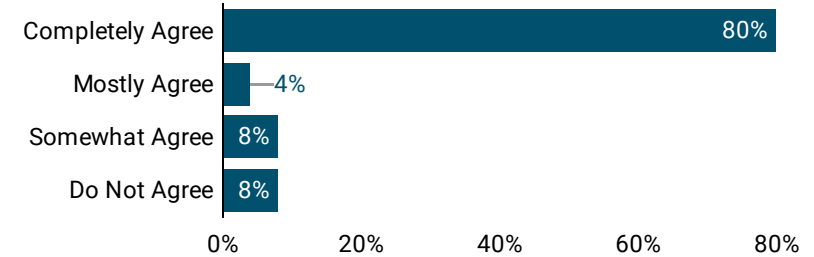
My supervisor trusts me.



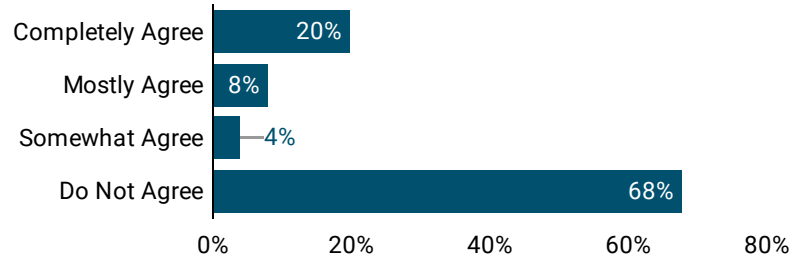
I trust my supervisor.



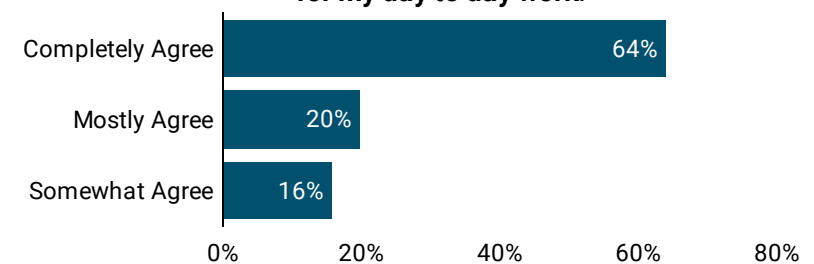
I am encouraged to express my concerns openly.



I am hesitant to speak up because of fear of retaliation.



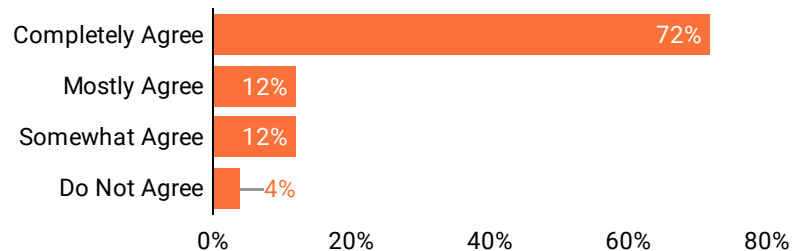
I have the authority to make decisions necessary for my day to day work.



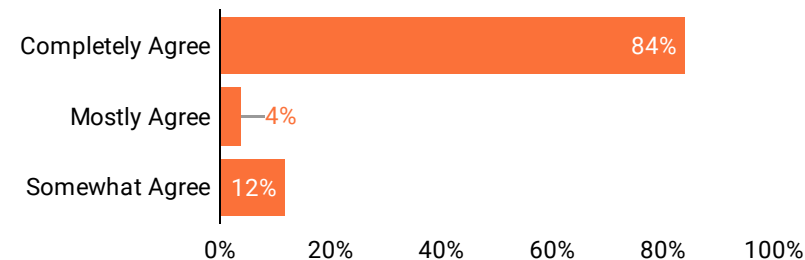


GISD Staff Survey 2023

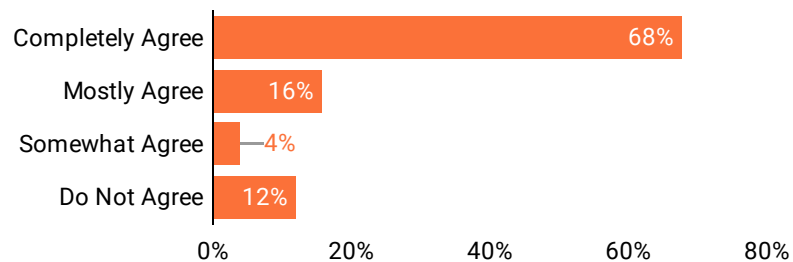
I feel safe at work.



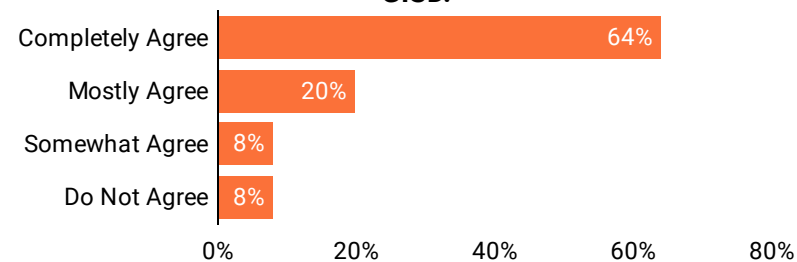
I feel welcomed at work.



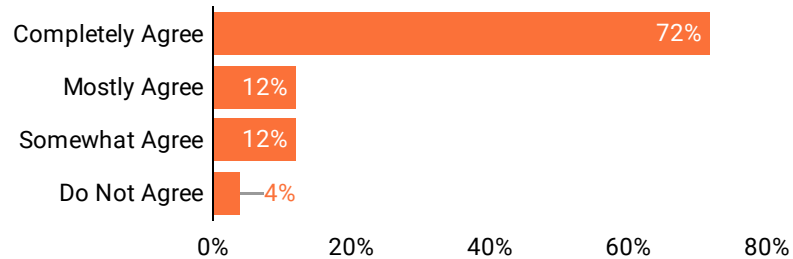
Good work is recognized in my campus/department.



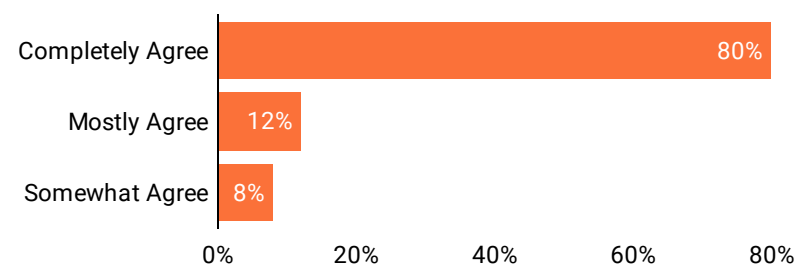
There are opportunities for me to grow professionally in GISD.



I am encouraged to share my ideas openly.



I am committed to GISD's vision, mission and beliefs.



We are interested in any additional feedback you want to provide about your experience working in GISD. ▾

Working with Principal Guidry this year has been a gift. She is an wonderful leader, who I truly believe is bringing positive change both to Tippit and our district.

We need more safety in front of the front doors (metal or concrete poles) to keep someone from driving into the building. We need "DO NOT ENTER" signs at Leander Road.

The student here are not held accountable for their actions. The principal has spent more time finding fault with teachers' actions than correcting student behavior. The expectations for students keep getting lower and lower. Many teachers here feel like we have to walk on eggshells.

Ms. Guidry is a wonderful principal and I love our administration. I feel highly disrespected by students in my class. I feel that they feel entitled. Parents talk down to me. Ms. Guidry does not support behavior like that. I know she backs me 100%, but there is only so much we can do. The parents are the problem. There has to be a way to reign them in and protect teachers from this disrespect.

I love our new administration at Tippit .

I just wish we could sign up for insurance whenever we need it and for better pay.

Had my best year in GISD this year due to our incredibly supportive admin and coordinators and my amazing colleagues!!!

Great staff

Everyone is very welcoming, I truly feel like I found my home away from home.

Alot of the teachers wave at me every morning and afternoon, parents also wave and bring me treats sometimes.

null

Georgetown Independent School District

Village Elementary School

2023-2024 Campus Improvement Plan



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| Comprehensive Needs Assessment | 3 |
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| Student Learning | 3 |
| School Processes & Programs | 4 |
| Perceptions | 5 |
| Priority Problem Statements | 6 |
| Comprehensive Needs Assessment Data Documentation | 7 |
| Goals | 9 |
| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 10 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 14 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 17 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 18 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a neighborhood school that became a Dual Language campus in 2015. There has been a lot of work done to bridge two separate communities into one. We are a Title I campus. Currently, we are 43.2% Hispanic, 48.9% White, leaving a very small percentage of Black, Asian, Native Hawaiian and Indian. 40% of our students are economically disadvantaged. 19.08% of our students receive Special Education services, 12.06% Dyslexia, and about 5% receive either 504 and GT services.

Demographics Strengths

We have seen strong, diverse connections within our community. Spanish-dominant parents are willing to engage with teachers and administrators regarding their students' academic, behavior, and emotional needs. Some English-dominant parents are making the effort to connect with Spanish-dominant parents by setting up play-dates outside of school for their children. In general, parents are becoming more present and engaged in the school environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Village needs to continue to generalize the trends that are emerging in the bridging of cultures. **Root Cause:** A neighborhood school became a Dual Language campus in 2015, drawing students from three other campuses.

Student Learning

Student Learning Summary

Based on campus data (MAP, mClass), Village has continued to see student growth in reading. However, we have generally seen a decline in the area of math. Student data and classroom observations suggest a major contributor to this decline is limited academic English vocabulary in that content area, and a general lack of math fact fluency.

Student Learning Strengths

Village has great strength in reading comprehension. Students have a love for reading. Students are also very curious and generally collaborative, willing to engage in challenges and open to new approaches to learning. This can be attested to practices such as reading labs as well as strong collaboration between classroom teachers and our librarian through PLCs and beyond.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to be strategic in tier 2 intervention in reading and math. **Root Cause:** Tier 2 intervention strategies have been too broad, leaving some students with limited knowledge of essential standards.

School Processes & Programs

School Processes & Programs Summary

Our campus team has worked collaboratively to establish a culture in which decisions are made with multiple perspectives in mind, as well as intentional alignment to our district mission, vision, and beliefs. Our master schedule has been created with student learning and staff collaboration in mind. Consistent communication formats have been established, such as the "Village Weekly," a newsletter to staff, and "Stingray News," our community newsletter. All of these structures serve to support meaningful implementation of curriculum, growth in instructional strategies, and clarity for moving forward as a campus. The area in which we see a need for change is in tier 2 instruction, and our work will be centered around professional growth and intentional implementation of effective strategies.

School Processes & Programs Strengths

For several years now, PLCs have been effective in fostering meaningful collaboration and instructional decision. Village has a solid MTSS process in place that has been clearly established and communicated. We will now leverage both of these strengths in our efforts to re-establish tier 2 expectations while maintaining the collaborative nature of our staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier 2 intervention has been ineffective in supporting student growth in specific standards. **Root Cause:** Teachers have grown accustomed to the mindset that Tier 2 leads to Tier 3, which leads to probable testing for specialized instruction.

Perceptions

Perceptions Summary

We strive to make every decision by aligning to our GISD mission, vision, and beliefs. We put the needs of students above the comfort of adults. We welcome volunteers such as reading partners, PTA, Education Foundation, mentor programs, and high school pals. Village gathers perception data from students, staff, and parents through surveys designed to inform areas of strength and need. Students are invited to engage in Pricipal's Advisory Committee, parents are invited to focused conversations with the principals, and staff experience an open door approach to leadership.

Perceptions Strengths

Village celebrates the diversity that comes with being a Dual Language campus, and has established a culture where dual language and monolingual staff team up in order to provide the best opportunitites for all students. Students and staff report positive perceptions about Village, stating they feel safe, valued, and cared for at school. Parents feel welcome on campus and have avenues by which to engage by providing feedback or volunteering at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students perceive that other students are not kind to one another. **Root Cause:** Students do not have the desire or skills to navigate conflict with one another.

Priority Problem Statements

Problem Statement 1: Village needs to continue to generalize the trends that are emerging in the bridging of cultures.

Root Cause 1: A neighborhood school became a Dual Language campus in 2015, drawing students from three other campuses.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need to be strategic in tier 2 intervention in reading and math.

Root Cause 2: Tier 2 intervention strategies have been too broad, leaving some students with limited knowledge of essential standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tier 2 intervention has been ineffective in supporting student growth in specific standards.

Root Cause 3: Teachers have grown accustomed to the mindset that Tier 2 leads to Tier 3, which leads to probable testing for specialized instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students perceive that other students are not kind to one another.

Root Cause 4: Students do not have the desire or skills to navigate conflict with one another.

Problem Statement 4 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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment 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
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals





Goal 1: Student Learning, Growth and Progress

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

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

Evaluation Data Sources: Professional Learning, PLC Agendas, classroom observations

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Teachers will work together to identify Essential Intervention Standards in content areas. Strategy's Expected Result/Impact: Every student will receive intervention or enrichment in the essential intervention standards. Staff Responsible for Monitoring: Grade level teachers, interventionists, Learning Design Coach, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will maintain progress monitoring data for all students. Strategy's Expected Result/Impact: Teachers will be able to quickly identify and speak to the need for intervention or enrichment for each student. | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| | | | | |
|---|--|--|--|--|
| <p>Staff Responsible for Monitoring: Teachers, LDC, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | | | | |
| | | | | |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | | | | |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

High Priority

Evaluation Data Sources: Major Change - See attached addendum "Village Strategic Change Decision Chart."





Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: __% improvement on Math and Reading STAAR scores.
EOY MAP student growth data.
Student-created Learner Profile descriptors, teacher observations, and student self reflection data.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Students will receive targeted feedback, set goals, and track progress on Learner Profile growth. Strategy's Expected Result/Impact: Students will demonstrate growth in the Learner Profile attributes. Staff Responsible for Monitoring: Teachers, LDC Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will model and direct teach Learner Profile attributes. Strategy's Expected Result/Impact: Students will understand and be able to speak to the Learner Profile attributes Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Every teacher will use formative assessment data to drive instruction. Strategy's Expected Result/Impact: Instruction will intentionally meet the specific needs of students, leading to student growth. Staff Responsible for Monitoring: Teachers, LDC Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Full time para-professional - 211 Title I, Part A - \$33,204.60 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div> | | | | |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Learner Profile survey will demonstrate improvement in student perception of environment through the question, "at my school, kids are kind to each another."





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Teachers and staff will participate in professional learning focused on trauma informed behavior support strategies. Strategy's Expected Result/Impact: Stronger, more trusting bonds between students and teachers will lead to a decrease in discipline referrals. Staff Responsible for Monitoring: LDC, counselor, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will conduct weekly Social Contract check-ins with their class in order to provide feedback and opportunities to self-reflect. Strategy's Expected Result/Impact: Students will hold one another accountable to the agreements on the Social Contract. | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

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Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: EOY staff survey: At least 80% of staff will report that they are satisfied with their job.





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Every staff member will have a role to play on an action team that impacts the campus. Strategy's Expected Result/Impact: Staff members will recognize their connection to, and impact on the big picture of our campus. Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Every staff member will have individual opportunities to provide feedback and receive coaching with an administrator. Strategy's Expected Result/Impact: Staff members will know their perspective is valuable and their growth is a priority. Staff Responsible for Monitoring: Campus administrators. TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

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Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Student SEL survey data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Campus leaders will work with GISD leadership to develop a better secure entry for the campus. Strategy's Expected Result/Impact: Smoother entry to campus that is both welcoming and secure. Staff Responsible for Monitoring: Campus administrators ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers and staff will participate in professional learning focused on trauma informed behavior support strategies. Strategy's Expected Result/Impact: Stronger, more trusting bonds between students and teachers will lead to a decrease in discipline referrals. Staff Responsible for Monitoring: LDC, counselor, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff induction plan, staff turnover data





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Teacher interviews will include discussion around the attributes of the GISD Learner Profile, and questions will be aligned to the GISD vision, mission, and beliefs. Strategy's Expected Result/Impact: New hires will be exposed and personally connected to the vision, mission, and beliefs of GISD from the beginning. Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Desicions made at the campus level will be intentionally aligned to GISD mission, vision, and beliefs. Strategy's Expected Result/Impact: Campus staff will develop a deep understanding of the GISD mission, vision, and beliefs as they see their positive impact on our school. Staff Responsible for Monitoring: Campus administrators. TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: EOY parent perception survey will show at least 70% agree or Strongly agree with the statement: "The school keeps me well-informed about my child's progress in school."

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Essential Intervention Standards are communicated to families throughout the year. Strategy's Expected Result/Impact: Families will understand the focus area at any given moment, and know how to support their student's growth from home. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Families will be invited to participate in Principal Connection opportunities, such as specific conversations around topics of interest over coffee, etc. Strategy's Expected Result/Impact: Families will feel more connected and informed. Staff Responsible for Monitoring: Campus administrators. Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

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Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: EOY parent perception survey will show at least 70% agree with the statement: "The school encourages me to be an active partner with the school in educating my child."

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Families will be invited to participate in Principal Connection opportunities, such as specific conversations around topics of interest over coffee, etc. Strategy's Expected Result/Impact: Families will feel more connected and informed. Staff Responsible for Monitoring: Campus administrators. Title I: 4.2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Campus administration will provide timely campus information in person at multiple evening events throughout the year. Strategy's Expected Result/Impact: Parents will have a deeper understanding of the culture of the campus as well as the alignment of the campus to GISD Strategic Direction. Staff Responsible for Monitoring: Campus administrators Title I: 4.2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

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Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent perception survey data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Front office norms will be re-established for anytime someone enters the campus. Strategy's Expected Result/Impact: Parents and community members will be confident in procedures needed to enter campus and participate in school events. Staff Responsible for Monitoring: Campus administrators and front office staff Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Families will be invited to participate in Principal Connection opportunities, such as specific conversations around topics of interest over coffee, etc. Strategy's Expected Result/Impact: Families will feel more connected and informed. Staff Responsible for Monitoring: Campus administrators. Title I: 4.2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 3 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 3: Campus administration will provide timely campus information in person at multiple evening events throughout the year. Strategy's Expected Result/Impact: Parents will have a deeper understanding of the culture of the campus as well as the alignment of the campus to GISD Strategic Direction. Staff Responsible for Monitoring: Campus administrators Title I: 4.2 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | | |

Campus Funding Summary

| 211 Title I, Part A | | | | | |
|---------------------|-----------|----------|-----------------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 3 | Full time para-professional | | \$33,204.60 |
| Sub-Total | | | | | \$33,204.60 |

Addendums

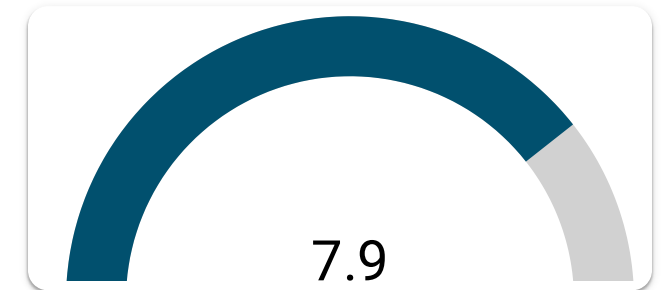
| How to use this document Click HERE | | | |
|--|---|--|--|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | At Village, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile so that we can give meaningful feedback to students and parents. | | |
| 2023-2024 Q1: (Aug - Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| PLCs, Guiding Coalition, MTSS Process, Professional Learning, Staff Meetings | Observations, walkthroughs, t:l | | Make sure master schedule, meetings and agendas are aligned to priorities. Model common vocabulary that will guide thinking, such as: instead of "math interventionist," "math specialist." We are all math interventionists. Administration is funding intentional professional learning around setting essential intervention standards. |
| Running records of kids, progress monitoring sheets of all students | Observations, walkthroughs, t:l | There needs to be a shift in thinking around instruction/intervention before we can change strategies. | |
| MAPs, MClass, DRA, EDL | Observations, walkthroughs, t:l | Inconsistent practices across grade levels. | Set consistent norms across grade levels. Establish accountability partners. |
| Formative assessments driving instruction | Observations, walkthroughs, t:l | Limited opportunities to go over data for our common assessments. | PLC agendas intentionally provide time for this work. |
| Grade level-appropriate self-reflection on the Learner Profile attributes | Observations, walkthroughs, t:l | Limited opportunities to go over data for our common assessments. | PLC agendas intentionally provide time for this work. |
| Parent survey response to feeling informed | EOY Parent Survey | Only pockets of teachers are providing this opportunity | Set clear expectations regarding providing opportunities for student self-reflection on Learner Profile. |
| Book of Village | Review of document | Only 55% of parents feel they are well informed about their child's progress. | Set clear expectations regarding parent communication, including specific academic updates. |
| | | Some areas are vague. Need to add clarity. | Admin team and campus hub will collaborate to bring clarity through a thorough editing process. |
| 2023-2024 Q2: (Nov - Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023-2024 Q3: (Feb - April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023-2024 Q4: (May - July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
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Georgetown ISD Parent Survey 2023

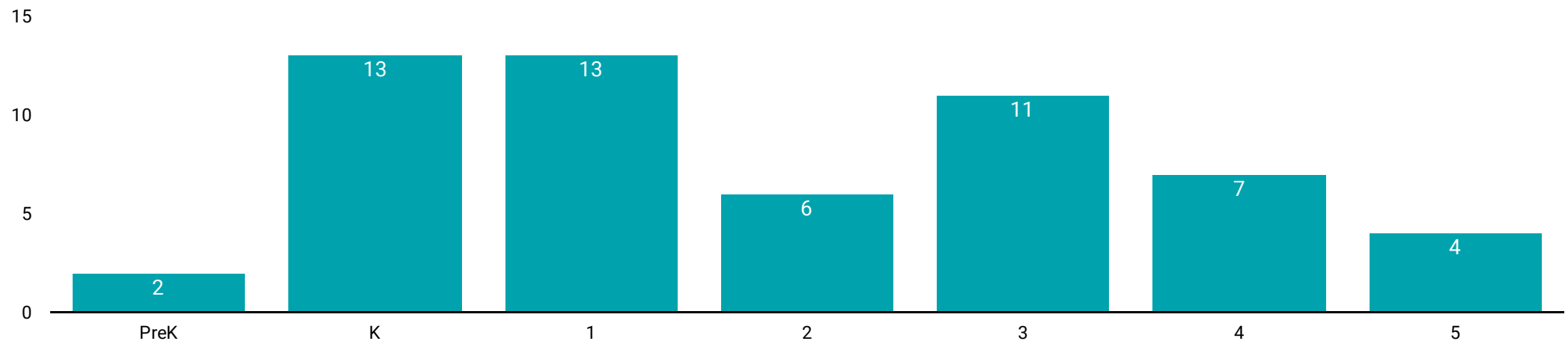
Village Elementary School

Completed Surveys
56



How likely is it that you would recommend your student's school to a friend or colleague? (On a scale of 1-10)

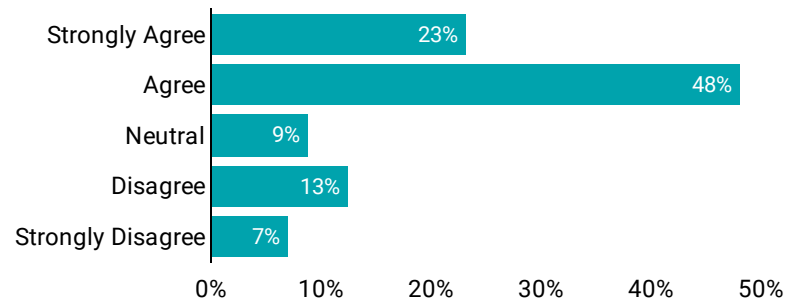
Completed Surveys by Grade Level



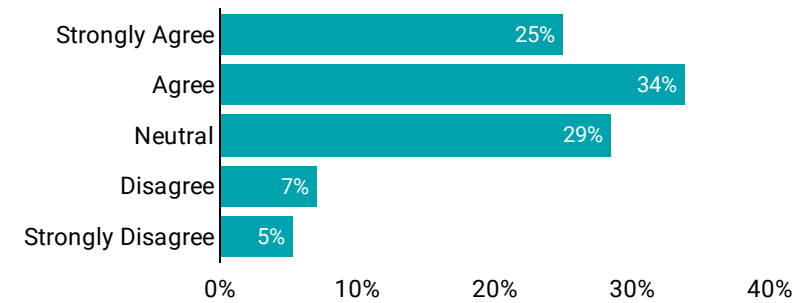
2023 GISD Parent Survey

Strategic Priority Area 1: Student Learning, Growth and Progress

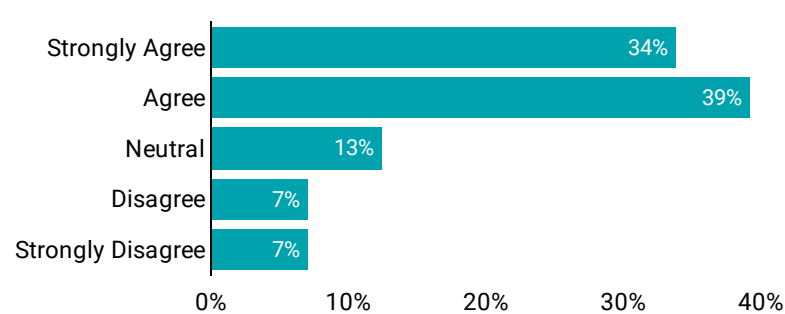
My child is appropriately challenged by the school academic curriculum.



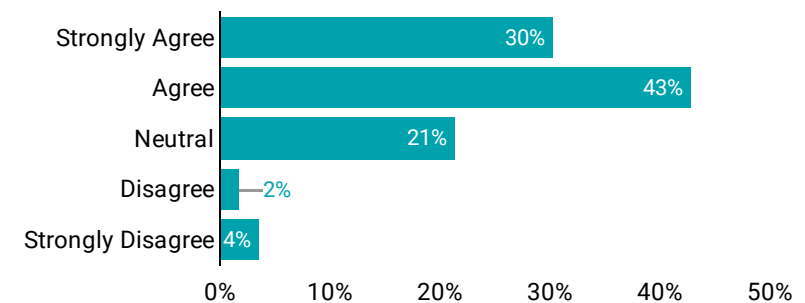
My child is being adequately prepared for future success (including college/career/life ready).



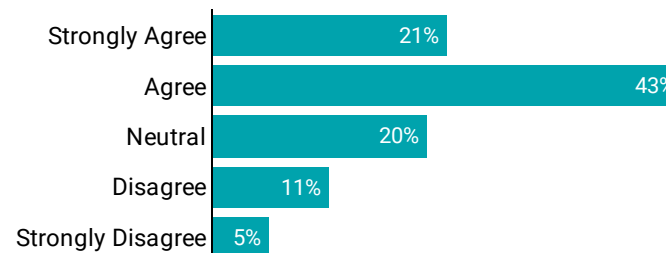
The school provides support for my child's unique learning needs.



My child is being well-prepared for the next school year.



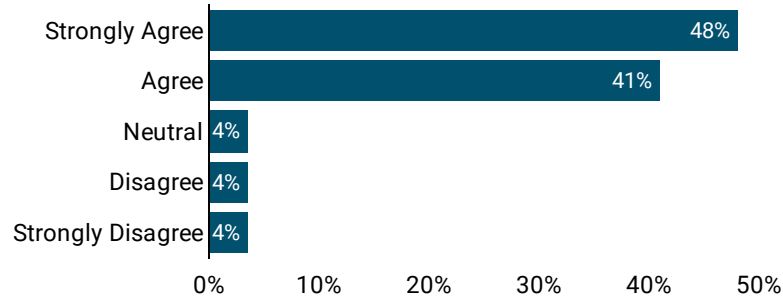
My child receives useful feedback about their work.



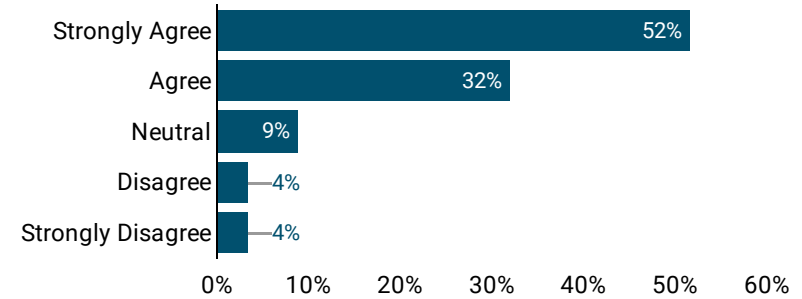
2023 GISD Parent Survey

Strategic Priority Area 2: Student and Staff Well-Being

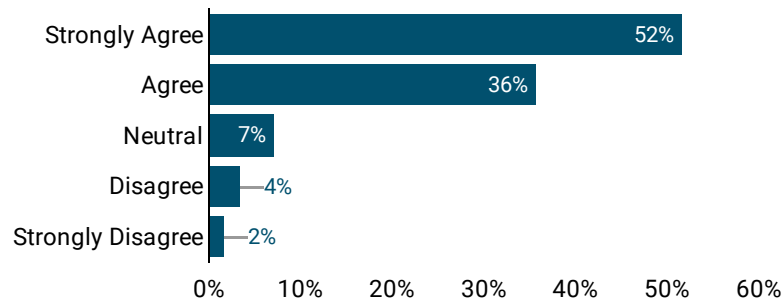
My child has a sense of belonging at their school.



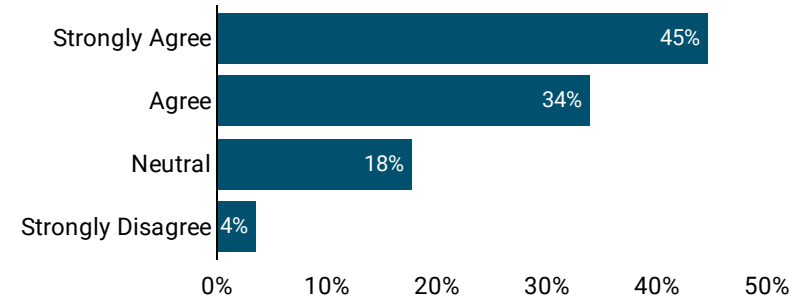
My child looks forward to going to school.



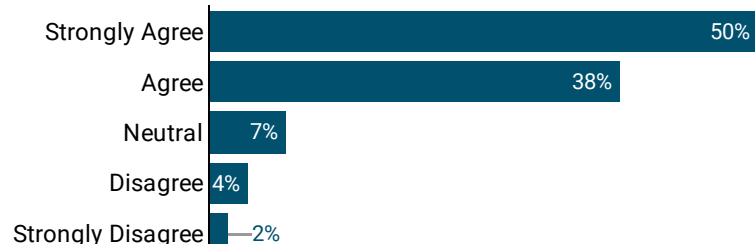
Adults at my child's school treat my child with respect.



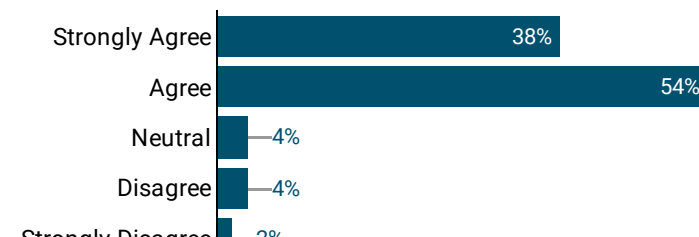
The school is responsive to my family's culture and language.



My child feels connected to the adults at their school.



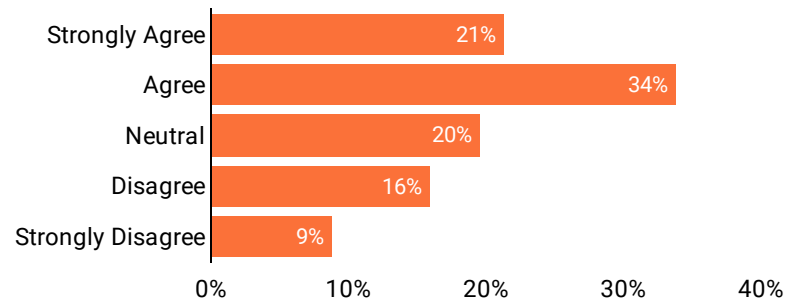
My child's school is a safe place to learn.



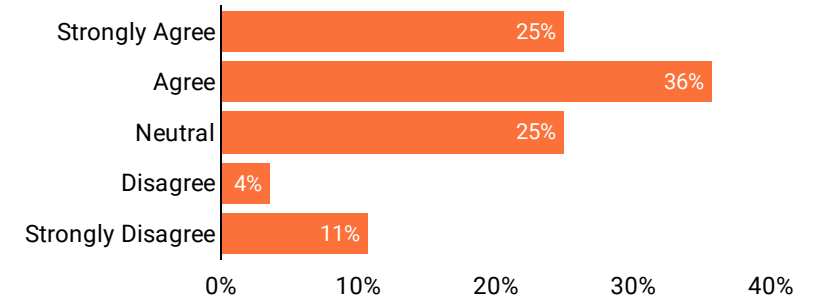
2023 GISD Parent Survey

Strategic Priority Area 4: Community and Connectivity

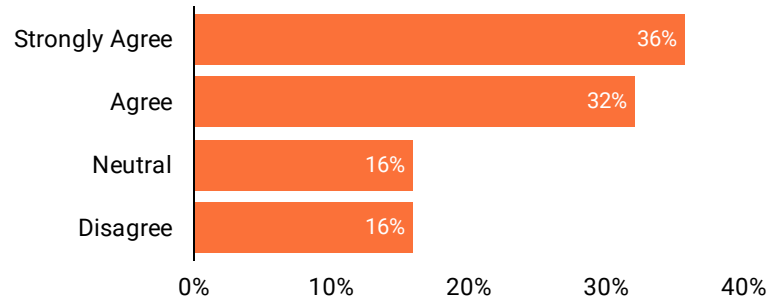
The school keeps me well-informed about my child's progress in school.



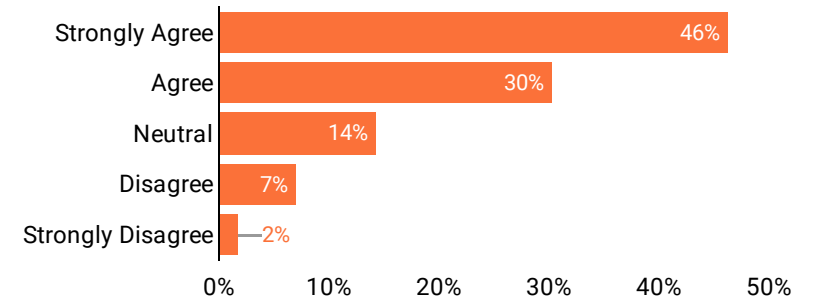
The school is very good at staying in touch with me regarding all aspects of their educational experience (e.g. letters, phone calls, or emails).



The school encourages me to be an active partner with the school in educating my child.



I feel welcomed and invited in my child's school.



Feedback ▾

1. We love village and it has a sense of home feeling we love. We adored Ms seaback and Ms bizzell and we are really looking forward to next year with them with our youngest
2. We love Village! The teachers and staff have far exceeded our expectations. Ms. Knudsen, Ms. Fontenot, Ms. Seaback, Ms. Jenkins, Ms. Davies, Ms. Vaughan, Ms. Garza, Ms. Glenn, Nurse Acuna, Ms. Lambert, Ms. Brent, Mr. Dorhauer, Ms. Brown, Ms. Seaman, Coach Vickers, and Ms. Medina all hold a special place in our hearts. Village should serve as a model for other schools in GISD and Texas.
3. We have very much disliked the grading system for our 5th grader. The new grading system approaching standard and met standard is too broad and does not give us a good depiction of how our child is doing in school. We look forward to finally having regular grades in middle school. This has also left our child feeling unsure of how they will do academically in middle school and unconfident in that area. I recommend they do away with that grading system.
4. We have to stay on top of the school to make sure our child received an individualized education plan. They do the same thing for every child unless you complain that your child is bored. I understand that the teachers are extremely stretched thin, but they need to be provided the resources that they need in order to successfully execute the district's policies.
5. We are happy with all teacher for their hard work
6. Villiage Elementary amazing! The teachers are amazing! Our daughter is there for 4th and 5th grade. Our son will be at Benold Middle School next year. Thank you!
7. Translated: They need to share students' diagnoses with the adults involved in their environment. As well as each observation of something different to communicate it. I would love to be aware of my son's behavior in class or the activities he does or cannot do. I have tried to get my son back on the 504 plan but still no response.
8. This year has been a full 180 from last year. My child did not learn anything new until well after the holidays and did not enjoy or look forward to going to class. There were also issues of kids moving into and out of her class all year causing behavioral issues and emotional issues influencing friendships. The teachers also did not get information out about extracurricular activities or opportunities until they were well underway and students would be unable to join in on them. Contacting parents about issues with kids being a bit rowdy or wanting to run skip or play were also unwanted or needed and caused a lot of stress for the kids which could have been better handled. Behaviour systems also lacked any real structure and made things confusing for parents and kids alike. This year honestly felt like a science experiment using our kids as guinea pigs to try out alternative teaching techniques and it really failed them.
9. The teachers are wonderful! They really seem to care about the students and helping them grow. The extra care they give is amazing!
10. The only time Village elementary involves parents is on a volunteer basis. Many of us are disappointed that we couldn't participate in the field day with our children. There should be at least one day that we can go to the school to play with our kids outside rather than travel for afternoon field trips or holiday activities for a hour.
11. The culture at village is warm and welcoming. However, after attending, you learn and see that there is a long standing culture of cultivating relationships there amongst their teachers. Sometimes though this can be a downside, as they all seem to be too friendly. I don't think that teachers are held accountable for a lot of their actions and behaviors. I also think students of teachers at the school are not held accountable for their actions.
12. The administration at Village elementary really struggles to have hard conversations with their teachers in regards to their professionalism. Had several issues that could have been stopped but continued to happen throughout the year. Have taken these issues to Director of Operations.
13. Please remember that many families do not have a stay at home parent (or family member) who can come to events during the daytime. If you're going to do things like graduation at 1pm on a weekday (which a lot of working parents can't make in the first place!) at least give months of notice so that people who have the opportunity can try to take off work. This applies to so many events, and reduces the sense of community.

Village ES

| | Early Literacy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|-----------------|-----------------|---------------------|-----------------|-----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 40% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | 2024 | | 2025 (Target) | | | | | |
| 40% | COVID | 42% (34%) | 44% (67%) | | 46% (63%) | | 49% | | 51% | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) | Target (Actual) |
| | 2019 (Baseline) | - | 21% | 60% | - | - | - | - | 17% | 19% | * | 17% | 41% | 38% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | - | 26% (17%) | 61% (49%) | - | - | - | - | 22% (17%) | 24% (13%) | * | 22% (9%) | 45% (34%) | 42% (-) |
| | 2022 | - | 33% (46%) | 61% (78%) | - | - | - | - | 29% (55%) | 31% (50%) | * | 29% (29%) | 49% N/A | 47% (67%) |
| | 2023 | - (50%) | 41% (41%) | 62% (79%) | - | - (100%) | - | - | 37% (43%) | 39% (50%) | * | 37% (14%) | 53% N/A | 51% (63%) |
| | 2024 | - | 51% | 62% | - | - | - | - | 48% | 50% | * | 48% | 58% | 57% |
| | 2025 | - | 63% | 63% | - | - | - | - | 63% | 63% | * | 63% | 63% | 63% |

| | Early Numeracy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|---|------------------|---------------|-----------|-----------------|----------|------------------|-------------------|------------|---------------|---------------------|------------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 45% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 45% | COVID | 46% (30%) | 47% (53%) | | 49% (57%) | | | 50% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | - | 26% | 62% | - | - | - | - | 17% | 26% | - | 17% | 48% | 31% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | - | 31% (11%) | 62% (50%) | - | - | - | - | 22% (17%) | 31% (6%) | - | 22% (4%) | 51% (30%) | 36% (-) |
| | 2022 | - | 37% (35%) | 62% (69%) | - | - | - | - | 29% (31%) | 37% (21%) | - | 29.% (29%) | 54% N/A | 41% (53%) |
| | 2023 | - (100%) | 44% (41%) | 63% (64%) | - | - (100%) | - | - | 37% (20%) | 44% (27%) | - | 37% (14%) | 57% N/A | 47% (57%) |
| | 2024 | - | 53% | 63% | - | - | - | - | 48% | 53% | - | 48% | 60% | 55% |
| | 2025 | - | 63% | 63% | - | - | - | - | 63% | 63% | - | 63% | 63% | 63% |

Georgetown Independent School District

Wagner Middle School

2023-2024 Campus Improvement Plan



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| Priority Problem Statements | 11 |
| Goals | 12 |
| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 13 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 18 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 23 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 25 |
| Addendums | 28 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wagner Middle School continues to be a growing community with increasing housing development within our zone. Currently, our enrollment is about 986 students - 329 6th grade students, 346 7th grade students, and 311 grade students. Our campus serves a diverse population with our campus demographic report indicating the following - 49.6% Hispanic, 34.3% White, 5.9% African American, and 5.7% Asian. Our campus also serves the following populations - 7.2% gifted and talented, 22.5% bilingual emergent, 16% special education, and 15.8% 504. Additionally, 43.7% of our students utilize Free or Reduced lunch and are therefore identified as "economically disadvantaged".

Wagner Middle School is home to 105 staff members, including 4 administrators, 72 teachers, 14 educational aides, 7 clerical support staff, and 8 professional support staff. Of our teachers, 33 teachers are new to our campus, with 26 new to Georgetown ISD, this year. Additionally, on our campus 17 teachers are new to their content, with 10 teachers being new to the profession.

Demographics Strengths

Our student enrollment reflects the diversity within our community.

The addition of a campus-based School Based Therapist, along with 11 teaching positions helps to provide more real-time supports for our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Wagner enrollment is the largest of our GISD middle schools and continues to increase annually. **Root Cause:** The Wagner community is continuously growing with the increase in housing developments in our attendance zone.

Problem Statement 2 (Prioritized): High variation in Wagner teachers' content knowledge and/or understanding of design process and ability to provide real-time intervention. **Root Cause:** Nearly 1/2 of our Wagner teachers are new to our campus, with about 1/3 being new to their content. As a whole, teachers are at varying levels of understanding and skillset based on their number of years of teaching experience and their tenure in our district.

Student Learning

Student Learning Summary

Academic:

2022-2023 STAAR results as compared to 2021-2022 STAAR results.

| | Approaches | Meets | Masters |
|--------------------|------------|-------|---------|
| 6th Reading | +11% | +8% | -4% |
| 7th Reading | +3% | +0% | -7% |
| 8th Reading | +3% | +12% | +2% |
| 6th Math | +12% | +10% | +0% |
| 7th Math | +0% | +3% | -3% |
| 8th Math | +25% | +22% | +8% |
| 8th Science | +9 | +4% | -4% |
| 8th Social Studies | +11% | +19% | +6% |

2022-2023 MAP Assessment Results - Summary of All Grades:

| Subject Tested | Performance Level | BOY MAP | MOY MAP | EOY MAP |
|----------------|-------------------|---------|---------|---------|
| Reading | Approaches | 77.4% | 77.0% | 68.6% |
| Reading | Meets | 41.4% | 41.6% | 34.9% |
| Reading | Masters | 15.6% | 15.3% | 13.8% |
| Mathematics | Approaches | 62.0% | 66.4% | 61.3% |
| Mathematics | Meets | 26.3% | 23.0% | 21.8% |
| Mathematics | Masters | 6.7% | 5.1% | 5.1% |

Behavioral:

The highest disciplinary offenses based on total referrals each semester:

| Disciplinary Offense | Fall Semester 2022 | Spring Semester 2023 | Change in Semester |
|------------------------|--------------------|----------------------|--------------------|
| Aggression | 60 | 34 | - 26 |
| Following Directions | 57 | 105 | + 48 |
| Disrespectful Behavior | 48 | 49 | + 1 |
| Skiping Class | 38 | 95 | + 57 |
| Tardy | 16 | 64 | + 48 |
| Horseplay | 38 | 44 | + 6 |
| Offense Language | 36 | 61 | + 25 |

Total number of disciplinary referrals:

- Fall 2022: 428 referrals
- Spring 2023: 717 referrals

Attendance:

Campus attendance by six weeks:

- 1st six weeks: 95.68%
- 2nd six weeks: 94.15%
- 3rd six weeks: 92.97%
- 4th six weeks: 94.29%
- 5th six weeks: 93.93%
- 6th six weeks: 93.18%

Overall attendance was 93.97%. This is an increase from the 2021-2022 overall attendance of 91.60%

Student Learning Strengths

Maintained progress, with little regression, in the Fall 2022 semester in both MAP Reading and Math.

Maintained or improved in all STAAR tests in both approaches and meets categories on the newly redesigned STAAR test.

Minimal increase in disciplinary referrals between Fall 2022 and Spring 2023 semesters in following areas: Disrespectful Behavior, Horseplay. Significant decrease in disciplinary referrals between Fall 2022 and Spring 2023 semesters in following area: Aggression.

Overall improvement of campus attendance from 2021-2022 to 2022-2023 school year is nearly 2.4%.

Students feel respected and connected to adults on campus, and are capable of working through conflict within friend groups.

Staff are committed to district's vision, mission, beliefs and feel an overall satisfaction with work and collaborative opportunities.

Parents feel children are appropriately challenged, well-prepared for next school year, and feel well-informed and connected to the campus. Parents feel children have a sense of belonging, are respected and connected, and are safe at school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): General decrease in student academic progress between fall and spring semesters. **Root Cause:** Lack and/or inconsistent use of formative assessments to regularly progress monitor students understanding to drive instructional decisions. Over-reliance on summative assessment data to measure student understanding. Lack of intentionality in unit design/planning to allow for and provide real-time intervention. Regression in academic progress appears to coincide with the increase in student disc.

Problem Statement 2 (Prioritized): High number of disciplinary referrals involving inappropriate social interactions amongst students. **Root Cause:** Lack and/or inconsistent support of student behavior from administrative team. Decrease in teacher morale regarding student behaviors resulting in lack of consistency in implementing campus systems of support for positive student behavior. Students lack coping strategies to appropriately respond to negative feelings.

School Processes & Programs

School Processes & Programs Summary

Leadership & Decision-Making Processes: We believe that the development of leaders is vital to our success. To that end, we believe that all staff are leaders in a variety of ways -- both formally and informally -- and are encouraged to seek out opportunities to develop their leadership skills in the following areas. The following leadership team help support various aspects of our campus work, with many of these teams composed of teacher leaders.

- **Process Champions** - Process Champions are a selected group of campus teachers that are models for and provide support on our campus' Capturing Kids' Hearts (CKH) implementation. These teachers embrace and consistently model the skills and behaviors of Capturing Kids' Hearts and receive additional training focused on leading campus growth in Capturing Kids' Hearts concepts and skills. Process Champions meet monthly.
- **Design Team** - Design Team members are a selected group of campus teachers that are models for and provide support on our Campus Pathway implementation. These teachers act as change agents, are good listeners, continual learners, and consistently model teacher attributes that support our Campus Pathway. Design Team meets bi-weekly.
- **Department Heads** - Department Heads consist of a selected teacher that will serve as a leader and resource for their respective content areas. These content areas include: Math, Science, English Language Arts/Reading, Social Studies, Intervention, Special Education, PE/Athletics, Fine Arts, and Future Ready Electives. Department Heads meet as a full team monthly, as well as facilitate their respective department meetings weekly.
- **Team Leads** - Wagner Academic Teams are interdisciplinary, collaborative groups composed of one math, one science, one English Language Arts/reading, and one social studies teacher that collectively share a group of students. Team Leads facilitate their respective team meetings twice/weekly.
- **Instructional Leadership Team** - The ILT team consists of campus administration, the learning design coaches, and the librarian. This team meets weekly to determine/develop needed teacher supports and develop appropriate plans for coaching.
- **Administrative Team** - The administrative team consists of the principal and three assistant principals. This team meets weekly to discuss progress towards campus initiatives, determine/develop needed campus supports, and to collaborate as a PLC. In addition, this team meets with the counseling team weekly and additionally on an "as needed" basis.
- **Mentors** - Mentors are selected campus teachers that provide support to our new Wagner staff. These teachers are champions of the Wagner Way and feel passionate about ensuring new staff feel welcomed, informed, and supported as they learn the Wagner Way. Mentors meet with their mentees on "as needed" basis with the exception of induction year teachers who meet several times per year with support for our district.

Curriculum & Instruction: Our campus has developed a Picture of Success that states the following: Wagner is a learning organization that grows all learners in content and Learner Profile through aligned instruction, intentional use of data, consistent feedback, and goal-setting/reflection. To continue our growth towards the full realization of this statement our campus and teachers are committed to the following:

- building strong, authentic relationships
- designing engaging work in alignment to the state standards and our district's Learner Profile
- assessing student understanding consistently
- utilizing assessment data to inform instructional decisions in real-time.

All teachers have common design/conference time with a grade-level/content colleague to promote collaborate and professional growth. Teachers are expected to utilize: 1) the four critical questions of a PLC (see below) to design aligned, engaging instruction for students, and 2) their design time to receive support and/or professional learning around these questions.

- What do we want students to learn?
- How will we know each student has learned it?
- How will we respond when some students do not learn it?

- How will we respond when some students already know it?

While teachers are committed to leveraging the above questions during the design process, they have varying levels of ability and/or content knowledge with this process. While several teachers or teams of teachers regularly assess student mastery and use this data to make instructional decisions, our campus has lacked a system to support all teachers in this.

Professional Learning: Wagner Middle School is home to 103 staff members, including 4 administrators, 73 teachers, 11 educational aides, 7 clerical support staff, and 8 professional support staff. Of our teachers, 33 teachers are new to our campus, with 26 new to Georgetown ISD, this year. Additionally, our campus 17 teachers are either new to their content, with 10 teachers being new to the profession.

Professional learning of Wagner staff varies dependent on the experience of the teacher and how long the teacher has worked in our district or campus. Generally, returning staff have received professional learning around designing engaging work, content alignment and unpacking of state standards, and assessment practices. Newer staff will require this learning with some of it provided through campus professional learning days, regular design time or faculty meetings, or intentional scheduling of professional learning during the school day. All staff have been trained in Capturing Kids' Hearts with supports regularly provided through our Process Champion team.

School Processes & Programs Strengths

Our campus seeks to involve all staff in collaborative decision making and provides a variety of structures to encourage staff involvement.

The master schedule is designed in a way to promote collaboration and embedded professional learning and supports.

Teachers are focused on designing instruction that is tightly aligned to their state standards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Leadership groups lack cohesiveness across groups to share ownership of campus priority work which can lead to groups working in isolation.

Root Cause: Structure of leadership groups focuses on groups in isolation without opportunities for wider collaboration. Ability to monitor progress across campus is limited to one team and lacks involvement from teacher leaders.

Perceptions

Perceptions Summary

Student Experience Survey:

Our students participated (~87%) in a student experience survey in spring of 2023. This survey was conducted in class, during the school day, to allow students the opportunity to share feedback and perceptions of the Learner Profile traits. Students responded to these questions using a 3 point scale. This data was then categorized into three general Learner Profile groupings and one Environmental grouping which seeks to measure the ability for the school to offer a learning environment where a student can develop the Learner Profile traits.

This data was compared to other GISD middle school students' responses and categorized as either exceeded, on-level, or below, as shown below:

1. Creates and innovates, obtains knowledge through inquiry and exploration, applies critical thinking

- Exceeded: Given opportunity to learning in variety of way and given choices on how to show their learning.
- On-Level: Learned exciting topic(s) that makes excited about possible career.
- Below: Ability to explore interesting topics, Overall feelings of success at school, Ability to look at questions/problems in multiple ways.

2. Develops self-knowledge and personal responsibility, adapts and perseveres

- Exceeded: n/a
- On-Level: Aware of emotions and their affect on body, Develop healthy coping strategies, Continue trying when faced with difficult tasks.
- Below: Take personal responsibility when things not going well, Ability to set and work towards goals, Awareness of strengths, Willingness to ask adult for help when struggling with school work.

3. Communicates, collaborates, builds and models respectful relationships

- Exceeded: Ability to communicate and work conflict with friends.
- On-Level: Have a core group of friends and an adult on campus that cares.
- Below: Ability to positively work through problem with a teacher, Feeling heard by peers during group work, Checking in on another student that appears to be alone/upset.

4. Environmental

- Exceeded: n/a
- On-Level: n/a
- Slightly Below: Students are kind, Can learn without distractions from peers, Overall school is a safe place to learn.
- Significantly Below: Feel accepted at school, Comfortable using restroom without concern, Comfortable using hallways to transition to class, Have at least one adult that feel safe going to get help from, At least one thing that want to go to school for everyday.

Parent Survey:

At the conclusion of the 2022-2023 school year, Wagner parents were provided a survey to examine their perceptions of the three areas listed below. 75 parents completed the survey. This data has been categorized, below, as mostly agree, neutral, mostly disagree. (Note: Individual parent responses varied in each of the categories listed below. Of the parent

responses, the reporting below shows what the majority of the parents reported.)

1. Student Learning, Growth, and Progress:

- Mostly Agree: Child appropriately challenged by curriculum. Child well-prepared for next school year. Child provides useful feedback about their work.
- Neutral: School provides support for child's unique learning needs.
- Mostly Disagree: Child adequately prepared for future success.

2. Student and Staff Well-Being:

- Mostly Agree: Child has a sense of belonging at school. Child looks forward to going to school. School treats child with respect. School responsive to family's culture and language. Child feels connected to adults at school. School is a safe place to learn.
- Neutral: n/a
- Mostly Disagree: n/a

3. Community and Connectivity:

- Mostly Agree: School keeps well-informed of child's progress. School good at staying in touch about all aspects of child's educational experience. Encouraged to be active partner in child's education. Feel welcome and invited at child's school.
- Neutral: n/a
- Mostly Disagree: n/a

Staff Survey:

At the conclusion of the 2022-2023 school year, Wagner staff were provided a survey to examine their perceptions of their work, the workplace environment, and overall satisfaction. 65 staff completed the survey, with 87% being instructional staff. This data has been categorized as: completely agree, mostly agree, somewhat agree, and do not agree. (Note: Individual staff responses varied in each of the categories listed below. Of the staff responses, the reporting below shows what the majority of the staff reported.)

1. Completely and/or Mostly Agree:

- I am committed to GISD's vision, mission, and beliefs. (90%)
- I find my work challenging. (90%)
- I enjoy collaborating with my colleagues. (89%)
- I find my work interesting. (86%)
- I feel welcomed at work. (78%)
- My supervisor trusts me. (75%)
- I have the authority to make decisions necessary for my day to day work. (75%)
- I find my work satisfying. (74%)
- I trust my supervisor. (69%)
- I am encouraged to share my ideas openly. (63%)
- I feel safe at work. (61%)
- My work is valued by my supervisor. (61%)
- I have the resources needed to get my work done. (60%)
- There are opportunities for me to grow professionally in GISD. (59%)
- Good work is recognized in my campus/department. (57%)

- I am encouraged to express my concerns openly. (57%)
- In general, I am satisfied with my current job. (52%)

2. Somewhat and/or Do Not Agree:

- I am hesitant to speak up because of fear of retaliation. (69%)

Perceptions Strengths

High levels of staff commitment to district's vision, mission, and beliefs, along with feelings of empowering and satisfaction.

Students have opportunities for choice in their learning.

Students have ability to to appropriately work through conflict in their friend groups.

Parents feel children are appropriately challenged and well-prepared for the next school year.

Parents feel they are encouraged to be active partner in child's education and feel welcome and invited at child's school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: High levels of distraction in learning environments make student learning/engagement difficult. **Root Cause:** Increase in low-level student behavior that was not consistently addressed. Students and teachers not consistently held accountability to meeting campus-wide expectations.

Problem Statement 2: Consistent decrease in staff morale throughout school year, leading to decrease in school culture. **Root Cause:** Staff lack skills/strategies to appropriately support/respond to individual student behavior/needs.

Priority Problem Statements

Problem Statement 1: High variation in Wagner teachers' content knowledge and/or understanding of design process and ability to provide real-time intervention.

Root Cause 1: Nearly 1/2 of our Wagner teachers are new to our campus, with about 1/3 being new to their content. As a whole, teachers are at varying levels of understanding and skillset based on their number of years of teaching experience and their tenure in our district.

Problem Statement 1 Areas: Demographics

Problem Statement 2: General decrease in student academic progress between fall and spring semesters.

Root Cause 2: Lack and/or inconsistent use of formative assessments to regularly progress monitor students understanding to drive instructional decisions. Over-reliance on summative assessment data to measure student understanding. Lack of intentionality in unit design/planning to allow for and provide real-time intervention. Regression in academic progress appears to coincide with the increase in student disc.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: High number of disciplinary referrals involving inappropriate social interactions amongst students.

Root Cause 3: Lack and/or inconsistent support of student behavior from administrative team. Decrease in teacher morale regarding student behaviors resulting in lack of consistency in implementing campus systems of support for positive student behavior. Students lack coping strategies to appropriately respond to negative feelings.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Leadership groups lack cohesiveness across groups to share ownership of campus priority work which can lead to groups working in isolation.

Root Cause 4: Structure of leadership groups focuses on groups in isolation without opportunities for wider collaboration. Ability to monitor progress across campus is limited to one team and lacks involvement from teacher leaders.

Problem Statement 4 Areas: School Processes & Programs

Goals

Goal 1: Student Learning, Growth and Progress

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

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

Evaluation Data Sources: Minor Change. See Addendum "Goal 1, Performance Objective 1" attached.
Aligned to Prioritized Problem Statements 1 & 2.

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

High Priority

Evaluation Data Sources: Major Change. See Addendum "Goal 1, Performance Objective 2" attached.
Aligned to Prioritized Problem Statements 1, 2, & 4.





Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Wagner parents report at least 60% agreement to the following statement on the EOY survey: "My child is being adequately prepared for future success (including college/career/life ready)."

Wagner students report at least an average response of 2.5 on the Student Experience Survey to the following: "I learned something this year that makes me excited about a possible career."

| Strategy 1 Details | | Reviews | | | |
|---|--|---|-----|---|-----------|
| Strategy 1: Counselors will meet with all students to discuss various elective course, specifically those eligible for high school credit to include: Spanish, Health, Project Lead the Way, Teen Leadership, Computer Science. Strategy's Expected Result/Impact: Increased awareness of high school pathways, Increased student engagement, Increased opportunities for students to discover and explore areas of interests Staff Responsible for Monitoring: Couneslors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments | | Formative | | | Summative |
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|  No Progress | |  Accomplished | |  Continue/Modify | |
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Goal 1: Student Learning, Growth and Progress

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





Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: Evidence pertaining to STAAR assessment results will be updated pending receipt of results on August 11, 2023.

As compared with other district middle school students, Wagner students' responses average at or above on the Student Experience Survey.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
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| Strategy 1: All core and intervention teachers will engage in collaborative PLC conversations at least three times per week. Teachers will receive regular support and/or feedback from our district's Content Coordinators and our campus' Learning Design Coaches during this time. Strategy's Expected Result/Impact: Increase in student engagement, Increase in student proficiency of state standards Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Design Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Students will be scheduled into inter-disciplinary teams. Each interdisciplinary team of teachers will meet at least twice per week to provide academic, behavior, and social-emotional supports for students. Strategy's Expected Result/Impact: Increased interdisciplinary collaboration around instruction and student supports, Increased behavioral and academic supports for students, Decrease in discipline referrals and/or classroom disruption, Increase opportunity for student recognition, Increase in team-parent communication Staff Responsible for Monitoring: Assistant Principals, Core Teams TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 2 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Students will be assessed in each core class, three times annually. Teachers will use this assessment information during PLC time to determine intentional spiraling of concepts and needed student interventions Strategy's Expected Result/Impact: Increased student engagement, Increased student proficiency of state standards Staff Responsible for Monitoring: Principal, Learning Design Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Individualized intervention will be provided to all students who did not meet standard on their previous year's Math and/or Reading STAAR test, in accordance with HB1416. Strategy's Expected Result/Impact: Increase student proficiency with state standards Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Design Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
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| Strategy 5: Students will consistently engage in independent reading, at their reading level, throughout the day, several times per week. Teachers will engage in conferencing conversations with students around this reading. Strategy's Expected Result/Impact: Increase in student's reading comprehension Staff Responsible for Monitoring: Principal, Librarian, ELAR Teachers, Learning Design Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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Performance Objective 4 Problem Statements:

| Demographics |
|---|
| Problem Statement 2: High variation in Wagner teachers' content knowledge and/or understanding of design process and ability to provide real-time intervention. Root Cause: Nearly 1/2 of our Wagner teachers are new to our campus, with about 1/3 being new to their content. As a whole, teachers are at varying levels of understanding and skillset based on their number of years of teaching experience and their tenure in our district. |
| Student Learning |
| Problem Statement 1: General decrease in student academic progress between fall and spring semesters. Root Cause: Lack and/or inconsistent use of formative assessments to regularly progress monitor students understanding to drive instructional decisions. Over-reliance on summative assessment data to measure student understanding. Lack of intentionality in unit design/planning to allow for and provide real-time intervention. Regression in academic progress appears to coincide with the increase in student disc. Problem Statement 2: High number of disciplinary referrals involving inappropriate social interactions amongst students. Root Cause: Lack and/or inconsistent support of student behavior from administrative team. Decrease in teacher morale regarding student behaviors resulting in lack of consistency in implementing campus systems of support for positive student behavior. Students lack coping strategies to appropriately respond to negative feelings. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

High Priority

Evaluation Data Sources: Major Change. See Addendum "Goal 2, Performance Objective 1" attached.
Aligned to Prioritized Problem Statement 3 & 4.

Goal 2: Student and Staff Well-Being





Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Wagner staff report at least 80% agreement to the following statements on the EOY survey:

- "My work is valued by my supervisor."
- "I find my work satisfying."
- "I find my work interesting."

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: All campus professional learning will be designed to provide staff with opportunities for intentional learning, collaboration, and connection to available supports, in alignment to our campus goals. Strategy's Expected Result/Impact: Increased staff connection to GISD vision, mission, beliefs, and Learner Profile, Increase in staff capacity towards campus goals, Increased staff connection to campus and campus work. Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Design Coaches TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Staff recognition opportunities will include annual Wagner Commitment (i.e. relationships, collaboration, and effective instruction) awards, monthly Teacher of the Month awards, and regular staff affirmations. Recognition opportunities focus on a commitment to our GISD Vision, Mission, Beliefs, & Learner Profile, our Wagner Leader Profile, our Wagner Social Contract, and our Wagner beliefs. Strategy's Expected Result/Impact: Positive reinforcement of desired habits and behaviors, Improved relationship and connection between stakeholder group, Improved morale. Staff Responsible for Monitoring: Principal, Assistant Principal, Process Champions TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Current efforts around leadership collaboration and problem-solving include the following regularly scheduled meetings: Instructional Leadership Team, Process Champions, Department Heads & Department Meetings, & Teaming. | Formative | | | Summative |
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Goal 2: Student and Staff Well-Being





Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Wagner students report at least an average response of 2 on the Student Experience Survey on the statements pertaining to the school environment.

Wagner staff report at least 80% agreement to the following statements on the EOY survey: "I feel safe at work."

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Wagner teachers will be trained in and implement Capturing Kid's Hearts strategies to develop authentic relationships with their students and to build a positive campus culture. Strategy's Expected Result/Impact: Increased student perception of a safe/welcoming campus culture, Increased use of affirmations, Consistent use of CKH strategies, Increase in student engagement/learning due to increased positive classroom culture. Staff Responsible for Monitoring: Assistant Principals, Process Champions TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Counselors will provide quarterly classroom guidance to help students build the skills needed for self regulation, conduct small groups, and support equipping staff with trauma informed practices. Strategy's Expected Result/Impact: Increased student perception of a safe/welcoming campus culture, Increased classroom guidance, Increased small groups. Staff Responsible for Monitoring: Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2 | Formative | | | Summative |
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Performance Objective 3 Problem Statements:

| Student Learning |
|---|
| Problem Statement 2: High number of disciplinary referrals involving inappropriate social interactions amongst students. Root Cause: Lack and/or inconsistent support of student behavior from administrative team. Decrease in teacher morale regarding student behaviors resulting in lack of consistency in implementing campus systems of support for positive student behavior. Students lack coping strategies to appropriately respond to negative feelings. |

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.





Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Wagner staff report at least 80% agreement to the following statements on the EOY survey:

- "In general, I am satisfied with my current job."
- "There are opportunities for me to grow professionally in GISD."
- "Good work is recognized in my campus/department."

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Wagner will continue to utilize a hiring process that asks prospective employees to model risk-taking and creativity in alignment with the GISD Learner Profile and our Wagner Commitments (i.e. relationships, collaboration, and effective instruction). Strategy's Expected Result/Impact: Increased in new hire staff connection/commitment to GISD vision, mission, beliefs, and Learner Profile Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: All newly hired Wagner staff and interested returning Wagner staff will participate in a professional learning opportunity (Wagner Academy) to deepen their understanding of and alignment to the GISD Vision, Mission, Beliefs, and Learner Profile. Strategy's Expected Result/Impact: Increased connection to GISD vision, mission, beliefs, and Learner Profile Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Design Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | | Summative |
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Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Wagner parents report at least 75% agreement to the following statement on the EOY survey:





- "The school keeps me well-informed about my child's progress in school."
- "The school is very good at staying in touch with me regarding all aspects of their educational experience (e.g. letters, phone calls, or emails)."

| Strategy 1 Details | | Reviews | | | |
|--|--|--|-----|---|-----------|
| Strategy 1: Continue and enhance ongoing communication efforts to keep stakeholders informed, connect decisions to the vision/mission/beliefs to the district and our campus, and gather input. Our campus will continue to leverage social media, our campus website, and weekly communication with our staff and parents. We will seek revisions for improvement as needed. Strategy's Expected Result/Impact: Increased input and feedback opportunities from stakeholders; Increased connection to the work and decisions of the district Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | | Formative | | | Summative |
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Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Wagner staff will invite and actively encourage the attendance of our families and community to events showcasing student participation in campus organizations and/or events celebrating student success. Strategy's Expected Result/Impact: Increase attendance at campus events. Increased awareness of campus events celebrating Wagner students. Staff Responsible for Monitoring: Principal, Assistant Principal, Program Directors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Continued partnership with our Wagner PTA to ensure our families feel informed, connected, and valued. Leverage this partnership as opportunity to collaborate with our families to increase opportunity for campus-community engagement. Strategy's Expected Result/Impact: Increase in PTA enrollment. Increase in participation in PTA meetings. Increase dialogue at PTA meetings. Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Wagner parents report at least 75% agreement to the following statement on the EOY survey: "I feel welcomed and invited in my child's school."

| Strategy 1 Details | | Reviews | | | |
|--|--|--|-----|-----|-----------|
| Strategy 1: All office staff members will collaborate around expectations and procedures, on a monthly basis, to ensure campus visitors are appropriately supported through positive interactions. Strategy's Expected Result/Impact: Increased in positive front office interactions. Increase in collaboration and cohesiveness amongst front office staff. Staff Responsible for Monitoring: Principal, Assistant Principals, Administrative Assistant TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| | | <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Addendums

| Priority Area | | | |
|---|--|---|---|
| Priority Objectives | | In GISD, instruction, assessment, and intervention are aligned. | |
| Desired State | | Our system will have the capacity to deliver standards aligned instruction and utilize assessment data to provide intervention to individual learners. | |
| 2023 Q1: (Aug – Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Design and Deliver Aligned Instruction | Unit Plans Schoolology Teacher Feedback Forms Content Support Half Days Observations | All core departments are designing and delivering aligned instruction. | Purpose and expectations clearly communicated with an emphasis on connecting to our GISD/Wagner beliefs. Leverage August PL to introduce individual systems and provide initial supports. Grade-level/content teams collaborately focus on 1) identifying/unpacking essential intervention standards (EIS), 2) designing commons summative/formative assessments, and 3) proactively designing targeted intervention/enrichment for each unit. Protected time provided during design period (at least x2/weekly) with supports provided by Learning Design Coaches and Department Heads. Half-day content support (at least x1/semester) provided with Learning Design Coaches and Content Coordinators. |
| Design and Deliver Aligned Assessment | Unit Plans Schoolology Teacher Feedback Forms Content Support Half Days Observations Walkthroughs | While the use of formative assessments has increased, teachers report lower confidence (designing, delivering, and analyzing) when compared to summative assessments. The analysis of assessment data was reported by half of core | Leverage weekly departmental meetings to provide supports unique to each department and/or engage in meaningful feedback conversations using Critical Friends protocol. Support provided by Department Heads and Learning Design Coaches. |
| Design and Deliver Aligned Intervention | Unit Plans Teacher Feedback Forms Content Support Half Days Walkthroughs Weekly PLCs | All core teachers have designed an intervention aligned to a specific essential standard. Teachers expressed varied levels of implementation and/or confidence in their implementation of interventions. | Establish Academic Leadership Team with clear focus on 1) engaging in conversation/learning and 2) monitoring progress towards academic priority objectives. Team will meet monthly and consist of Department Heads, Learning Design Coaches, Librarian, and Principal. |
| 2023 Q2: (Nov – Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Design and Deliver Aligned Instruction | | | |
| Design and Deliver Aligned Assessment | | | |
| Design and Deliver Aligned Intervention | | | |
| 2024 Q3: (Feb – April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinkina Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Design and Deliver Aligned Instruction | | | |
| Design and Deliver Aligned Assessment | | | |
| Design and Deliver Aligned Intervention | | | |
| 2024 Q4: (May – July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Design and Deliver Aligned Instruction | | | |
| Design and Deliver Aligned Assessment | | | |
| Design and Deliver Aligned Intervention | | | |

Strategic Change Decision Chart - Wagner

| Priority Area | | | |
|---|---|--|---|
| Priority Objectives | | In GISD, we monitor progress toward students' mastery of the content , meeting standards, and developing attributes in the Learner Profile. | |
| Desired State | | Our system will have the capacity to monitor and utilize assessment data to provide meaningful, real-time intervention (and agency?) to learners. | |
| 2023 Q1: (Aug – Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Teachers review data to identify student progress | Design Time Weekly PLCs Teacher Feedback Form | The analysis of assessment data was reported by half of core teachers, although has not been observed in other evidences. | introduce. |
| Teachers use data to inform future learning activities | | Currently have common time to engage in data conversations, but lack system. Teachers expressed varied levels of implementation and/or confidence in their ability to respond to assessment data. | Develop protocol to build capacity in ability to analyze and respond to assessment data. Introduce protocol and provide professional learning in weekly PLCs. Support provided by Learning Design Coaches, Department Heads, Content Coordinators, and/or Department of Assessment and Feedback. Implement Formative (online) to manage assessment data. Professional Learning provided through weekly PLC with support from Learning Design Coaches and Department Heads. |
| Students set goals and track progress | Walkthroughs Observations | Currently have shared belief in importance of feedback, goal-setting, and conferences, but lack system. | Identify best practices around student goal-setting, data tracking, and conferencing. Develop process for engaging students. Introduce through advisory classes with initial student goal-setting focused on PACK Pride. |
| Students and teachers engage in conversation around goals and progress | | Engage Schoology and Formative as programs to manage assessment data and provide access to students and parents; however, lack system for communicating and leveraging this data with students. | Establish Academic Leadership Team with clear focus on 1) engaging in conversation/learning and 2) monitoring progress towards academic priority objectives. Team will meet monthly and |
| 2023 Q2: (Nov – Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Teachers review data to identify student progress | | | |
| Teachers use data to inform future learning activities | | | |
| Students set goals and track progress | | | |
| Students and teachers engage in conversation around goals and progress | | | |
| 2024 Q3: (Feb – April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Teachers review data to identify student progress | | | |
| Teachers use data to inform future learning activities | | | |
| Students set goals and track progress | | | |
| Students and teachers engage in conversation around goals and progress | | | |
| 2024 Q4: (May – July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Teachers review data to identify student progress | | | |
| Teachers use data to inform future learning activities | | | |
| Students set goals and track progress | | | |
| Students and teachers engage in conversation around goals and progress | | | |

Strategic Change Decision Chart - Wagner

| | | | |
|--|--|--|--|
| Teachers review data to identify student progress | | | |
| Teachers use data to inform future learning activities | | | |
| Students set goals and track progress | | | |
| Students and teachers engage in conversation around goals and progress | | | |

Strategic Change Decision Chart - Wagner

| Priority Area | | | |
|---|---|---|--|
| Priority Objectives | | GISD students are treated with respect and are respectful to each other and to adults. | |
| Desired State | | Our system will have the capacity to positively impact and support student behavior. | |
| 2023 Q1: (Aug – Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Classroom/campus expectations are clear and reinforced | Walkthroughs | Introduced and revisited PACK Pride throughout year. Unclear the extent to which teachers revisited classroom expectations. | Purpose and expectations clearly communicated with an emphasis on connecting to our GISD/Wagner beliefs. Leverage August PL to introduce individual systems and provide initial supports. |
| Positive behaviors are acknowledged and reinforced | Campus Brag Board Walkthroughs | Inconsistent use of brag boards campus-wide. Lack of affirmation observed in walkthroughs. | Utilize faculty meetings to collaboratively learn/share strategies to support positive behaviors. Focus on discussing/sharing implementation of monthly strategies, during weekly department meetings. Focus strategies will include: CKH (greetings, good things, social contract), Emergent Tree (core values, brag boards). |
| Unwanted behaviors are redirected | Walkthroughs Discipline Referrals | Inconsistent use of CKH 4 questions to address behaviors. Significant Increase in low-level referrals in spring semester. | Utilize bi-weekly teaming meetings to collaboratively celebrate/discuss shared students, by implementing our campus CGP processes. Support regularly provided by Assistant Principals, with additional supports available from Learning Design Coaches and Counselors (as needed). |
| Support provided to address unwanted behaviors | Teaming | Regular collaboration amongst teams/APs using CGP. Increased clarity around CGP process/expectations. Slow implementation of tier 2 processes, including DBRCs. | Establish Behavior Campus Leadership Team with clear focus on 1) engaging in conversation/learning and 2) monitoring progress towards behavior priority objective. Team will meet monthly and consist of Process Champions, Counselors, Assistant Principals, and Counselors (as needed). |
| Student behavior demonstrates PACK Pride | Campus Brag Board Discipline Referrals Walkthroughs | Increase in low-level behaviors during passing period. Significant increase in low-level referrals in spring semester. | Establish Behavior Campus Leadership Team with clear focus on 1) engaging in conversation/learning and 2) monitoring progress towards behavior priority objective. Team will meet monthly and consist of Process Champions, Counselors, Assistant Principals, and Principals |
| 2023 Q2: (Nov – Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Classroom/campus expectations are clear and reinforced | | | |
| Positive behaviors are acknowledged and reinforced | | | |
| Unwanted behaviors are redirected | | | |
| Support provided to address unwanted behaviors | | | |
| Student behavior demonstrates PACK Pride | | | |
| 2024 Q3: (Feb – April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Classroom/campus expectations are clear and reinforced | | | |
| Positive behaviors are acknowledged and reinforced | | | |
| Unwanted behaviors are redirected | | | |
| Support provided to address unwanted behaviors | | | |
| Student behavior demonstrates PACK Pride | | | |
| 2024 Q4: (May – July) | | | |

Strategic Change Decision Chart - Wagner

| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
|--|----------------|--|--|
| What? | How to gather? | | |
| Classroom/campus expectations are clear and reinforced | | | |
| Positive behaviors are acknowledged and reinforced | | | |
| Unwanted behaviors are redirected | | | |
| Support provided to address unwanted behaviors | | | |
| Student behavior demonstrates PACK Pride | | | |

Georgetown Independent School District
Williams Elementary
2023-2024 Campus Improvement Plan

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| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 29 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 35 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 41 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 43 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Williams elementary is entering year four of existence. The student population is increasing rapidly. There is new construction all around the campus which means enrollment will be rapidly continuing to increase. The student population of Williams is a combination of nearby planned development neighborhoods and also very rural students, including a significant number living in RVs or mobile homes. Williams will expand the bilingual program into second grade in 2023-24. Williams will also house the centralized Dual language program, zoning in students from Mitchell Elementary and Carver Elementary. This means Williams will offer bilingual education in grades PK, K, 1st grade and 2nd grade. Williams Elementary will serve over 750 students this coming school year, with one principal, two assistant principals and one campus guidance counselor.

| | 2021-2022 | 2022-2023 |
|-----------------------|-----------|-----------|
| Total Students | 526 | 655 |
| Male | 50% | 49% |
| Female | 50% | 51% |
| Economic Disadvantage | 48% | 55% |
| Homeless | 0% | 0% |
| At Risk | 19% | 39% |

Student Demographics

| | 2021-2022 | 2022-2023 |
|-----------------|-----------|-----------|
| Hispanic-Latino | 60% | 60% |
| American Indian | 1% | 1% |

| | 2021-2022 | 2022-2023 |
|-------------|-----------|-----------|
| Asian | 3% | 6% |
| Black | 4% | 5% |
| White | 27% | 26% |
| Two-or-More | 5% | 4% |

Programs

| | 2021-2022 | 2022-2023 |
|-------------|-----------|-----------|
| LEP | 17% | 21% |
| Bilingual | 10% | 14% |
| ESL | 9% | 11% |
| GT | 3% | 4% |
| Special Ed. | 14% | 17% |
| Dyslexia | 7% | 8% |

Demographics Strengths

- Williams Elementary is a diverse campus.
- The community around Williams Elementary is growing.
- Williams is in its third year of existence and the staff overall is committed to the mission and vision of the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Growing number of students needing Tier II and Tier III support. **Root Cause:** COVID created a large learning gap.

Student Achievement

Student Achievement Summary

This year we continued to focus on Tier 1 instruction and Tier 3 placement and progress monitoring. Teachers continued to plan together as they learned the new system, Amplify. Teachers are still learning how to best use this resource and understand how it works. More training on this program and the intervention piece is needed. Interventionists were able to be with groups more this year and did less subbing in classrooms. This allowed for the T3 students to get more individualized instruction. However only having one intervention time made it difficult to complete the programs as designed. Having a master schedule that allows for two Target times is necessary to meet the needs of all students especially those that need dyslexia and math intervention. Skyward progress monitoring was used to track data which allowed for all staff to view this progress. MAP data, STAAR projections, and 2022 STAAR scores are attached as an addendum.

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Student Achievement Strengths

- Intervention time was continued for students to meet in small groups for Tier 2 and Tier 3 groups to include Texas HB4545 groups.
- Math labs were continued this year where all math teachers come together to learn, observe instruction and practice new teaching skills with a mentor teacher.
- Literacy labs were continued this year where all reading teachers come together to learn, observe instruction and practice new teaching strategies with a mentor teacher.
- Design days were incorporated into the daily schedule quarterly. Teachers plan with their team and leadership team to collaborate and create learning progressions and learning intentions for upcoming units.
- PLC's were used to collaborate, plan and refine instruction for upcoming lessons.
- Consistent small group intervention and instruction across all grade levels.
- Progressing Monitoring kept in Skyward for T3 students.
- Implementation of MTSS process
- One PLC a month was for MTSS purposes.
- Para Interventionist was hired to work with some grade level Tier students,
- Learning Walks were completed so teachers could learn and help colleagues.
- Before and after school tutoring sessions were held to help HB 4545 students in the area of math and reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The SES survey data shows that several students struggle with picking a calming strategy when they are sad or mad and applying that strategy in

the classroom setting. **Root Cause:** Our students come to school with outside trauma, post-COVID trauma, and lack the skills to safely cope with their emotions.

Problem Statement 2 (Prioritized): There is no system for teachers to use to set up progress monitoring and a consistent meeting to discuss progress. **Root Cause:** The campus staff has spent a great deal of time on Tier 1 instruction.

Problem Statement 3 (Prioritized): There is no specific design day allotted for science. **Root Cause:** The focus of instruction has been in math and reading.

Problem Statement 4 (Prioritized): There is no consistent math spirial review for place value and fluency. **Root Cause:** The introduction of new resources has created some confusion with staff on expectations with math instruction.

School Culture and Climate

School Culture and Climate Summary

At Williams elementary school, students feel connected to the culture of the school by the following interventions and systems in place: Capturing Kids Hearts, TRACKS posters, and our emergent tree student expectations of being safe, responsible and respectful. 59 % of the students at Williams Elementary mostly agree that they are supported and cared for by an adult and 34 % agree they are cared for and supported by an adult at Williams. 70 % of the students also feel that they have a friend at school who cares about them.

Our mission is for students and staff to Lead, Grow and Serve. At Williams we give teachers many opportunities to continue growing their learning on our Professional learning days on campus and days provided by the district. Our students are able to lead, grow and serve through various UIL events, after school clubs as well as through various learning opportunities in the classroom.

Safety is a huge priority at WES and the data shows through our Student survey that 59% mostly agree and 29.7 % of students agree that they feel safe at school. In addition, Williams maintains safety by having a Campus Crisis Intervention Plan which includes Lockout, Lockdown, Evacuate, Shelter in Place, Fire, and a Stay Safe call line. We target positive behaviors, modeling, and building respectful relationships through the use of PBIS, Capturing Kids Hearts, Roadrunner Champions Celebrations, and classroom awards. Williams promotes positive choices through morning meetings with the Principal and Assistant Principal and TRAXX Tickets, and school wide celebrations.

We also offer a variety of events to meet the needs of our diverse population: Red Ribbon Week and campus-wide guidance lessons. We have had several parent involvement nights such as Reading night, and STEM night for parents to complete activities on campus with their children. All of our student activities are designed with the intention to contribute to the positive climate of our school. Additionally, our extracurricular activities are designed to address all aspects of the GISD Learner Profile by fostering the development of future ready skills communication, collaboration, application of critical thinking, creative and innovative thinking, obtaining knowledge through inquiry and exploration, adaptation, perseverance, development of self- knowledge and personal responsibility, building and modeling respectful relationships.

School Culture and Climate Strengths

- SEL monthly meetings
- Roadrunner Champion of the Month
- Student Morning Meeting with TRAXX Tickets
- School Wide Fun Days
 - Halloween Character Dress Up
 - Red Ribbon Week
 - 12 Days of Christmas
 - Valentine's Day
 - 100th Day of School
 - Chase the Chief
 - Texas Day
 - Field Day
- Veteran's Day
- Denise Lee assembly

- UIL
- Sea Perch
- Art Club
- Chess Club
- Alex Lemonade Stand
- PALS
- SES Student Survey (3-5)
- Reading Night
- STEM Night
- Prek & Kindergarten Round up
- Kindergarten Roadrunner Camp
- WES Parent Survey
- Fun runs
- Student Mentors
- Safety Patrol greeters

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Williams needs to continue establishing and promoting our varied and diverse cultural identities. **Root Cause:** The school community is only 3 years old and still trying to define itself.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Williams Elementary grew significantly for the 2022-2023 school year. Williams added 1st grade Dual Language, and an additional ILC classroom, making 3 ILC classes. Williams enrollment continues to increase due to construction. The faculty retention rate was 80%. The state of Texas and even the nation as a whole experienced a teacher shortage. For the 22-23 school year, Williams needed 46 instructional positions. 6 positions were unable to be filled at the beginning of the year. 3 of the 6 positions were filled by long term subs who are currently seeking alternative certification.

2021 Hiring

Administrative - 7

Instructional Paraprofessionals - 13

Teachers - 40

Teacher Certification

37 teachers fully certified (100%)

Paraprofessional Qualification

Texas Educational Aide Certification - Instructional 13 (100%)

Texas Educational Aide Certification - Administrative 2 (100%)

Staff Retention Rates

80% Retention Rate

3 teachers K-2 leaving for family reasons.

1 teacher K-2 left the profession

1 SpEd moved to a school closer to her home

5 Teachers 3-5 moved to a school closer to home

1 Teacher 3-5 wanted to transition to middle school

2022-2023 Staffing

Adding the following position:

- 1st Grade Dual Language Spanish
- 1st Grade Dual Language English
- 1st Grade Gen Ed
- 2nd Grade Teacher
- 4th Grade Teacher
- ILC paraprofessional (one on one)
- Resource Teacher

Student to Teacher Ratio

PK 20:1

K 23:1

1 19:1

2 21:1

3 21:1

4 19:1

5 26:1

Staff Quality, Recruitment, and Retention Strengths

- PK classes each had a paraprofessional to support their classroom.
- All paraprofessionals have a Texas Educational Aide Certification.
- There is a high retention rate for teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): With new staff in every grade level and the need to spread grade levels throughout the building, maintaining the family culture will present challenges. **Root Cause:** Our population is growing rapidly.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum is clearly aligned with the Texas Essential Knowledge and Skills (TEKS) standards in all learning areas. Common lesson planning times and Professional Learning Communities weekly, create a collaborative environment for each grade level. Our process this year began with design/planning days where we spent time unpacking and understanding the TEKS, then we planned the nine weeks out by creating learning intentions and success criteria to guide instruction. This work continued during PLCs where we took the pathways created and designed lessons around the work we did in design days. The Instructional Leadership Team is a part of weekly PLCs and offers support and collaboration. During this time, we also discussed previous weeks' lessons and what went well and what did not. During MTSS meetings, we review student performance data to ensure that individual student needs are supported and met. We use a flexible grouping model for our MTSS Intervention Groups during our Target Time, which is 45 minutes daily. Classroom teachers serve Tier II students. Tier III students are served by interventionists, the dyslexia specialist, and/or special education teachers. Gifted and talented students are served by GT-trained teachers in the regular classroom. Williams continues to collaborate and include our SPED population in all general education learning and instruction. Inclusion support provided by our SPED staff ensures our student needs are being met. ELL students are taught in ESL or bilingual classroom settings where linguistic objectives and accommodations are implemented as we continue to grow as a dual-language campus. Our Instructional Leadership Team designs Professional learning using learning intentions and success criteria to meet the needs of our faculty and students. In addition, each grade level participated in one to two Learning Labs focused on campus instructional needs which included modeling of exemplar instruction with a follow-up Learning Walk. Student progress and achievement were assessed through consistent formal and informal assessments throughout the year. Interim assessments provided additional data that guided teacher instruction.

Curriculum, Instruction, and Assessment Strengths

- Grade-level teams have planning times with the Learning Design Coach
- Weekly PLCs
- Design days for all grade levels, one per nine weeks
- Professional development
- Learning walks/Observations
- Learning Labs/Modeling exemplar instruction
- Interim Assessments
- Consistent beginning, middle, and end-of-year assessments

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is no clear process for creating common formative assessments. **Root Cause:** New administration and new staff

Parent and Community Engagement

Parent and Community Engagement Summary

Every effort is made to ensure that parents are happy and feel welcome at Williams Elementary School. Parents and community members are involved in many meaningful activities that support student learning. For example we have several Title nights like STEM and Reading nights where families are invited to participate in engaging activities as well as having the ability to take home activities that provide learning opportunities at home. Families are invited to come to family nights that showcase student art work as well as music performances for all grade levels.

Parents and community members are involved through participation in PTA, our WatchDog program, volunteering for events like Chase the Chief, APEX fundraising events, and field day activities.

Our school uses many different ways to send out information to families such as School Messenger, notes home, teacher conferences, monthly newsletters, and phone communication. School correspondence is provided in English and Spanish. Local businesses have donated school supplies. Business representatives, parents, and community members are part of our Community Based Leadership Team to help make school decisions. Williams teachers participate and volunteer at all the activities in order to show support and their commitment to student success.

We have many resources available to support families through our GISD community resource guide that provides parents with information about mental health and wellness, non-profit resources, crisis supports, drug and alcohol supports and food and clothing assistance.

Parent and Community Engagement Strengths

Build strong relationships with all stakeholders.

- Tuesday Newsletter Email
- Social Media
 - Facebook
 - Website
- CBLT
- UIL
- Meet the teacher night
- Music programs for all grade levels
- Art showcase
- Literacy Night
- STEM Night
- Kindergarten Roadrunner Camp
- Kindergarten and Pre K Roundup event
- Parent Survey
- Book fairs
- APEX fundraiser
- Fun runs

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Only 2% of Williams parents are members of the PTA. **Root Cause:** We are a 3 year old campus, opening during COVID, and we are still establishing our community.

Problem Statement 2 (Prioritized): Only 30% of Williams staff are members of the PTA. **Root Cause:** We are a 3 year old campus, we are still developing our staff community.

School Context and Organization

School Context and Organization Summary

Williams Elementary has good systems of communication in place for faculty members. Processes and events are well communicated through weekly correspondence and PLC meetings. Teams and committees were formed to create a system for shared decision making. For 2023-2024, Williams will move the focus of weekly PLC meetings to be more focused on assessment and progress monitoring. A Williams Elementary Design Team will be created to assist in decision making and problem solving.

WES Teacher Survey Results:

32 Responses: 28% from PK-2 teachers, 22% from 3-5 teachers, 50% from specials, special education, Library, etc.

1. The best guiding metaphor to describe WES is:
 - a. A Learning Organization- 81.3%
 - b. A Professional Service- 9.4%
 - c. A Factory- 6.3%
 - d. A warehouse- 3.1%
 - e. A Prison-0%
2. I feel empowered to make decisions.
 - a. Strongly Agree- 28.1%
 - b. Agree-40.6%
 - c. Neutral-25%
 - d. Disagree-6.3%
 - e. Strongly Disagree-0%
3. My team creates engaging work for all students using the GISD Learner Profile.
 - a. Strongly Agree- 31.3%
 - b. Agree-34.4%
 - c. Neutral-25%
 - d. Disagree-6.3%
 - e. Strongly Disagree-3.1%

4. Devices are used to create a Blended Learning Model with integrated technology.
 - a. Strongly Agree-18.8%
 - b. Agree-53.1%
 - c. Neutral-25%
 - d. Disagree-3.1%
 - e. Strongly Disagree-0%
5. I am equipped with the supplies and resources I need to be successful in my position.
 - a. Strongly Agree-31.3%
 - b. Agree-40.6%
 - c. Neutral-18.8%
 - d. Disagree-9.4%
 - e. Strongly Disagree-0%
6. The PLC process supports my teaching and learning.
 - a. Strongly Agree-15.6%
 - b. Agree-28.1%
 - c. Neutral-40.6%
 - d. Disagree-6.3%
 - e. Strongly Disagree-9.4%
7. I feel physically safe at Williams Elementary.
 - a. Strongly Agree- 43.8%
 - b. Agree-46.9%
 - c. Neutral- 6.3%
 - d. Disagree- 3.1%
 - e. Strongly Disagree-0%
8. I have a positive perception of our building and working spaces.
 - a. Strongly Agree-31.3%
 - b. Agree-56.3%
 - c. Neutral-6.3%
 - d. Disagree-6.3%

- e. Strongly Disagree-0%
9. Educators at this school work together to ensure student success.
- a. Strongly Agree-31.3%
 - b. Agree-56.3%
 - c. Neutral-12.5%
 - d. Disagree-0%
 - e. Strongly Disagree-0%
10. Students at WES are treated fairly regardless of race, culture, religion, gender, or disabilities.
- a. Strongly Agree-53.1%
 - b. Agree-34.4%
 - c. Neutral-9.4%
 - d. Disagree-3.1%
 - e. Strongly Disagree-0%
11. Educators usually talk positively about students in the staff areas.
- a. Strongly Agree-15.6%
 - b. Agree-56.3%
 - c. Neutral-12.5%
 - d. Disagree-15.6%
 - e. Strongly Disagree-0%
12. The principals make decisions that are in the best interest of students.
- a. Strongly Agree-21.9%
 - b. Agree-56.3%
 - c. Neutral-21.9%
 - d. Disagree-0%
 - e. Strongly Disagree-0%
13. I know what the principals expect of me as a staff member at this school.
- a. Strongly Agree-28.1%
 - b. Agree-46.9%
 - c. Neutral-15.6%

- d. Disagree-6.3%
 - e. Strongly Disagree-3.1%
14. The principals display courtesy and respect in dealing with people.
- a. Strongly Agree-34.4%
 - b. Agree-53.1%
 - c. Neutral-12.5%
 - d. Disagree-0%
 - e. Strongly Disagree-0%
15. The principals respond promptly to emails and requests for assistance.
- a. Strongly Agree-31.3%
 - b. Agree-53.1%
 - c. Neutral-6.3%
 - d. Disagree-9.4%
 - e. Strongly Disagree-0%
16. The principals handle personnel concerns in a professional and confidential manner.
- a. Strongly Agree-34.4%
 - b. Agree-50%
 - c. Neutral-12.5%
 - d. Disagree-3.1%
 - e. Strongly Disagree-0%
17. The principals effectively help with student discipline.
- a. Strongly Agree-18.8%
 - b. Agree-34.4%
 - c. Neutral-34.4%
 - d. Disagree-9.4%
 - e. Strongly Disagree-3.1%
18. I feel respected and supported by my administrative team.
- a. Strongly Agree-28.1%
 - b. Agree-53.1%

- c. Neutral-9.4%
- d. Disagree-6.3%
- e. Strongly Disagree-3.1%

19. I enjoy working at this school.

- a. Strongly Agree-34.4%
- b. Agree-56.3%
- c. Neutral-9.4%
- d. Disagree-0%
- e. Strongly Disagree-0%

20. Overall, I feel there is a positive morale at WES among the faculty.

- a. Strongly Agree-21.9%
- b. Agree-53.1%
- c. Neutral-21.9%
- d. Disagree-3.1%
- e. Strongly Disagree-0%

21. Our school's Multi-Tier Support System (MTSS) programs are closing academic gaps for students.

- a. Strongly Agree-3.1%
- b. Agree-46.9%
- c. Neutral-43.8%
- d. Disagree-6.3%
- e. Strongly Disagree-0%

22. Our school's Multi-Tier Support System (MTSS) has a positive impact on student behavior.

- a. Strongly Agree-3.1%
- b. Agree-37.5%
- c. Neutral-53.1%
- d. Disagree-6.3%
- e. Strongly Disagree-0%

23. Most teachers at this campus give a wide range of assignments, matched to students' needs and skill level.

- a. Strongly Agree-21.9%

- b. Agree-43.8%
- c. Neutral-34.4%
- d. Disagree-0%
- e. Strongly Disagree-0%

24. In our school, we have opportunities to learn effective teaching strategies.

- a. Strongly Agree-15.6%
- b. Agree-46.9%
- c. Neutral-21.9%
- d. Disagree-12.5%
- e. Strongly Disagree-3.1%

25. Most teachers at this campus incorporate learners' interests and strengths into lessons.

- a. Strongly Agree-15.6%
- b. Agree-62.5%
- c. Neutral-21.9%
- d. Disagree-0%
- e. Strongly Disagree-0%

26. In our school, we have high expectations for all students.

- a. Strongly Agree-15.6%
- b. Agree-65.6%
- c. Neutral-15.6%
- d. Disagree-3.1%
- e. Strongly Disagree-0%

27. Teachers at our campus are encouraged to use innovative instructional practices.

- a. Strongly Agree-21.9%
- b. Agree-62.5%
- c. Neutral-15.6%
- d. Disagree-0%
- e. Strongly Disagree-0%

28. School administrators, teachers, and staff work together effectively to achieve school goals.

- a. Strongly Agree-25%
- b. Agree-46.9%
- c. Neutral-25%
- d. Disagree-3.1%
- e. Strongly Disagree-0%

29. I am a member of the WES PTA.

- a. Yes-31.3%
- b. No-68.8%

30. Our school has activities to celebrate the culture of our community.

- a. Strongly Agree-9.4%
- b. Agree-46.9%
- c. Neutral-28.1%
- d. Disagree-12.5%
- e. Strongly Disagree-3.1%

31. I communicate with families about student progress.

- a. Strongly Agree-34.4%
- b. Agree-50%
- c. Neutral-12.5%
- d. Disagree-3.1%
- e. Strongly Disagree-0%

Communication Tools

- Roadrunner TraXX is a weekly newsletter emailed to all faculty members on Fridays. The newsletter contains all information for the upcoming week. It is designed to decrease emails and extra time spent in meetings. The newsletter is archived in a shared Google Drive as well as on the WES HUB so all faculty members can access it anytime.
- WES Shared Google Drive - A shared Google Drive is set up for all faculty members to have access to campus documents and resources.
- Campus Calendar - A shared Google Calendar is used to post all campus events and building reservations.
- Instructional Leadership Team Meeting Agendas & Schedule

- Meetings: Wednesday 11:00-11:45
- Members: Principal, Assistant Principal, Counselor, Learning Design Coach, Librarian, Reading Interventionist, Math Interventionist
- Team Leader Meetings
 - Meetings: 2nd Tuesday of the month 3:30-4:30
- Weekly Leadership Meetings
 - Meetings: Tuesdays 10:00-10:45
 - Members: Principal, Assistant Principal, Counselor, Learning Design Coach, Admin Assistant
- CBLT
 - Meetings: 4th Tuesday of the month at 3:30
 - September, November, March, June
 - Members:

| Name | Position | Year |
|----------------------|----------------------|--------|
| Jessica Marek (ILT) | Chair (Principal) | |
| Cat Brown (ILT) | Counselor | |
| Angie Jones (ILT) | Classroom Teacher | 1 of 2 |
| Mabel Gallardo (ILT) | Classroom Teacher | 1 of 2 |
| Hannah Tate (ILT) | Classroom Teacher | 1 of 2 |
| Minda Egbert (ILT) | Classroom Teacher | 2 of 2 |
| Bretton Schulz | District Represented | 1 of 2 |
| Dale Marek | Parent | 1 of 2 |
| Alex Dickerson | Parent | 1 of 2 |
| Mike Grant | Community | 1 of 2 |

| Name | Position | Year |
|--------------------|----------|--------|
| Veronica Schofield | Business | 1 of 2 |
| Kim Heimann | Business | 1 of 2 |

School Context and Organization Strengths

- Communication tools like the Roadrunner TraXX are used to avoid the need for extra after school meetings.
- A shared decision making process is established with multiple collaborative teams which include the Team Leaders, Instructional Leadership Team, and Campus Based Leadership Team.
- Positive results in the faculty survey on school metaphor and empowerment.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Over half of the staff does not believe that the current PLC process supports their teaching and learning. **Root Cause:** New Leadership and lack of a common understanding

Technology

Technology Summary

Teachers and students employ the computers and tablets for educational programs and Inquiry Projects in all academic areas. Additionally, our math, science, ELAR and social studies curriculum utilizes technology by offering students accessibility to lessons through apps and online programs such as Seesaw, Classlink, and Google Classroom. Classrooms are also able to utilize online databases for research such as TexQuest and campus provided subscription programs like BrainPop, BrainPop Jr. and Starfall. Our students use technology to create projects in all subject areas. A majority of teachers feel they are in the developing tech category for teaching and learning, educator preparation and development, and leadership, administration, and instructional support.

Technology Strengths

- One to one devices
 - IPADS PK
 - Chromebooks K-5
- Newline Interactive Board
- Ladibug Document Cameras
- Broadcasting equipment
- Campus IPADS available to check out from Makerspace
- IPADS for fine arts classes (Art and Music)
- IPADS for library classes

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Technology is not being utilized to solve real world problems or provide learning opportunities beyond the classroom. **Root Cause:** Post COVID has pushed teachers away from chromebook usage.

Priority Problem Statements

Problem Statement 1: There is no specific design day allotted for science.

Root Cause 1: The focus of instruction has been in math and reading.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There is no consistent math spiral review for place value and fluency.

Root Cause 2: The introduction of new resources has created some confusion with staff on expectations with math instruction.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Williams needs to continue establishing and promoting our varied and diverse cultural identities.

Root Cause 3: The school community is only 3 years old and still trying to define itself.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: With new staff in every grade level and the need to spread grade levels throughout the building, maintaining the family culture will present challenges.

Root Cause 4: Our population is growing rapidly.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Only 2% of Williams parents are members of the PTA.

Root Cause 5: We are a 3 year old campus, opening during COVID, and we are still establishing our community.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Over half of the staff does not believe that the current PLC process supports their teaching and learning.

Root Cause 6: New Leadership and lack of a common understanding

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: Technology is not being utilized to solve real world problems or provide learning opportunities beyond the classroom.

Root Cause 7: Post COVID has pushed teachers away from chromebook usage.

Problem Statement 7 Areas: Technology

Problem Statement 8: There is no system for teachers to use to set up progress monitoring and a consistent meeting to discuss progress.

Root Cause 8: The campus staff has spent a great deal of time on Tier 1 instruction.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: There is no clear process for creating common formative assessments.

Root Cause 9: New administration and new staff

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Only 30% of Williams staff are members of the PTA.

Root Cause 10: We are a 3 year old campus, we are still developing our staff community.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: The SES survey data shows that several students struggle with picking a calming strategy when they are sad or mad and applying that strategy in the classroom setting.

Root Cause 11: Our students come to school with outside trauma, post-COVID trauma, and lack the skills to safely cope with their emotions.

Problem Statement 11 Areas: Student Achievement

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

Williams Elementary
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals





Goal 1: Student Learning, Growth and Progress

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

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

Evaluation Data Sources: Keyboarding Usage data, PLC Observations, Teacher Feedback, STAAR data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Incorporate keyboarding instruction into the Specials rotation and Writers Workshop and clearly establish technology/ typing literacy practices at all grade levels, especially the lower grade levels. Strategy's Expected Result/Impact: Students will gain proficiency with keyboarding skills. Teachers will be able to measure and track progress using the technology monitoring tools. Staff Responsible for Monitoring: Classroom teachers, Design Team Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Technology 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: WES will include science planning into design days and create a science vertical team that will meet monthly. Strategy's Expected Result/Impact: Alignment of science instruction across all grade levels, Increased Science STAAR Scores Staff Responsible for Monitoring: Administrators, LDC's Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|---|
| Problem Statement 3: There is no specific design day allotted for science. Root Cause: The focus of instruction has been in math and reading. |
| Technology |
| Problem Statement 1: Technology is not being utilized to solve real world problems or provide learning opportunities beyond the classroom. Root Cause: Post COVID has pushed teachers away from chromebook usage. |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

High Priority

Evaluation Data Sources: See addendum attached.





Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: student surveys, staff surveys, quarterly campus culture climate survey

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Teachers will represent their college alma maters to showcase postsecondary education. Strategy's Expected Result/Impact: Representation will encourage familiarity and promote exploration of postsecondary experience opportunities. Staff Responsible for Monitoring: Campus Design Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Williams will schedule time during a monthly faculty meeting to feature technology instruction, Q&A, program features, etc and will incorporate our Digital Learning Coach as part of the meetings. Strategy's Expected Result/Impact: Teachers will be more familiar with the capabilities of technology programs and incorporate technology into student creation of work. Staff Responsible for Monitoring: Classroom teachers, Design Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Technology 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |

Performance Objective 3 Problem Statements:

| Technology |
|---|
| Problem Statement 1: Technology is not being utilized to solve real world problems or provide learning opportunities beyond the classroom. Root Cause: Post COVID has pushed teachers away from chromebook usage. |





Goal 1: Student Learning, Growth and Progress

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

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: Interim assessment data, Math STAAR, MAP data

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Williams Elementary will provide teachers with and teachers will use a math spiral review resource for all grade levels. Strategy's Expected Result/Impact: Improved MAP scores (BOY, MOY, EOY) by at least 50% Staff Responsible for Monitoring: Administrators, LDCs, and Interventionists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 4 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: WES will administer fall and spring interim tests. Strategy's Expected Result/Impact: Data from interim assessments will inform instruction and intervention. Spring Interim data will improve by at least 20% from the fall interim. Staff Responsible for Monitoring: Administrators, LDC, Interventionists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: All WES 3rd graders will show at least 20% improvement from Fall to Spring Interim Assessments in both math and reading. Strategy's Expected Result/Impact: Improvement on Interim assessments will relate to improved STAAR scores. Staff Responsible for Monitoring: Administrators, LDC, Interventionists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 4 Problem Statements:





| Student Achievement |
|---|
| Problem Statement 4: There is no consistent math spirial review for place value and fluency. Root Cause: The introduction of new resources has created some confusion with staff on expectations with math instruction. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Student Interest Survey, SES survey, teacher survey

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: WES will offer before/after school clubs based upon student input and interests. Strategy's Expected Result/Impact: Improved student/teacher connections, increased on-time arrivals, increased attendance. Staff Responsible for Monitoring: Design Team, Librarian Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: WES will enhance student interest in embracing the representing their school mascot and school pride theme. Strategy's Expected Result/Impact: Improved student connections to the school/local community Staff Responsible for Monitoring: Design Team, Librarian Title I: 2.5 Problem Statements: School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| School Culture and Climate |
|--|
| Problem Statement 1: Williams needs to continue establishing and promoting our varied and diverse cultural identities. Root Cause: The school community is only 3 years old and still trying to define itself. |





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: TTESS Evaluations, staff surveys, teacher retention data, PLC observations

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Teachers will participate in goal setting collaboration opportunities throughout the year. Strategy's Expected Result/Impact: New staff will feel welcome and part of the campus community, increased desire to stay and recruit other teachers Staff Responsible for Monitoring: Admin team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: WES will implement a PLC process that supports teacher needs to best promote necessary student learning outcomes. Strategy's Expected Result/Impact: Teachers will make data informed decisions regarding instruction. Teachers | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| | | | | |
|---|--|--|--|--|
| <p>will report the need for PLC time. PLC's will be more meaningful and relevant to teaching and student needs.</p> <p>Staff Responsible for Monitoring: LDC</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: School Context and Organization 1</p> | | | | |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Performance Objective 2 Problem Statements:

| Staff Quality, Recruitment, and Retention |
|--|
| <p>Problem Statement 1: With new staff in every grade level and the need to spread grade levels throughout the building, maintaining the family culture will present challenges.</p> <p>Root Cause: Our population is growing rapidly.</p> |
| School Context and Organization |
| <p>Problem Statement 1: Over half of the staff does not believe that the current PLC process supports their teaching and learning. Root Cause: New Leadership and lack of a common understanding</p> |





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Parent Volunteer sign up data, temperature check data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Williams will have PTA and WatchDOG participation at all school events. Strategy's Expected Result/Impact: parent volunteers will increase. Increased awareness of what is happening on the campus and opportunities for family involvement. Staff Responsible for Monitoring: Administration, LDC, Staff PTA representatives Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will complete a quarterly culture temperature check to communicate campus needs throughout the school year. Strategy's Expected Result/Impact: New staff will feel welcome and part of the campus community and culture. Increased communication Staff Responsible for Monitoring: Admin team, Design Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 3 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 3: Teachers will be trained and given the opportunity to provide calming strategies in the classroom that enhances social-emotional wellness. Strategy's Expected Result/Impact: Students will report in the SES survey that they are better able to self regulate by choosing strategies in the classroom. Staff Responsible for Monitoring: Counselor, Admin Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |

Performance Objective 3 Problem Statements:

| Student Achievement |
|---|
| Problem Statement 1: The SES survey data shows that several students struggle with picking a calming strategy when they are sad or mad and applying that strategy in the classroom setting. Root Cause: Our students come to school with outside trauma, post-COVID trauma, and lack the skills to safely cope with their emotions. |
| Staff Quality, Recruitment, and Retention |
| Problem Statement 1: With new staff in every grade level and the need to spread grade levels throughout the building, maintaining the family culture will present challenges. Root Cause: Our population is growing rapidly. |
| Parent and Community Engagement |
| Problem Statement 1: Only 2% of Williams parents are members of the PTA. Root Cause: We are a 3 year old campus, opening during COVID, and we are still establishing our community. |

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff retention data, staff surveys

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Williams social committee will plan frequent extracurricular/social gatherings outside of school to promote team building and promote the "family" culture of the campus. Strategy's Expected Result/Impact: New staff will feel welcome and part of the campus community. Improved teacher retention rate. Staff Responsible for Monitoring: Sunshine committee, Admin team, design team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Each new teacher (new to Williams) will be partnered with a mentor teacher and will be provided opportunities throughout the year to collaborate and grow their craft. Strategy's Expected Result/Impact: New staff will report feeling supported during their transition to a new campus/district/role. Mentor teachers will feel empowered to grow others. Staff Responsible for Monitoring: Admin team, design team, LDC's TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | | |

Performance Objective 1 Problem Statements:





| Staff Quality, Recruitment, and Retention |
|---|
| Problem Statement 1: With new staff in every grade level and the need to spread grade levels throughout the building, maintaining the family culture will present challenges. Root Cause: Our population is growing rapidly. |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Social Media Activity reports, parent surveys, PTA membership data, volunteer data





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Williams will show an increased presence on social media platforms. Strategy's Expected Result/Impact: Increased awareness of and participation in PTA, increased awareness of what is happening on campus and opportunities for family involvement Staff Responsible for Monitoring: Administration, LDC Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: WES will streamline parent communication across the campus. Strategy's Expected Result/Impact: All parents will receive adequate communication from teachers and feel informed about what their student is learning/doing. Staff Responsible for Monitoring: Admin, LDC Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Watch DOG sign up data, parent volunteer data, PTA membership

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: WES will increase staff and parent membership in PTA in different ways such as competitions among grade levels for increased participation and incentives for teachers to join PTA. Strategy's Expected Result/Impact: Increased parent participation at campus events and at PTA meetings. Staff Responsible for Monitoring: Staff PTA representative Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Williams will host events during the school day for families such as Donuts with Grownups, fall and spring cookouts, etc. Strategy's Expected Result/Impact: Increased parent participation at campus events Staff Responsible for Monitoring: Administration, LDC, design team Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 2 Problem Statements:

| Parent and Community Engagement |
|---|
| Problem Statement 1: Only 2% of Williams parents are members of the PTA. Root Cause: We are a 3 year old campus, opening during COVID, and we are still establishing our community. |

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: parent surveys, teacher surveys, PTA membership data, volunteer data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Williams will host events in the evening such as Literacy Night, STEAM Night, Open House, Multicultural Day, and various music performances. Strategy's Expected Result/Impact: Increased awareness of what is happening on our campus and opportunities for family involvement. Staff Responsible for Monitoring: Admin team, LDCs, Design Team, Specials Team Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 2: WES will represent staff and student cultural backgrounds throughout the building and will provide opportunities throughout the year for students to make connections to their own culture. Strategy's Expected Result/Impact: Improved student/teacher connections, improved awareness and appreciation for the diversity of the campus Staff Responsible for Monitoring: Design Team, Librarian Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | | | | | |
| | | <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | |

Performance Objective 3 Problem Statements:

| School Culture and Climate |
|--|
| Problem Statement 1: Williams needs to continue establishing and promoting our varied and diverse cultural identities. Root Cause: The school community is only 3 years old and still trying to define itself. |
| Parent and Community Engagement |
| Problem Statement 1: Only 2% of Williams parents are members of the PTA. Root Cause: We are a 3 year old campus, opening during COVID, and we are still establishing our community. |

Addendums

| How to use this document Click HERE | | | |
|--|--|---|--|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile. | | |
| 2023-2024 Q1: (Aug - Oct) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Common Formative Assessments across the grade levels | -observation and discussion during PLC/data binders | There are no common assessments aside from BOY MOY and EOY as well as other summative assessments | Calendar for teachers to use when designing units - Agenda skeleton for each unit/content/grade level (topics for each PLC) -Assessments written for 1 unit in each of the 4 content areas |
| A PLC structure designed to guide conversations around what our students do and do not know | -Teachers bringing assessment data/data binder to PLC. -Teachers making decisions and adjustments based on data. | PLC's did not have clear expectations and teachers used the time for planning/professional development. | -Create the Agenda template that will guide teams through the PLC process -Create norms -Schedule time for curriculum coordinators to come to PLC's for unpacking of the standards - create data/PLC binders |
| Tier 2 instruction that is informed by common assessments | -progress monitoring tracking sheet/data binders | Tier 2 was determined by summative (BOY, MOY, EOY) assessments mainly. Tier 2 instruction varied from grade level to grade level with unclear understanding of the process. | Clearly defining the fluidity between Tiers I and II and collecting and understanding data. Phone calls to parents to communicate when a student may need short term or long term Tier II support to address a specific learning need within a subject area. |
| 2023-2024 Q2: (Nov - Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023-2024 Q3: (Feb - April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |
| 2023-2024 Q4: (May - July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| | | | |
| | | | |
| | | | |

Student Achievement

MAP Universal Screening Results: Projections of STAAR

2022-2023

Math

| Grade | <u>Did Not Meet</u> | | | <u>Approaches</u> | | | <u>Meets</u> | | | <u>Masters</u> | | |
|----------|---------------------|------------|------------|-------------------|------------|------------|--------------|------------|------------|----------------|------------|------------|
| | <u>BOY</u> | <u>MOY</u> | <u>EOY</u> | <u>BOY</u> | <u>MOY</u> | <u>EOY</u> | <u>BOY</u> | <u>MOY</u> | <u>EOY</u> | <u>BOY</u> | <u>MOY</u> | <u>EOY</u> |
| <u>2</u> | 47% | 63% | 61% | 41% | 25% | 30% | 7% | 8% | 7% | 6% | 5% | 2.2% |
| <u>3</u> | 51% | 58% | 52% | 38% | 33% | 30% | 7% | 4% | 12.7% | 4% | 5% | 5% |
| <u>4</u> | 44% | 43% | 47% | 35% | 40% | 30% | 12% | 11% | 17% | 9% | 7% | 7% |
| <u>5</u> | 37% | 34% | 36% | 41% | 44% | 47% | 19% | 17% | 17% | 3% | 5% | 2.2% |

EOY MAP Year Comparison


Math

| Grade | <u>Did Not Meet</u> | | | <u>Approaches</u> | | | <u>Meets</u> | | | <u>Masters</u> | | |
|----------|---------------------|-----------|-----------|-------------------|-----------|-----------|--------------|-----------|-----------|----------------|-----------|-----------|
| | <u>21</u> | <u>22</u> | <u>23</u> | <u>21</u> | <u>22</u> | <u>23</u> | <u>21</u> | <u>22</u> | <u>23</u> | <u>21</u> | <u>22</u> | <u>23</u> |
| <u>2</u> | 38% | 36% | 61 | 36% | 37% | 30% | 18% | 21% | 7% | 7% | 4% | 2.2% |
| <u>3</u> | 67% | 51% | 52% | 22% | 30% | 30% | 10% | 12% | 12.7% | 2% | 4% | 5.1% |
| <u>4</u> | 61% | 66% | 47% | 31% | 21% | 30% | 8% | 9% | 17% | 0% | 3% | 7% |
| <u>5</u> | 40% | 38% | 36% | 35% | 37% | 45% | 19% | 23% | 17% | 4% | 1% | 2% |

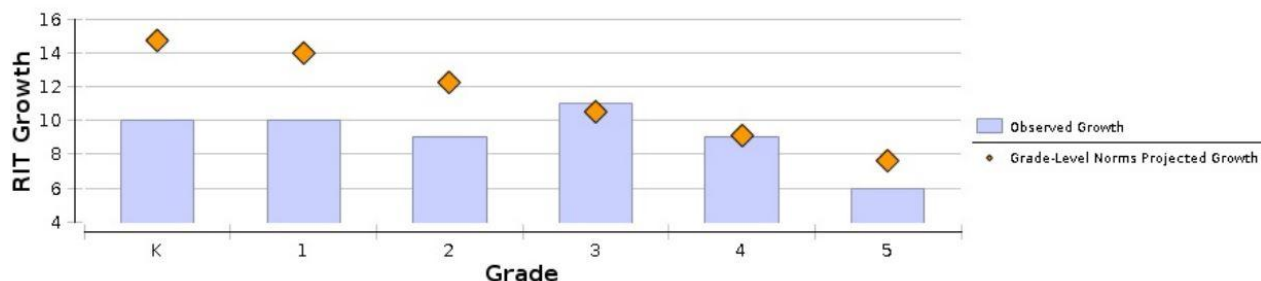
Math Meets & Masters

Grade

| | | | |
|----------|-----|-----|-----|
| <u>2</u> | 25% | 25% | 9% |
| <u>3</u> | 12% | 16% | 18% |
| <u>4</u> | 8% | 12% | 24% |
| <u>5</u> | 23% | 24% | 19% |

| | | Comparison Periods | | | | | | | | | Growth Evaluated Against | | | | | |  | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--------------------------------------|---|----|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | | |
| Grade (Spring 2023) | Total Number of Growth Events† | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Median Conditional Growth Percentile | | |
| | | K | 93 | 139.8 | 11.2 | 52 | 149.7 | 11.9 | 19 | 10 | 0.9 | 14.7 | -2.59 | 1 | 93 | 25 | 27 | 22 |
| | | 1 | 101 | 155.8 | 12.4 | 23 | 165.7 | 13.2 | 9 | 10 | 0.9 | 14.0 | -1.98 | 2 | 101 | 30 | 30 | 24 |
| | | 2 | 82 | 171.1 | 14.0 | 25 | 179.9 | 14.8 | 11 | 9 | 0.9 | 12.3 | -1.87 | 3 | 82 | 22 | 27 | 21 |
| | | 3 | 75 | 183.8 | 13.2 | 22 | 194.8 | 13.4 | 25 | 11 | 0.9 | 10.5 | 0.29 | 61 | 75 | 38 | 51 | 48 |
| | | 4 | 66 | 198.8 | 15.1 | 46 | 207.8 | 16.4 | 45 | 9 | 1.1 | 9.1 | -0.07 | 47 | 66 | 28 | 42 | 36 |
| | | 5 | 86 | 205.1 | 12.2 | 29 | 211.2 | 13.8 | 23 | 6 | 0.8 | 7.6 | -0.80 | 21 | 86 | 39 | 45 | 38 |
| | | | | | | | | | | | | | | | | | | |

Math: Math K-12

**2023 - STAAR Preliminary Results**

| RLA | # Tested | Likely Passed | Zone of Uncertainty | Likely Did Not Pass |
|---------|----------|---------------|---------------------|---------------------|
| Grade 3 | 83 | 50 | 25 | 8 |
| Grade 4 | 74 | 34 | 31 | 9 |
| Grade 5 | 100 | 63 | 32 | 5 |
| Grade 6 | 0 | 0 | 0 | 0 |

| MATH | # Tested | Likely Passed | Zone of Uncertainty | Likely Did Not Pass |
|---------|----------|---------------|---------------------|---------------------|
| Grade 3 | 83 | 23 | 47 | 13 |
| Grade 4 | 74 | 37 | 27 | 10 |
| Grade 5 | 100 | 50 | 48 | 2 |

Williams Elementary

2022 STAAR Scores

| Reading | | | | |
|---------|--------------|------------|-------|---------|
| Grade | Did Not Meet | Approaches | Meets | Masters |
| 3 | 36% | 25% | 19% | 20% |
| 4 | 28% | 28% | 23% | 20% |
| 5 | 36% | 25% | 19% | 13% |

| Math | | | | |
|---------|--------------|------------|------------|---------|
| Grade | Did Not Meet | Approaches | Meets | Masters |
| 3 | 55% | 28% | 12% | 5% |
| 4 | 70% | 18% | 6% | 7% |
| 5 | 43% | 38% | 11% | 9% |
| | | | | |
| Science | | | | |
| Grade | Did Not Meet | Approaches | Approaches | Masters |
| 5 | 48% | 37% | 12% | 3% |

| | Early Literacy Board Outcome Goal | | | | | | | | | | | | | |
|---------------|--|------------------|---------------|-----------|-----------------|----------|------------------|-------------------|---------------|--------------|---------------------|-----------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 45% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2021 Baseline | 2022 (Actual) | | 2023 (Actual) | | 2024 | | 2025 | | 2026 (Target) | | | | | |
| 21% | 21% (39%) | | 31% (37%) | | 43% | | 49% | | 51% | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021(Baseline) | - | 16% | 40% | - | - | - | - | 45% | 18% | - | 0% | 24% | 16% |
| | 2022 | - | 37% (37%) | 44% (40%) | - | - | - | - | 50% (6%) | 25% (27%) | - | 15% (33%) | 30% | 50% |
| | 2023 | - (20%) | 49% (26%) | 49% (50%) | - (100%) | - (100%) | - | - | 15% (6%) | 32% (29%) | - | 45% (27%) | 35% N/A | 54% (37%) |
| | 2024 | - | 53% | 53% | - | - | - | - | 30% | 45% | - | 55% | 43% | 58% |
| | 2025 | 63% | 63% | 63% | - | - | - | - | 63% | 53% | - | 63% | 63% | 63% |
| | 2026 | - | 63% | 63% | - | - | - | - | - | 63% | - | - | 63% | 63% |

| | Early Numeracy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|---|------------------|---------------|-----------|-----------------|---------|------------------|-------------------|---------------|--------------|---------------------|-----------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 42% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2021 (baseline) | 2022 (Actual) | | 2023 (Actual) | | 2024 | | 2025 | | 2026 (Target) | | | | | |
| 16% | (16%) | | 29% (18%) | | 41% | | 47% | | 51% | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021(baseline) | - | 9% | 27% | - | - | - | - | 22% | 19% | - | 0% | 10% | 28% |
| | 2022 | - | 18% (8%) | 32% (27%) | - | - | - | - | 31% (6%) | 32% (3%) | - | 10% (0%) | 20% | 45% |
| | 2023 | - | 25% (13%) | 38% (20%) | - | - (80%) | - | - | 37% (6%) | 38% (13%) | - | 23% (20%) | 38% N/A | 50% (18%) |
| | 2024 | - | 40% | 45% | | - | - | - | 43% | 45% | 57% | 34% | 45% | 56% |
| | 2025 | - | 55% | 53% | | - | - | - | - | 53% | - | - | 53% | 63% |
| | 2026 | - | 63% | 63% | - | - | - | - | - | 63% | - | - | 63% | 63% |

Georgetown Independent School District
Wolf Ranch Elementary
2023-2024 Campus Improvement Plan

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| Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. | 13 |
| Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. | 17 |
| Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. | 24 |
| Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. | 26 |
| Addendums | 32 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wolf Ranch Elementary is an open enrollment campus located in the Southwestern attendance zone of the Georgetown Independent School District consisting of students in grades EE/PK- 5th grades. It is important to note that since opening the campus in August, 2020 a trend of rapid growth has continued resulting in a 16.9% mobility rate. The projection states that the campus will serve 1,017 students in October, 2023 as we continue to enroll new students. The campus concluded the 2022-23 school year with approximately 850 students. The 2020-21 school year ended with roughly 509 students. As our student population inclines, we continue welcoming new staff members. Wolf Ranch concluded the 2022-23 with 51 teachers, 12 educational aids, and 15 administrative support staff serving our students. Of our 51 teachers, five were brand new to the education profession. They worked alongside assigned mentors and our campus Learning Design Coach. Our student body consists of 48.11% female and 51.89% male students, broken down into 8.49% African American, 7.90% Asian, 28.77% Hispanic, 46.70% White, 0.47% American Indian, 0.24% Pacific Islander, and 7.43% of Students with Two or More Races. 27.48% of students are economically disadvantaged with 21.34% qualifying for the free/reduced lunch program. 15.09% of our students are served through Special Education, 7.90% are served in our dyslexia program, 4.60% are served through the gifted and talented program, and 4.72% of students are served through a 504 plan. It is also important to note that 5.07% of the campuses student population are immigrants, with 9.08% of our student population being emergent bilingual. The campus serves students that come to us from all over the world, consisting of over 19 languages spoken. Wolf Ranch continues to align with Georgetown ISD's vision and mission statements as well as the learner profile. The campus was designed with collaboration in mind, including moveable partitions along classrooms and hallways allowing for flexible learning spaces as well as flexible learning groups.

Demographics Strengths

Wolf Ranch Elementary School is a growing campus that continues to welcome a diverse group of students. The campus design supports the goal to be a learning organization to support collaborative and flexible learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus has grown by a 17% increase in student enrollment year over year. **Root Cause:** Georgetown is fast growing and our attendance zone is a desirable neighborhood.

Student Learning

Student Learning Summary

STAAR tests results pending.

For all grades, mCLASS data shows growth over the 22-23 school year when comparing BOY with EOY.

For all grades, NWEA MAP data shows growth in 22-23 school year when comparing BOY with EOY.

Please see addendum.

Student Learning Strengths

- * Students K-3 grew in NWEA MAP percentages from BOY to EOY by 50% of students meeting benchmark and above.
- * Students grew in overall mCLASS composite scores from BOY to EOY by 10%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards.
Root Cause: PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus.

School Processes & Programs

School Processes & Programs Summary

The campus continues to utilize designing engaging work, and the PLC framework to build instructional leaders. Data from district wide assessments is used to plan for professional development and address root causes of unaligned instruction. Specialized programs on campus include Gifted and Talented, ECSE (Early Childhood Special Education), BCS (Behavior Communication Support), Prekindergarten, ESL, dyslexia, and ILC. We offer after school programs for different age groups throughout the year like GirlStart, Boys and Girls Club, Academic UIL, SeaPerch, and Student Council.

Teachers often time use a small group teaching model to meet students where they are academically. Teachers are led through the Designing Engaging Work process with the GISD approved curriculum alongside the Learning Design Coaches. These intentionally designed and planned lessons provide opportunities for students to meet the state standards through the district created curriculum. Students receive Language Arts, Math, Science, and Social Studies every day.

Instructional time is grouped together to limit interruptions to the day as much as possible. Assemblies, parades, and announcements are planned for the first or last part of the day when possible. The campus also provides two 30 minute times a day for intervention, enrichment and extension of skills based on the needs of the learner. Approved curriculum like Zern, Amplify, Do the Math and LLI are utilized during WIN time, assigned based on data from prior learning experiences in the classroom including MAP and mClass data taken 3 times a year. One of these times is used to focus on Math and one on ELAR. Student participation in special education is 15% of the total student population. 8% of the student population participates in the ESL program. 5% of the student population participate in the GT program. 8% of the student population receive dyslexia services.

Each student is assigned either an iPad (PreK) or a Chromebook (K-5). All classrooms and learning spaces are equipped with an interactive screen. Classrooms are equipped with flexible seating and collaboration spaces exist throughout the building. We have 3 portable buildings with flexible seatings and flexible outdoor learning spaces planned as well.

On the student experience survey 100% of students participated and 89% reported feeling safe at school. 92% have reported enjoying learning something new at school this year. Teachers report the MTSS process has guided their ability to work with students more in class and document behaviors as needed with Classroom Management notes. This documentation proved to be helpful when needed in SST meetings for the tier 2 and tier 3 behavior student needs. Roles and responsibilities for the MTSS, SST and daily functions of the building are documented in the WRE Hub and gone over at the start of the year. There was 1 referral for bullying, 7 referrals for aggression, 1 for sexual harassment. All of these referrals were isolated incidents that were documented and monitored for future issues, to which none have arisen.

The district, with the input from teachers, has created and continues to develop a curriculum that is aligned with the state standards. These are the documents and curriculum used in PLC and Planning meetings with the Learning Design Coaches. Every content area and grade follows a year-long scope and sequence called the Year at a Glance. The curriculum documents contain the following for each unit in every content and grade level: enduring understandings

(understanding students will need through high school, Essential questions, academic vocabulary, STEM connections, technology resources, whole group instruction ideas, small group lesson ideas, cross-curricular connections, reflection questions, ideas for differentiation, assessment examples, and common misconceptions. Most PLC and Planning meetings are held during the teachers' conference period. Teachers in departmentalized grades (1st-5th) are given the opportunity to plan and design lessons based on their strengths in content knowledge based on feedback at the end of the school year. Teachers give the LDC feedback in a Google Form indicating what Personalized Learning they would like in the future meetings. Sometimes that is planned for specific grade levels in PLC time and other times it is planned as part of a full faculty "What I Need" workshop model faculty meeting after school. All staff, including new teachers have access to mentors, LDC one on one time, as well as support from their T-TESS Appraiser and/or Administrators.

The school partners with a very active and engaged PTA program throughout the year. One of our first partnership events is Kindergarten Round Up, usually held in May as a standalone event. This year we paired Kindergarten Round Up with our Student Expo night so that the incoming students and families could see the work that has happened at Wolf Ranch this year. In August students and families will come to a traditional Meet the Teacher event where they drop off school supplies, visit their new classroom, and explore the building. Students that transition from elementary school to middle school have multiple opportunities throughout the Spring to plan for and visit their new school. Fine Arts visits our campus, middle school counselors visit, and parents are given an opportunity to fill out documentation expressing desired schedules for their students.

Teachers utilize Capturing Kids Hearts techniques to help students take ownership of their relationships. This starts first thing in the morning as students enter the building being greeted by staff and Safety Patrol students. In the first few days of school teachers will lead students in developing a social contract where students agree to treat each other as well as the teacher in a respectful manner. Providing students the opportunity to express how they feel respect and show respect will move us towards goals in the future. Students agree on how they want to be treated by each other, how they want to be treated by the teacher, how the teacher should be treated by the students, and how to resolve conflict. The contract is revisited often during the year, especially after breaks in school. When the contract is broken, teachers take steps toward redirection and correction of the behavior.

School Processes & Programs Strengths

Systems are in place for supporting strong relationships and academic success with CKH and EmergentTree. The school utilizes a 4 teams organization to empower teachers to work towards improved student academic and social outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students lack an understanding of their education progress and personalized learning styles. **Root Cause:** While teachers have long discussed these important characteristics of learners, systems for encouraging this understanding among learners themselves is in the early stages of development.

Problem Statement 2 (Prioritized): Process for selecting and documenting behavior MTSS is unclear across the staff. **Root Cause:** Lack of time to implement the MTSS process without making changes.

Problem Statement 3 (Prioritized): Student population growth increases the need for specialized student programs, school wide programs, and processes. **Root Cause:** Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage.

Problem Statement 4 (Prioritized): Our campus has grown by a 17% increase in student enrollment year over year causing a need for increased staff. **Root Cause:** Georgetown is fast growing and our attendance zone is a desirable neighborhood. With staff coming from different school experiences, this causes restraint in cohesiveness.

Perceptions

Perceptions Summary

Wolf Ranch Elementary takes steps to promote a positive culture through campus programs such as the Emergent Tree MTSS behavior systems. This includes TOUGH Tickets, Brag Boards, 9 weeks award assemblies, and 3:1 positive acknowledgements. The Georgetown ISD mission of inspiring and empowering every learner to lead, grow and serve is well known and lived out by faculty and staff. All faculty and staff also know and live out the Wolf Ranch Elementary objective within the district mission which is to lead students toward taking ownership of their relationships and academic success.

The campus continues to utilize Professional Learning Communities (PLC) processes in conjunction with Designing Engaging Work (DEW) to connect learners to content in the most intentional way possible. The campus Learning Design Coaches (LDC) provide support in a multitude of academic ways to staff and students.

Students take ownership in our campus. The TxState Safety Audit shows that 98% of students felt the school was safe, clean, and enjoyed being a student at Wolf Ranch. Students receive acknowledgements via Brag Board squares, class rewards for 50 brags, grade level rewards for 20 class rewards, and Tough Ticket Assemblies. Parents and the community support the school through various campus events. Teachers and campus produce a weekly newsletter for parents. Teachers reflect on learning that has happened and inform parents about learning coming up in the following week. Campus newsletters connect school activities with district beliefs, vision, and mission as appropriate.

Perceptions Strengths

The majority of students indicate that they feel connected and safe at school. Parents and staff at Wolf Ranch care for all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a perception that the staff and school event calendar is not communicated clearly with all involved. **Root Cause:** The school is building traditions and refining event procedures to meet needs of our growing community.

Problem Statement 2 (Prioritized): There is a perception that parents and community members are not included in the building for social or academic events. **Root Cause:** The school is following school safety guidelines and district policies that with a large campus are a challenge to control and implement.

Problem Statement 3 (Prioritized): There is an increase in student absences which creates learning gaps and low parent engagement. **Root Cause:** COVID aftermath and perceptions of the importance of education.

Priority Problem Statements

Problem Statement 1: Students lack an understanding of their education progress and personalized learning styles.

Root Cause 1: While teachers have long discussed these important characteristics of learners, systems for encouraging this understanding among learners themselves is in the early stages of development.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Process for selecting and documenting behavior MTSS is unclear across the staff.

Root Cause 2: Lack of time to implement the MTSS process without making changes.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Student population growth increases the need for specialized student programs, school wide programs, and processes.

Root Cause 3: Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a perception that the staff and school event calendar is not communicated clearly with all involved.

Root Cause 4: The school is building traditions and refining event procedures to meet needs of our growing community.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a perception that parents and community members are not included in the building for social or academic events.

Root Cause 5: The school is following school safety guidelines and district policies that with a large campus are a challenge to control and implement.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards.

Root Cause 6: PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our campus has grown by a 17% increase in student enrollment year over year.

Root Cause 7: Georgetown is fast growing and our attendance zone is a desirable neighborhood.

Problem Statement 7 Areas: Demographics

Problem Statement 8: There is an increase in student absences which creates learning gaps and low parent engagement.

Root Cause 8: COVID aftermath and perceptions of the importance of education.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our campus has grown by a 17% increase in student enrollment year over year causing a need for increased staff.

Root Cause 9: Georgetown is fast growing and our attendance zone is a desirable neighborhood. With staff coming from different school experiences, this causes restraint in cohesiveness.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student 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
- Homeless 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
- Violence and/or violence prevention records
- 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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Student Learning, Growth and Progress

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

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

Wolf Ranch Elementary will be a system with the capacity to provide instruction, assessment, and intervention that is aligned to learning standards.

Evaluation Data Sources: Planning document alignment review of formative assessments, learning activities, and student artifacts completed by LDCs, Grade Level Content Team Tier 2 Academic Meeting facilitated by APs, Student Success Team Meeting Agendas.





Grade level content teams Tier 1 Intervention Plans for each Essential Intervention Standard (EIS).

At least 85% of students will demonstrate at least average growth on mClass assessment when comparing 23-24 EOY with 22-23 EOY results.

At least 85% of students will demonstrate at least average growth on MAP assessment when comparing 23-24 EOY with 22-23 EOY results.

At least 85% of students will achieve Expected Progress on 4th and 5th grade STAAR in reading and math.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: In collaborative teams, define learning for students by determining essential intervention standards, map standards by each unit, and unwrapping standards to identify learning targets and develop progressions. Strategy's Expected Result/Impact: Clarity and calibration across teachers within the collaborative team regarding concepts taught and tested. Staff Responsible for Monitoring: Teachers, Learning Design Coach Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: In collaborative teams, determine the assessment evidence for essential intervention standards and design/plan end of unit assessments and common formative assessments that are at the appropriate level of rigor for those standards. Strategy's Expected Result/Impact: Teachers and students receive feedback on essential intervention standards. Staff Responsible for Monitoring: Teachers, LDC, Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: In collaborative teams, analyze assessment evidence by analyzing formative assessment data and student work to determine and plan for additional intervention on essential intervention standards. Strategy's Expected Result/Impact: Grade level content teams will analyze the data and design instruction based on essential intervention standards (EIS). Staff Responsible for Monitoring: Classroom teachers, LDCs, admin, and interventionists Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards. Root Cause: PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus. |

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Wolf Ranch Elementary will be a system with the capacity to maintain educator, student, and parent awareness of the intermediate steps toward mastery of state learning standards and GISD Learner Profile attributes.

High Priority

Evaluation Data Sources: Major Change. See addendum attached.

Students will be able to reflect upon and communicate their areas of growth and goals for improvement using student friendly data tracking tools and learning progressions to all stakeholders.

Goal 1: Student Learning, Growth and Progress

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

Performance Objective 3: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: Wolf Ranch Elementary School will continue utilizing benchmark assessment tools such as formative and summative assessments, MAP, MCLASS, Interim data, and state assessment data to demonstrate mastery towards the state's academic learning standards. Additionally, the campus will continue utilizing the SEL survey and GISD Learner Profile rubrics to monitor students' growth towards excellence towards the Learner Profile attributes.

MAP mathematical data will display increases among grade level percentages of students at or above grade level including kindergarten from 77.7% to 85%, first grade from 76.7% to 85%, second grade from 77.8% to 85%, third grade from 73.8% to 80%, fourth grade from 62.3% to 75%, and fifth grade from 50.5% to 70% by the end of the 2023-2024 school year.

mClass Reading data will display increases among grade level percentages of students at or above grade level including kindergarten from 70% to 80%, first grade from 75% to 85%, second grade from 69% to 80%, third grade from 72% to 85%, fourth grade from 64% to 80%, and fifth grade from 64% to 80% by the end of the 2023-2024 school year.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Educators at Wolf Ranch will continue to implement activities derived from the Capturing Kids Hearts lessons. Strategy's Expected Result/Impact: Students will participate in learning experiences that support the GISD Learner Profile attributes. This will happen through utilizing CKH resources within the classroom and counselor led lessons. Staff Responsible for Monitoring: Classroom teachers and counselors Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: The counselors at Wolf Ranch will continue facilitating SEL lessons to individual classes and small groups as needed. Strategy's Expected Result/Impact: Students will participate in learning experiences that support the GISD Learner Profile attributes. This will happen through individual SEL lessons facilitated in the classroom and small groups. Staff Responsible for Monitoring: Counselors Problem Statements: School Processes & Programs 3 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Collaborative teams at Wolf Ranch will continue to create common formative assessments and calibrate what mastery on those assessments would look like. Strategy's Expected Result/Impact: Teachers will create formative assessments as a grade level content team to determine the individual needs of learners. Staff Responsible for Monitoring: LDCs, Classroom Teachers, and Admin Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Collaborative teams will continue to analyze the common formative assessment data and respond to various specific learning needs with research-based, high impact instruction. Strategy's Expected Result/Impact: Grade level content teams will analyze the data and design instruction based on the Essential Intervention Standards. Staff Responsible for Monitoring: Classroom teachers, LDCs, admin, and interventionists Problem Statements: Student Learning 1 - School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Performance Objective 3 Problem Statements:

| Student Learning |
|---|
| Problem Statement 1: There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards. Root Cause: PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus. |
| School Processes & Programs |
| Problem Statement 1: Students lack an understanding of their education progress and personalized learning styles. Root Cause: While teachers have long discussed these important characteristics of learners, systems for encouraging this understanding among learners themselves is in the early stages of development. Problem Statement 3: Student population growth increases the need for specialized student programs, school wide programs, and processes. Root Cause: Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Wolf Ranch Elementary will be a system with the capacity to teach and support positive connections between adults and students as well as between students and their peers.

Evaluation Data Sources: The student experience survey will show a positive increase in adult to student and student to student connections. Discipline data will show a decline in referrals and classroom management notes written for disrespectful behavior per capita. Teachers will have CKH bundle and Kelso's Choices posters up and classroom observations will show that students use the strategies. Teacher Self Report.





100% of teachers will have the CKH bundle posted.

100% of teachers will have Kelso's Choice posted.

Classroom observations reveal use of good things, and launch.

Results on student experience survey (Learner Profile Survey) for the prompt, "When I am upset with a friend, I share how I feel so we can work it out," will improve from 1.81 to 2.0.

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Educators at Wolf Ranch will teach and model conflict management skills so the students are able to utilize the CKH and Emergent Tree MTSS lessons to effectively communicate with their peers and other adults. Strategy's Expected Result/Impact: Students will be able to effectively communicate during conflict resulting in a decrease of campus referrals and /or behavior incidences. Staff Responsible for Monitoring: Classroom teachers, counselors, campus staff, and admin Problem Statements: School Processes & Programs 2, 3 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Educators at Wolf Ranch will teach and model how to identify, manage, and respond appropriately to various emotional states. Educators will use lessons from CKH and Emergent Tree MTSS geared towards their grade level/age group. Strategy's Expected Result/Impact: Educators will be able to effectively and appropriately communicate. Staff Responsible for Monitoring: All staff Problem Statements: School Processes & Programs 4 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: We will provide opportunities in staff meetings and PLCs centered around GISD mission and vision beliefs. Strategy's Expected Result/Impact: Ensure the mission and vision statements are clearly defined, understood, and referred to by all staff members. Review and reflect upon the mission and vision beliefs to align to our current campus goals and values. Staff Responsible for Monitoring: All staff members Problem Statements: Student Learning 1 - School Processes & Programs 4 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards. Root Cause: PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus. |
| School Processes & Programs |
| Problem Statement 2: Process for selecting and documenting behavior MTSS is unclear across the staff. Root Cause: Lack of time to implement the MTSS process without making changes. Problem Statement 3: Student population growth increases the need for specialized student programs, school wide programs, and processes. Root Cause: Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage. Problem Statement 4: Our campus has grown by a 17% increase in student enrollment year over year causing a need for increased staff. Root Cause: Georgetown is fast growing and our attendance zone is a desirable neighborhood. With staff coming from different school experiences, this causes restraint in cohesiveness. |

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Wolf Ranch Elementary will be a system with the capacity to retain and support employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Educators will engage in collaborative team meetings.

Teacher turnover will be less than 10%.

Results on staff survey for the question, "In general, I am satisfied with my current job" will increase to 75% for the combined results under "Completely Agree and Mostly Agree."

Results on staff survey for the question, "I am committed to GISD's Mission, Vision, and Beliefs will increase to at least 85% for the category "Completely Agree."





| Strategy 1 Details | Reviews | | | |
|--------------------|-----------|-----|-----|-----------|
| | Formative | | | Summative |
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Strategy 1: Collaborative teams will continue to establish a safe and supportive culture in which teachers empower each other to fulfill the GISD vision, mission, and beliefs.

Strategy's Expected Result/Impact: Collaborative teams will create agreed upon social contracts and norms to hold each other accountable.

Staff Responsible for Monitoring: Classroom teachers, LDCs, admin, and staff

Problem Statements: Demographics 1

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Wolf Ranch Elementary will establish a Welcoming Committee for new employees to feel embraced, heard, and able to freely ask questions. Strategy's Expected Result/Impact: New employees will feel embraced, heard, and will know who to go to for support. Staff Responsible for Monitoring: The welcoming committee Problem Statements: Demographics 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Wolf Ranch Elementary will be a system that celebrates the growth of all students. Strategy's Expected Result/Impact: Educators will regularly assess student progress by setting clear growth targets in various areas, such as academic achievement, social-emotional development, and Essential Intervention Standards. Staff Responsible for Monitoring: Classroom Teachers, LDCs, Interventionists, and admin Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Collaborative teams will agree to effectively work together by creating collaborative team norms and ways to hold each other accountable. Strategy's Expected Result/Impact: Teams will have a plan for ways to respond when norms are not met. Staff Responsible for Monitoring: All staff Problem Statements: School Processes & Programs 4 | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: Our campus has grown by a 17% increase in student enrollment year over year. Root Cause: Georgetown is fast growing and our attendance zone is a desirable neighborhood. |
| Student Learning |
| Problem Statement 1: There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards. Root Cause: PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus. |

School Processes & Programs

Problem Statement 4: Our campus has grown by a 17% increase in student enrollment year over year causing a need for increased staff. **Root Cause:** Georgetown is fast growing and our attendance zone is a desirable neighborhood. With staff coming from different school experiences, this causes restraint in cohesiveness.

Goal 2: Student and Staff Well-Being





Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: The student safety survey will display an increase from 90% of students to 100% of students responding that they "feel very safe" at school by the end of the 2023-2024 school year.

The Learner Profile student survey will display an increase from 89% to 100% responding that "my school is a safe place to learn", from 90% to 100% responding that "an adult at my school cares about me", from 71% to 80% responding that they feel "comfortable asking questions in class", and from 72% to 80% responding that they "feel confident sharing what I am thinking during group work" by the end of the 2023-2024 school year.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Wolf Ranch Elementary School will continue following all GISD safety protocols so that students are physically safe. Strategy's Expected Result/Impact: Students will feel safe 100% of the time they are at school. Staff Responsible for Monitoring: All Wolf Ranch Elementary staff Problem Statements: School Processes & Programs 2 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Staff members will maintain their use of CKH lessons and strategies with the intention of helping students developing their ability to regulate and respond to their emotions. Strategy's Expected Result/Impact: Students will be able to regulate and respond to their emotions using strategies learned through CKH lessons. The SEL survey will show an increase in positive student responses. Staff Responsible for Monitoring: All staff members Problem Statements: School Processes & Programs 2, 3 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 3 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 3: Staff members at Wolf Ranch will create psychologically safe and supportive learning environments where students are comfortable learning and exploring new academic learning content. Strategy's Expected Result/Impact: Students will feel comfortable asking questions and taking risks in their learning. Staff Responsible for Monitoring: Teachers, administrators, LDCs. Problem Statements: Demographics 1 - School Processes & Programs 1 | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
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Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Our campus has grown by a 17% increase in student enrollment year over year. Root Cause: Georgetown is fast growing and our attendance zone is a desirable neighborhood. |
| School Processes & Programs |
| Problem Statement 1: Students lack an understanding of their education progress and personalized learning styles. Root Cause: While teachers have long discussed these important characteristics of learners, systems for encouraging this understanding among learners themselves is in the early stages of development. Problem Statement 2: Process for selecting and documenting behavior MTSS is unclear across the staff. Root Cause: Lack of time to implement the MTSS process without making changes. Problem Statement 3: Student population growth increases the need for specialized student programs, school wide programs, and processes. Root Cause: Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage. |

Goal 3: Staff Recruitment and Retention





Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Wolf Ranch Elementary will be a system with the capacity to retain and support employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Wolf Ranch will increase the retention rate 2% at the end of the 2023-2024 school year for the following year.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Continue to utilize the first year teacher mentoring program by assigning each new teacher a mentor, and providing opportunities to participate in district mentor/mentee activities. Strategy's Expected Result/Impact: New teachers will have clarity regarding Georgetown ISD systems and culture. Staff Responsible for Monitoring: LDC, Admin, Teachers Problem Statements: School Processes & Programs 3 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: New to Wolf Ranch staff/teacher will be invited to optional monthly meetings that feature topics addressing their needs such as Skyward, attendance, grade book, classroom management, curriculum resources, etc. Strategy's Expected Result/Impact: New staff/teachers will feel supported by receiving information that meets their needs in a timely manner. Staff Responsible for Monitoring: APs, LDCs, Other staff as invited. Problem Statements: School Processes & Programs 4 | Formative | | | Summative |
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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 3: Student population growth increases the need for specialized student programs, school wide programs, and processes. **Root Cause:** Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage.

Problem Statement 4: Our campus has grown by a 17% increase in student enrollment year over year causing a need for increased staff. **Root Cause:** Georgetown is fast growing and our attendance zone is a desirable neighborhood. With staff coming from different school experiences, this causes restraint in cohesiveness.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Weekly emails from Admin and/or Teachers, communication opportunities accessible to all families will happen 100% of the time. The 23-24 parent Survey results will show at least a 7% increase in the strongly agree and agree categories combined for the question, "The school keeps me well informed about my child's progress in school."

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Wolf Ranch will provide parents with an orientation to the standards based report card and other assessment tools twice a year. Strategy's Expected Result/Impact: Teachers lead a parent orientation session in September orienting the community to our assessment systems and functions. Teachers send a review of systems to new families and all students mid year. Staff Responsible for Monitoring: Teachers, Registrar, Administrators, LDCs Problem Statements: Perceptions 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Wolf Ranch Elementary will continue to provide the opportunity for at least 2 parent/teacher conferences a year to discuss student strengths and goals for academic success. Strategy's Expected Result/Impact: Parents and guardians will have a clear understanding of student academic and social skills assessments. Communication between teachers and guardians will have more two way communication about students present levels of performance. Staff Responsible for Monitoring: Teachers, Administration Problem Statements: Perceptions 2 | Formative | | | Summative |
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| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: There is a perception that parents and community members are not included in the building for social or academic events. **Root Cause:** The school is following school safety guidelines and district policies that with a large campus are a challenge to control and implement.

Goal 4: Community and Connectivity





Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Raptor system will show a 10% increase in volunteers.

Host at least two author visits.

There will be at least a 10% Increase in PTA meeting participation.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Wolf Ranch Elementary School will ensure that social and academic events will be shared through multiple means in a timely manner (e.g., Twitter, Facebook, School website, teacher/administrator communication, and flyers). Strategy's Expected Result/Impact: Campus/classroom communication will be sent once per week while school is in session. Continue to communicate events and information via a minimum of two platforms. Staff Responsible for Monitoring: Teacher, PTA, Administrators Problem Statements: Perceptions 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Assistant principals continue to contact parents at 7 and 14 absences to build campus connections between parents and campus through PTA, Volunteering, and other elements of campus life. Strategy's Expected Result/Impact: As parent engagement increases, student attendance will improve. Staff Responsible for Monitoring: Assistant Principals, Teachers Problem Statements: Perceptions 3 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: There is a perception that parents and community members are not included in the building for social or academic events. **Root Cause:** The school is following school safety guidelines and district policies that with a large campus are a challenge to control and implement.

Problem Statement 3: There is an increase in student absences which creates learning gaps and low parent engagement. **Root Cause:** COVID aftermath and perceptions of the importance of education.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.





Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Wolf Ranch Elementary will be a system with the capacity to involve parents and community members in meaningful ways for academic purposes.

Evaluation Data Sources: Student lead parent conferences, SeeSaw connection report, Mentor data, WatchDogs, Volunteer Raptor reports, communication opportunity logs-APs/Counselors

Student attendance will meet the 96% threshold.

The parent survey will display an increase from 37% strongly agreeing that the campus encourages them to be an active partner with the school in educating their children to 50% by the end of the 2023-2024 school year.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Wolf Ranch will continue to communicate opportunities for parents and the community to volunteer and participate in events via multiple modes of communication including social media, email, flyers, and mailings. Problem Statements: Perceptions 1, 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Wolf Ranch will provide monthly community engagement events, in conjunction with PTA for academic success. These events will vary in time of day so more community members are available to engage. Kinder Meet & Greet, Meet the Teacher, Literacy Night, STEM Night, Winter Wonderland, Veteran's Day Programs, etc. Strategy's Expected Result/Impact: Community members and parents feel supported and engaged with Wolf Ranch in the academic context and growth of their student(s). Staff Responsible for Monitoring: Administration, Teachers, LDCs Problem Statements: Perceptions 2 | Formative | | | Summative |
| | Oct | Jan | Apr | July |
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Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: There is a perception that the staff and school event calendar is not communicated clearly with all involved. **Root Cause:** The school is building traditions and refining event procedures to meet needs of our growing community.

Problem Statement 2: There is a perception that parents and community members are not included in the building for social or academic events. **Root Cause:** The school is following school safety guidelines and district policies that with a large campus are a challenge to control and implement.

Addendums

Wolf Ranch ES

| | Early Literacy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------|-----------|-----------------|-------|------------------|-------------------|------------|---------------|---------------------|---------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 45% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 45% | COVID | 46% (40%) | 47% (60%) | | 49% | | | 50% | | 51% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | | | | | | | | | | | | | |
| | 2019 (Baseline) | * | 22% | 75% | - | - | - | * | * | 22% | * | * | 46% | 43% |
| | 2020 (COVID) | * | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | * | 27% (27%) | 76% (44%) | - | - | - | * (63%) | * (22%) | 27% (30%) | * (25%) | * (14%) | 49% (40%) | 46% (-) |
| | 2022 | * | 34% (52%) | 77% (66%) | - | - | - | * | * | 34% (35%) | * | * | 52% N/A | 50% (60%) |
| | 2023 | * | 41% | 78% | - | - | - | * | * | 41% | * | * | 56% | 54% |
| | 2024 | * | 51% | 79% | - | - | - | * | * | 51% | * | * | 59% | 58% |
| | 2025 | 63% | 63% | 80% | - | - | - | * | * | 63% | * | * | 63% | 63% |















| | Early Numeracy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|---|------------------|-----------|-----------|-----------------|-------|------------------|-------------------|---------------|--------------|---------------------|--------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 42% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | 2024 | | 2025 (Target) | | | | | |
| 42% | COVID | 44% (44%) | 45% (40%) | | 47% | | 49% | | 51% | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | * | 22% | 69% | - | - | - | - | * | 22% | * | * | 46% | 36% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | * | 27% (23%) | 70% (64%) | - | - | - | - (38%) | * (22%) | 27% (17%) | * (50%) | * (0%) | 49% (44%) | 40% (-) |
| | 2022 | * | 34% (30%) | 71% (46%) | - | - | - | - | * | 34% (10%) | * | * | 52% N/A | 45% (40%) |
| | 2023 | * | 41% | 72% | - | - | - | - | * | 41% | * | * | 56% | 50% |
| | 2024 | * | 51% | 73% | - | - | - | - | * | 51% | * | * | 59% | 56% |
| | 2025 | * | 63% | 74% | - | - | - | - | * | 63% | * | * | 63% | 63% |

| How to use this document Click HERE . (Addendum) | | | |
|---|--|---|---|
| Priority Area | Student Learning, Growth and Progress | | |
| Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?) | In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile. Wolf Ranch Elementary will be a system with the capacity to maintain educator, student, and parent awareness of the intermediate steps toward mastery of state learning standards and GISD Learner Profile attributes. | | |
| 2023-2024 Q1: (Aug - Oct) | | | |
| Evidence (Evaluation Criteria): What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work (Strategy): In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Grade Level Content Teams will utilize formative assessments that are aligned to the essential intervention standards and follow GISD curriculum documents. | Planning document alignment review (Formative assessment, essential intervention standards, activities, student artifacts) - LDCs, Grade Level Content Tier 1 Intervention Plan Review, Student Success Team Meeting Agendas. | Three out of six math grade level content teams are utilizing common formative assessments. 4 of 6 ELAR Grade Level Collaborative teams utilized common formative assessments. | Grade level teams will agree upon/create common formative assessments aligned to the state learning standards including the essential intervention standards. They will collaboratively create rubrics and examples of mastery. |
| Grade Level Content Teams will utilize scripted questions that are aligned to the standard at the appropriate level of rigor. | Grade Level Content Team Tier 2 Academic Meeting - APs | Four out of six ELAR Grade Level Collaborative teams pre-planned the scripted questions used for read alouds and 3 of 6 Grade Level Collaborative math teams pre-plan scripted questions for number sense routines. | Establish grade level collaborative team norms and protocols to follow while unpacking units targeted towards creating rigorous pre-scripted, common questions around the content. Grade level collaborative teams will also have discussions regarding possible answers to be accepted as insufficient progress, developing, approaches, and met standard. |
| Grade level content teams will utilize engaging learning activities that are designed intentionally for specific students and that are aligned to the essential intervention standards, and follow GISD curriculum documents. | Planning document alignment review (Formative assessment, essential intervention standards, activities, student artifacts) - LDCs | Four out of six ELAR Grade Level Collaborative teams and 3 of 6 Math Grade Level Collaborative teams designed work for specific students that are aligned to essential intervention standards collected to GISD curriculum documents. | Grade level teams will unpack the high priority learning standards to determine the essential intervention standards from ELAR and Math. They will collaboratively plan activities and learning experiences. Vertical teams will meet to discuss and provide input on essential learning standards selected by each collaborative team. |
| Each student will demonstrate growth on assessments designed outside of GISD such as mClass, MAP, and STAAR | mClass, MAP, STAAR results | 5 of 6 grade levels are showing growth when comparing BOY to EOY on assessments in the area mClass. The median growth percentile for MAP mathematical data is 61%. | Increase the median growth percentile for MAP mathematical data from 61% to 80% by the middle of the year testing window by focusing intervention aligned with the essential intervention learning standards. |
| Parents engage in communication regarding their child's formative assessment results. | Progress reports, conferences, Tuesday Folder Signatures | All teachers communicate student data related to formative assessments through progress reports and participate in parent-teacher conferences. 75% of teachers send home Tuesday folders. | 100% of teachers will communicate student data related to formative assessments with Tuesday folders every Tuesday with a signature page ensuring that parents saw the information inside the folder. |
| Parents engage in communication regarding their child's development on Learner Profile attributes | Conferences, Tuesday Folder Signatures, | All teachers send home progress reports and participate in parent-teacher conferences. 75% of teachers send home Tuesday folders which will have information on Learner Profile attributes. | 100% of teachers send home Tuesday folders 100% of the time with a signature page ensuring that parents saw the information inside the folder specific to Learner Profile attributes. |
| Students lead conferences with parents and teacher on the topic of Essential Intervention Standards, and Learner Profile Attributes | Personalized Learning Folders, Pioneer Portfolios, or Data Folders | Seven teachers have created student data tracking folders. | All teachers will create and utilize student data tracking tools that are focused on the essential learning standards and learner profile attributes. Teachers will utilize these tools during parent-teacher conferences and students will discuss their learning. |
| 2023-2024 Q2: (Nov - Jan) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
| Grade Level Content Teams will utilize formative assessments that are aligned to the essential intervention standards and follow GISD curriculum documents. | | | |
| Grade Level Content Teams will utilize scripted questions that are aligned to the standard at the appropriate level of rigor. | | | |
| Grade level content teams will utilize engaging learning activities that are designed intentionally for specific students and that are aligned to the essential intervention standards, and follow GISD curriculum documents. | | | |
| Each student will demonstrate growth on assessments designed outside of GISD such as mClass, MAP, and STAAR | | | |

| | | | |
|---|----------------|---|---|
| Parents engage in communication regarding their child's formative assessment results. | | | |
| Parents engage in communication regarding their child's development on Learner Profile attributes | | | |
| Students lead conferences with parents and teacher on the topic of Essential Intervention Standards, and Learner Profile Attributes | | | |
| 2023-2024 Q3: (Feb - April) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
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| 2023-2024 Q4: (May - July) | | | |
| Evidence: What will you see and/or observe and how will you gather the evidence? | | Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work. | Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do? |
| What? | How to gather? | | |
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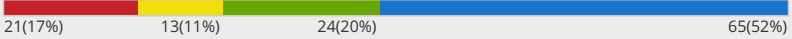


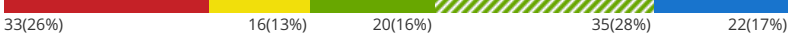













Comparing Measures: DIBELS 8th Edition

| View | Population | Time | Measure | | | |
|---|---|--|---|-----|----------------|-----|
| Segment Results by: School Grade Divider: On | Show Students Enrolled: On Test Day Grade: All Grades District: Georgetown ISD School: Wolf Ranch Elementary | School Year: 2022-2023 Period: 2 Periods | Measure: All Measures Level Filter: All Levels | | | |
| Georgetown ISD | | | | | | |
| Current as of 08/01/2023 | | | | | | |
| ↳ Wolf Ranch Elementary | | | | | | |
| ↳ Grade K | | | | | | |
| Measures | 20% | 40% | 60% | 80% | Total Students | |
| Composite Score | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>36(24%)34(22%)30(20%)52(34%)</div> | | | | 152 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>23(14%)25(16%)52(33%)59(37%)</div> | | | | 159 |
| Letter Names (LNF) | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>40(26%)31(20%)81(54%)</div> | | | | 152 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>19(12%)15(9%)125(79%)</div> | | | | 159 |
| Phonemic Awareness (PSF) | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>39(26%)32(21%)59(39%)22(14%)</div> | | | | 152 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>65(41%)30(19%)38(24%)26(16%)</div> | | | | 159 |
| Letter Sounds (NWF-CLS) | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>39(25%)27(18%)19(13%)35(23%)32(21%)</div> | | | | 152 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>25(16%)27(17%)59(37%)48(30%)</div> | | | | 159 |
| Decoding (NWF-WRC) | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>39(26%)89(58%)24(16%)</div> | | | | 152 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>53(34%)14(9%)42(26%)50(31%)</div> | | | | 159 |
| Word Reading (WRF) | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>39(26%)81(53%)32(21%)</div> | | | | 152 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>33(21%)25(16%)55(34%)46(29%)</div> | | | | 159 |
| Vocabulary | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>2(50%)2(50%)</div> | | | | 4 |
| Spelling | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>40(25%)23(14%)96(61%)</div> | | | | 159 |
| Risk Indicator | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>AT RISKLOW RISK22(14%)137(86%)</div> | | | | 159 |
| ↳ Grade 1 | | | | | | |
| Measures | 20% | 40% | 60% | 80% | Total Students | |
| Composite Score | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>34(25%)19(14%)42(30%)43(31%)</div> | | | | 138 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>23(17%)11(8%)47(35%)55(40%)</div> | | | | 136 |

| | | | |
|-----------------------------|-----------|--|-----|
| Letter Names (LNF) | 22-23 BOY |  | 138 |
| | 22-23 EOY |  | 136 |
| Phonemic Awareness (PSF) | 22-23 BOY |  | 138 |
| | 22-23 EOY |  | 136 |
| Letter Sounds (NWF-CLS) | 22-23 BOY |  | 138 |
| | 22-23 EOY |  | 136 |
| Decoding (NWF-WRC) | 22-23 BOY |  | 138 |
| | 22-23 EOY |  | 136 |
| Word Reading (WRF) | 22-23 BOY |  | 138 |
| | 22-23 EOY |  | 136 |
| Reading Accuracy (ORF-Accu) | 22-23 BOY |  | 138 |
| | 22-23 EOY |  | 136 |
| Reading Fluency (ORF) | 22-23 BOY |  | 138 |
| | 22-23 EOY |  | 136 |

Grade 2

| Measures | 20%40%60%80% | | | | Total Students | |
|------------------------------|--------------|--|--|--|----------------|-----|
| Composite Score | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>34(25%)17(13%)45(34%)38(28%)</div> | | | | 134 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>18(13%)25(18%)52(36%)46(33%)</div> | | | | 141 |
| Letter Sounds (NWF-CLS) | 22-23 BOY | <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>39(30%)12(9%)38(28%)30(22%)15(11%)</div> | | | | 134 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>19(13%)22(16%)40(28%)36(26%)24(17%)</div> | | | | 141 |
| Decoding (NWF-WRC) | 22-23 BOY | <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>36(27%)20(15%)31(23%)30(22%)17(13%)</div> | | | | 134 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>21(15%)19(13%)45(32%)36(26%)20(14%)</div> | | | | 141 |
| Word Reading (WRF) | 22-23 BOY | <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>29(22%)9(7%)54(40%)30(22%)12(9%)</div> | | | | 134 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>19(13%)17(12%)55(39%)36(26%)14(10%)</div> | | | | 141 |
| Reading Accuracy (ORF-Accu) | 22-23 BOY | <div><div></div><div></div><div></div></div> <div>31(23%)13(10%)90(67%)</div> | | | | 134 |
| | 22-23 EOY | <div><div></div><div></div><div></div></div> <div>7(5%)12(9%)122(86%)</div> | | | | 141 |
| Reading Fluency (ORF) | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>33(25%)20(15%)51(38%)30(22%)</div> | | | | 134 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>26(18%)26(18%)53(38%)36(26%)</div> | | | | 141 |
| Reading Comprehension (Maze) | 22-23 BOY | <div><div></div><div></div><div></div><div></div></div> <div>35(26%)27(20%)41(31%)31(23%)</div> | | | | 134 |
| | 22-23 EOY | <div><div></div><div></div><div></div><div></div></div> <div>40(28%)15(11%)55(39%)31(22%)</div> | | | | 141 |

| | |
|------------------------------|--|
| RAN | 22-23 BOY  19 |
| Risk Indicator | 22-23 BOY  19 |
| Grade 3 | |
| Measures | 20% 40% 60% 80% Total Students |
| Composite Score | 22-23 BOY  126 22-23 EOY  123 |
| Letter Sounds (NWF-CLS) | 22-23 BOY  126 22-23 EOY  123 |
| Decoding (NWF-WRC) | 22-23 BOY  126 22-23 EOY  123 |
| Word Reading (WRF) | 22-23 BOY  126 22-23 EOY  123 |
| Reading Accuracy (ORF-Accu) | 22-23 BOY  126 22-23 EOY  123 |
| Reading Fluency (ORF) | 22-23 BOY  126 22-23 EOY  123 |
| Reading Comprehension (Maze) | 22-23 BOY  126 22-23 EOY  123 |
| Spelling | 22-23 EOY  17 |
| Risk Indicator | 22-23 EOY  17 |
| Grade 4 | |
| Measures | 20% 40% 60% 80% Total Students |
| Composite Score | 22-23 BOY  113 22-23 EOY  116 |
| Reading Accuracy (ORF-Accu) | 22-23 BOY  113 22-23 EOY  116 |

| | | | |
|------------------------------|-----------|-----------------|----------------|
| Reading Fluency (ORF) | 22-23 BOY | | 113 |
| | 22-23 EOY | | 116 |
| Reading Comprehension (Maze) | 22-23 BOY | | 113 |
| | 22-23 EOY | | 116 |
| Grade 5 | | | |
| Measures | | 20% 40% 60% 80% | Total Students |
| Composite Score | 22-23 BOY | | 106 |
| | 22-23 EOY | | 111 |
| Reading Accuracy (ORF-Accu) | 22-23 BOY | | 106 |
| | 22-23 EOY | | 111 |
| Reading Fluency (ORF) | 22-23 BOY | | 106 |
| | 22-23 EOY | | 111 |
| Reading Comprehension (Maze) | 22-23 BOY | | 106 |
| | 22-23 EOY | | 111 |

Wolf Ranch ES

| | Early Literacy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|--|------------------|---------------|-----------|-----------------|---------|------------------|-------------------|---------------|--------------|---------------------|---------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 45% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | 2024 | | 2025 (Target) | | | | | |
| 45% | COVID | 46% (40%) | 47% (60%) | | 49% (64%) | | 50% | | 51% | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | | | | | | | | | | | | | |
| | 2019 (Baseline) | - | 22% | 75% | - | - | - | - | - | 22% | - | - | 46% | 43% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | - | 27% (27%) | 76% (44%) | - | - | - | - (63%) | - (22%) | 27% (30%) | - (25%) | - (14%) | 49% (40%) | 46% (-) |
| | 2022 | - | 34% (52%) | 77% (66%) | - | - | - | - | - | 34% (35%) | - | - | 52% (-) | 50% (60%) |
| | 2023 | - (57%) | 41% (47%) | 78% (79%) | - | - (64%) | - | - (50%) | - (32%) | 41% (33%) | - (50%) | - (38%) | 56.% N/A | 54% (64%) |
| | 2024 | - | 51% | 79% | - | - | - | - | - | 51% | - | - | 59% | 58% |
| | 2025 | 63% | 63% | 80% | - | - | - | - | - | 63% | - | - | 63% | 63% |

| | Early Numeracy Board Outcome Goal | | | | | | | | | | | | | |
|-----------------|---|------------------|---------------|-----------|-----------------|---------|------------------|-------------------|------------|---------------|---------------------|---------|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 42% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 (Actual) | | 2023 (Actual) | | | 2024 | | 2025 (Target) | | | | |
| 42% | COVID | 44% (44%) | 45% (40%) | | 47% (59%) | | | 49% | | 51% | | | | |
| | | | | | | | | | | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | - | 22% | 69% | - | - | - | - | - | 22% | - | - | 46% | 36% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | - | 27% (23%) | 70% (64%) | - | - | - | - (38%) | - (22%) | 27% (17%) | - (50%) | - (0%) | 49% (44%) | 40% (-) |
| | 2022 | - | 34% (30%) | 71% (46%) | - | - | - | - | - | 34% (10%) | - | - | 52% (-) | 45% (40%) |
| | 2023 | - (57%) | 41% (47%) | 72% (66%) | - | - (73%) | - | - (50%) | - (26%) | 41% (30%) | - (100%) | - (50%) | 56.% N/A | 50% (59%) |
| | 2024 | - | 51% | 73% | - | - | - | - | - | 51% | - | - | 59% | 56% |
| | 2025 | - | 63% | 74% | - | - | - | - | - | 63% | - | - | 63% | 63% |