

Georgetown Independent School District

Benold Middle School

2023-2024



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			
Strategy 1: Teaching and Learning - We will provide and empower staff to support literacy and numeracy in their classrooms. 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	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 2 Details	Reviews			
Strategy 2: 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. 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	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

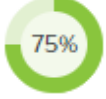
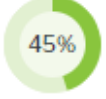
Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, 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.

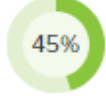
Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

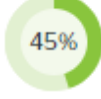
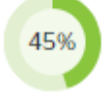
Evaluation Data Sources: Common Assessments, STAAR, MAP

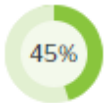
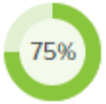
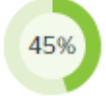
Strategy 1 Details	Reviews			
Strategy 1: Benold will engage in Year 3 of piloting a CBAS plan focusing on the pillars of Student Learning and Progress and Well-Rounded Students. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school 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	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 2 Details		Reviews			
Strategy 2: Benold will utilize an Multi-Tiered Support System meeting every Thursday to address individual students' needs. 6TH GRADE - We will utilize our weekly MTSS meeting times to effectively benefit students academically, socially, and/or emotionally. The 6th grade team will monitor and support students through the MTSS process with each other, students, and families during our meetings. The 6th grade team will discuss incentives and/or rewards to encourage students to stay motivated throughout the year. 7TH GRADE - We will use our weekly MTSS meeting times to monitor social, emotional, and structural needs of our students, developing insights and ideas that support those needs and help our students to be empowered to overcome their social and scholastic hurdles. 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		Formative			Summative
		Oct	Jan	Apr	July
					
Strategy 3 Details		Reviews			
Strategy 3: Implement and sustain cyclical learning to sustain confidence and competence in utilizing Schoology as the campus learning management system. 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		Formative			Summative
		Oct	Jan	Apr	July
					
Strategy 4 Details		Reviews			
Strategy 4: Art Goal #1 - Engage with the community more and take more opportunities to be in art shows. 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		Formative			Summative
		Oct	Jan	Apr	July
					

Strategy 5 Details	Reviews			
Strategy 5: Art Goal #2 - Create engaging lessons for all learners. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 6 Details	Reviews			
Strategy 6: Theatre Goal #1 - Engaging students in multiple areas of the program, adding in Tech workshop as a solid pillar of our program 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 7 Details	Reviews			
Strategy 7: Theatre - Goal #2 - Increase engagement with the campus students and staff to help grow the retention of theatre students. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 8 Details	Reviews			
Strategy 8: Choir Goal - Create Positive Class Culture in Choir! 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	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 9 Details	Reviews			
Strategy 9: Orchestra Goal #1 - Increase retention of beginners into upper level orchestras for 2024-2025 school year. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 10 Details	Reviews			
Strategy 10: Orchestra Goal #2 - Prepare inventory for transition to the new facility by cataloging all equipment/music/supplies, and proper disposal of equipment that is no longer viable. 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	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
Strategy 11 Details	Reviews			
Strategy 11: Band Goal #1 - Increased retention between 8th grade to 9th grade Band through: building relationships, increased performance opportunities, increased communication to parents, and increased social opportunities. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 12 Details	Reviews			
Strategy 12: Band Goal #2 - Prepare inventory for transition to the new facility by cataloging all equipment/music/supplies, and proper disposal of equipment that is no longer viable. 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	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 13 Details	Reviews			
Strategy 13: Computer Science Goal #1 - To encourage students to use critical thinking skills and to facilitate projects that require students to work on cooperation and utilize hands-on learning. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 14 Details	Reviews			
Strategy 14: Computer Science Goal #2 - Catalog all supplies and prepare to move into the new building. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 15 Details	Reviews			
Strategy 15: Personalized Learning Path - 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. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 16 Details	Reviews			
Strategy 16: Spanish - Students will work to understand the basics of words and phrases. Each student will be encouraged to challenge themselves by getting out of their comfort zone by making mistakes in reading writing and speaking practices during class. 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	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 17 Details	Reviews			
Strategy 17: PE Goal - Students will work to establish goals for their own personal fitness improvement. This will be done several times throughout the year and will be measured and evaluated and goals adjusted as needed. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 18 Details	Reviews			
Strategy 18: Athletics - Students will work to establish goals for their own personal fitness improvement. This will be done several times throughout the year and will be measured and evaluated and goals adjusted as needed. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 19 Details	Reviews			
Strategy 19: Special Education - We will communicate and collaborate with Gen Ed teachers and supporting staff through attending PLCs, MTSS and have an open line of communication via email, phone, etc. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 20 Details	Reviews			
Strategy 20: English as a Second Language - Goal #1 - To collaborate with counselors as we get more students to have as many ESL students as possible in the same classes. This will allow more support. 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	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 21 Details	Reviews			
Strategy 21: English as a Second Language - Goal #2 - To communicate on a regular basis with teachers about newcomers and appropriate accommodations are provided. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 22 Details	Reviews			
Strategy 22: Dyslexia - Dyslexia intervention will strengthen students' reading and spelling skills to be generalized in the classroom by providing spiral reviews and remediation of mastery checks. By the end of the 2023-2024 school year, all students will score at least 80% on mastery checks, and seventh and eighth graders will move to monitor status. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 23 Details	Reviews			
Strategy 23: Science - Science will create a data board to track progress on standards with a focus on mastery of essential standards. We will do a check pre and post unit to measure success and growth. Mastery of essential standard set at - 75% Action steps that we will do... Pre & post assessments During units and intervention time - Students track progress (quick check) in their journals, TEKS on warm ups and intervention practice - tracking progress that way, Variety of questions types in practice, CFAs - (Common Formative Assessments) 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	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 24 Details	Reviews			
Strategy 24: History - Goal #1 - We will vertically align a common set of strategies. (specifically ACE, short constructed response organizer, & OPTICS) 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 25 Details	Reviews			
Strategy 25: History - Goal #2 - We will incorporate inquiry learning opportunities through the use of creative and/or exploratory projects. (share out, put projects on display) 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Common Assessments, STAAR, MAP, High School Credit Accumulation Increases

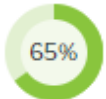
Strategy 1 Details	Reviews			
Strategy 1: Benold will continue offering students the opportunity to gain High School credit through courses including Health, Teen Leadership, Spanish, and Project Lead the Way. TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: 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. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: Common Assessments, STAAR, MAP

Strategy 1 Details	Reviews			
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. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Math Goal #1 - By October 13, 2023, we will identify essential intervention standards of an upcoming unit, utilizing the assessment protocol to analyze summative assessments and align vertically across grade levels. Action Steps Implemented: . Identify the essential intervention standards by using the Essential Intervention Standards rubric. Create a summative assessment that is ready by the Tuesday before the unit begins. Share assessment amidst the math department. Adjust based on feedback. 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	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 3 Details	Reviews			
Strategy 3: Math Goal #2 - Essential standards for fall semester units will be identified by each grade level and vetted by the math department no later than October 31, 2023. Assessment will be vetted (to be determined timeline for remainder of the semester). 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 4 Details	Reviews			
Strategy 4: RLA - The Reading Language Arts department will make efforts to increase literacy in reading and writing through: 1. ongoing conferences with students that includes discussion of growth and affirmation 2. vertical alignment of skills across grade-levels 3. student goal setting. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Student Experience Surveys, Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: 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. 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: Counselors will implement and sustain a Comprehensive School Counseling Program framework. 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
				

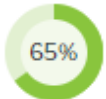
Strategy 3 Details	Reviews			
Strategy 3: The Student Culture team will develop an efficient and applicable way to assist student organization and self-knowledge during Eagle Time. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 4 Details	Reviews			
Strategy 4: The Student Culture Team will celebrate students throughout the school through Grade Level hallway boards, communicating with all involved to make it easy. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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			
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. 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Staff Culture Goal - Staff cultures team will collaborate to create a process that will help connect teachers (new and old) to each other and the community. We will have teachers update and create a slide in our Digital slide deck about themselves that can be used to connect them to our team and each other. We will use the bulletin board in the teachers lounge to post information about teachers. We will also use the white board by the mailbox to ask questions. We will increase our social media posts about teachers' interests to connect to our families. We will create a Guess the Eagle game to post in WUB each week and present at staff meetings each month to learn about each other's interest and make connections to other teachers. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

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 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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Health and Wellness Goal - The Health & Wellness Team will work with parents and staff to support students' developmental milestones throughout middle school. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

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.

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: 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). 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Sustain and strengthen a district-wide opportunity to identify relevant areas of need and address them on District Grow learning time. 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	Formative			Summative
	Oct	Jan	Apr	July
	N/A	N/A		

Strategy 3 Details	Reviews			
Strategy 3: 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. 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	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: Parent Surveys, Let's Talk Feedback

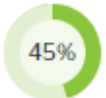
Strategy 1 Details	Reviews			
Strategy 1: Standardized Test Results Reporting Including STAAR, MAP, PSAT TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Community Communications Via Skyward and School Messenger Regarding Specific Circumstances TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 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. 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: Continue collaborative efforts with Benold Dads through Watch D.O.G.S. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	N/A	N/A		
Strategy 3 Details	Reviews			
Strategy 3: Utilize the Site Based Decision Making Team to vet district and campus initiatives. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
		N/A		

Strategy 4 Details	Reviews			
Strategy 4: Benold will provide a District Performance Committee representative to engage in collaborative solutioning at the district level. 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
	N/A	✗	✗	
<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: Parent Surveys, Let's Talk Feedback, Participation Numbers of Parent/Community Groups Existing on Campus

Strategy 1 Details	Reviews			
Strategy 1: Continue collaborative dialogue with parents, staff and community members through monthly Sonic Happy Hour with the Principal. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	 25%	 65%	 50%	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Georgetown Independent School District
Carver Elementary School
2023-2024



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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

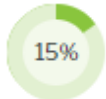
Evaluation Data Sources: See attached addendum

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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 5%	<div><div></div></div> 30%	<div><div></div></div> 90%	
Strategy 2 Details	Reviews			
Strategy 2: Deliver weekly learner profile, capturing kids hearts, and guidance lessons aligned to monthly themes.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 25%	<div><div></div></div> 50%	<div><div></div></div> 75%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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: Parent and student surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement capturing kids heart strategies and lessons.	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Develop a vision, process, and implementation timeline for a student leadership team.	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
<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 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>10%</div>	<div><div></div>40%</div>	<div><div></div>40%</div>	
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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>15%</div>	<div><div></div>35%</div>	<div><div></div>50%</div>	
<div><div><div></div>0%</div> No Progress</div> <div><div><div></div>100%</div> Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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: 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 45%	<div><div></div></div> 55%	<div><div></div></div> 70%	
Strategy 2 Details	Reviews			
Strategy 2: Create, communicate, and implement school wide safety processes and procedures.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 85%	<div><div></div></div> 85%	<div><div></div></div> 85%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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 surveys and feedback

Strategy 1 Details		Reviews			
Strategy 1: Create, communicate, and implement a staff onboarding, staff engagement, and campus professional learning plan.		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 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 20%	<div><div></div></div> 50%	<div><div></div></div> 70%	
Strategy 2 Details	Reviews			
Strategy 2: Create and implement a tiered communication plan that gives systematic access to information and progress reporting.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 20%	<div><div></div></div> 20%	<div><div></div></div> 40%	
<div><div><div></div>0% No Progress</div><div><div></div>100% 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 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 20%	<div><div></div></div> 30%	<div><div></div></div> 35%	
<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.

Evaluation Data Sources: Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Promote campus events well in advance.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 30%	<div><div></div></div> 60%	<div><div></div></div> 75%	
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for parent leadership, volunteers, and celebrations.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 25%	<div><div></div></div> 60%	<div><div></div></div> 75%	
<div><div><div></div>0% No Progress</div><div><div></div>100% Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Georgetown Independent School District
Cooper Elementary School
2023-2024

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.

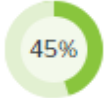
Strategy 1 Details	Reviews			
Strategy 1: Cooper Elementary will continue to progress monitor students progress in literacy and numeracy skills through all three tiers of instruction to ensure students are making continuous progress toward individual goal. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: 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. TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
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. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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, 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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: Parent, Teacher, and Staff Surveys, Emergent Tree Behavior Benchmark Data, student Daily Report Cards.

Strategy 1 Details	Reviews			
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. TEA Priorities: Improve low-performing schools - 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: 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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 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. 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	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. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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. ESF Levers: Lever 3: Positive School Culture	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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 Survey; Teacher 1:1 Meetings; T-TESS Goal Setting and PreConference Meetings

Strategy 1 Details	Reviews			
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. 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	Formative			Summative
	Oct	Jan	Apr	July
				
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. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: Parent and Community Surveys, Open Rates from campus communication, Sign-In Sheets from campus wide activities.

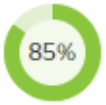
Strategy 1 Details	Reviews			
Strategy 1: Cooper Elementary will ensure campus processes and information are shared with clarity, parents know who to contact when they have questions or need information, and parents are able to easily find information online. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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.). TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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. 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>				

Georgetown Independent School District

East View High School

2023-2024



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.

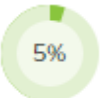
Strategy 1 Details	Reviews			
Strategy 1: See Addendum EVHS Strategic Change Direction ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 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

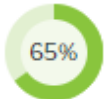
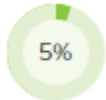
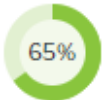
Strategy 1 Details	Reviews			
Strategy 1: Implement the Schoology learning management system campus wide to all teachers as a tool for teacher, students and parents to be able to monitor progress towards mastery of content, meeting of standards and developing attributes in the Learner Profile. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide professional learning focused on growing and measuring GISD Learner Profile attainment.	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 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Graduation Rates, CCMR data

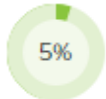
Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to access preparation support through tutorials and targeted instruction for TSIA2 exam in Mathematics. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor and meet one on one with every student in a CTE course to encourage students to take a Industry Based Certification Exam.	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: 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.	Formative			Summative
	Oct	Jan	Apr	July
				
<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.

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.	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Add campus security to monitor parking lot, exterior doors, hallways and restrooms.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>55%</div>	<div><div></div>70%</div>	<div><div></div>90%</div>	
Strategy 2 Details	Reviews			
Strategy 2: Build PLC structure and provide support to teachers in the PLC framework to align instruction, assessment and intervention.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>80%</div>	<div><div></div>85%</div>	<div><div></div>95%</div>	
<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 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>	
Strategy 2 Details	Reviews			
Strategy 2: Continue to use structured hall pass/rest room pass system and common area structures.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>80%</div>	<div><div></div>85%</div>	<div><div></div>90%</div>	
<div><div><div></div>0%</div> No Progress</div> <div><div><div></div>100%</div> Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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: 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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
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.	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.	Formative			Summative
	Oct	Jan	Apr	July
	 80%	 85%	 90%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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
	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>	
Strategy 2 Details	Reviews			
Strategy 2: Continue weekly communication with parent and community through weekly newsletter, website and social media.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>80%</div>	<div><div></div>85%</div>	<div><div></div>90%</div>	
<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 survey, Community feedback

Strategy 1 Details		Reviews			
Strategy 1: Launch a EVHS PTA.		Formative			Summative
		Oct	Jan	Apr	July
		<div><div></div></div> 25%	<div><div></div></div> 80%	<div><div></div></div> 75%	
<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.

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.		Formative			Summative
		Oct	Jan	Apr	July
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Georgetown Independent School District

Forbes Middle School

2023-2024



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.

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. 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Teacher Generated Common Assessments, Learner Profile BOY Lessons, Learner Profile Survey

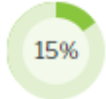
Strategy 1 Details	Reviews			
Strategy 1: We will monitor progress of student mastery by implementing common formative assessments and deploying prevention strategies to catch struggling students in tier 1 instruction. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
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. 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
				

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. ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	July
		N/A			
<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.

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. TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

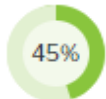
Goal 1: Student Learning, Growth and Progress

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.

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. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: CKH Implementation, Emergent Tree Behavior Support Implementation, Office Referrals

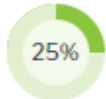
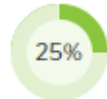
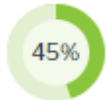
Strategy 1 Details	Reviews			
Strategy 1: Forbes Middle School will continue to implement Capturing Kids Hearts with fidelity across the campus. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 45%		<div><div></div></div> 50%	
Strategy 2 Details	Reviews			
Strategy 2: Forbes Middle School will continue implementation of Emergent Tree Tier 1 and 2 Behavior Strategies. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 30%		<div><div></div></div> 60%	
<div><div><div></div>0% No Progress</div><div><div></div>100% Accomplished</div><div><div></div>Continue/Modify</div><div><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 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. ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Engage staff in research based best practices to improve student outcomes. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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.

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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
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. 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 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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing		Formative			Summative
		Oct	Jan	Apr	July
Strategy 2 Details		Reviews			
Strategy 2: Forbes Middle School provides support to new teachers aligned to our districts strategic direction. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing		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 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Parent Surveys, Parent Feedback

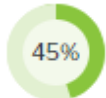
Strategy 1 Details	Reviews			
Strategy 1: Forbes Middle School will have open site based committee meetings at monthly morning meetings that are open to family and community members. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Forbes Middle School will provide families with weekly newsletters with upcoming information and important dates and reminders. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Forbes Middle School will reach out to community members for tutorials for students. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
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. 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>				

Georgetown Independent School District
Ford Elementary School
2023-2024



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"

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: See Change Engine Addendum Attached-"Ford Strategic Change Decision Chart"	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></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>				

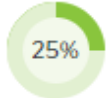
Goal 1: Student Learning, Growth and Progress

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All learners will build campus-wide knowledge and common language around the learner profile. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

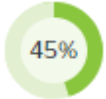
Goal 1: Student Learning, Growth and Progress

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

Evaluation Data Sources: Staff, Student, and Community Feedback

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers and Support staff will provide a strong foundation for students to succeed. TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will encourage students' critical thinking and problem-solving skills across the campus. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

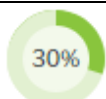
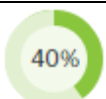
Goal 1: Student Learning, Growth and Progress

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 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

Summative Evaluation: Significant progress made toward meeting Objective

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. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: K-2 will implement the new state required phonics program. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

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

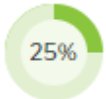
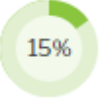
Strategy 1 Details	Reviews			
Strategy 1: Ford will continue to build on Capturing Kids Hearts in order to meet the needs of learners on campus.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>45%</div>	<div><div></div>50%</div>		
Strategy 2 Details	Reviews			
Strategy 2: Ford will continue to use Emergent Tree's positive behavior support system to provide support to all learners based on their individual and unique needs.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>40%</div>	<div><div></div>50%</div>		
<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 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.	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 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 TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>15%</div>	<div><div></div>25%</div>		
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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>50%</div>	<div><div></div>60%</div>		
<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.

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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 30%	<div><div></div></div> 50%		
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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 30%	<div><div></div></div> 50%		
<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.

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. ESF Levers: Lever 3: Positive School Culture	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.	Formative			Summative
	Oct	Jan	Apr	July
		N/A		
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Georgetown Independent School District
Frost Elementary School
2023-2024



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.

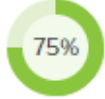
Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

High Priority

HB3 Goal

Evaluation Data Sources: See addendum "Frost Strategic Direction"

Next Year's Recommendation: Continue in the same domain however, shift focus to progress monitoring

Strategy 1 Details		Reviews			
Strategy 1: See addendum TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	July
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 1: Student Learning, Growth and Progress

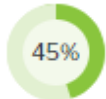
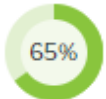
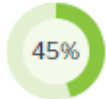
Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, 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.

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: This performance objective will become the focus of the change engine

Strategy 1 Details	Reviews			
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, 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 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Student, staff and community feedback

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to grow students knowledge of post-secondary options

Strategy 1 Details	Reviews			
Strategy 1: Teachers and support staff will provide a strong educational foundation for students to succeed. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	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. TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
 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 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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to focus on student growth and progress through progress monitoring and teaching at a high rigor

Strategy 1 Details	Reviews			
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. 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
				
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. 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 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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to emphasize the importance of Tier 1 Social Emotional Learning to teachers as a daily practice

Strategy 1 Details	Reviews			
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. 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: 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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

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.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to have teachers find value in their work by offering autonomy in appropriate places

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. 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: 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. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

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,

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with Social Emotional Learning and restorative practices to ensure students feel safe

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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
 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 provides competitive compensation and benefits to employees.

Evaluation Data Sources: Comparative pay scales, teacher feedback surveys

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to advocate for additional compensation

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development opportunities or shadowing opportunities for staff who are interested in stepping into roles that offer additional compensation. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Staff Recruitment and Retention

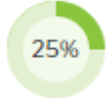
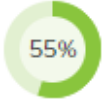
Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, 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 2: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to offer higher compensation where we are able, recruit employees from job fairs

Strategy 1 Details	Reviews			
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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain a positive school culture through recognition of work, prioritization of work load and support through mentorship and collaboration. 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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Student progress reports, parent survey results at Title nights, parent surveys, standards based report cards

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Implement systems to better share progress monitoring with parents and all stakeholders

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. 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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

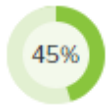
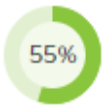
Goal 4: Community and Connectivity

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.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to work with community groups to provide more in house opportunities with students

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. 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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 4: Community and Connectivity

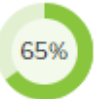
Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's 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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to find opportunities for families to volunteer within the school

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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	July
					
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	July
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Georgetown Independent School District
Georgetown Alternative Program
2023-2024

Mission Statement

We will stand in the GAP serving our GISD learning community by providing a structured, safe, and positive learning environment, focusing on both social-emotional learning and academics so students are empowered to grow as learners.

Vision

Home of the most inspired students, served by the most empowered leaders.

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.

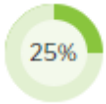
Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

High Priority

Evaluation Data Sources: See attached addendum.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue

Strategy 1 Details	Reviews			
Strategy 1: Re-design GAP teacher walkthrough (as described in addendum). TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Conduct classroom walk-throughs (as described in addendum). 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 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

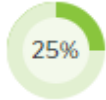
Goal 1: Student Learning, Growth and Progress

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: See attached addendum.

Strategy 1 Details	Reviews			
Strategy 1: MTSS all GAP students - collecting data on behavior, academics, attendance and dress code (see addendum). TEA Priorities: Connect high school to career and college, Improve low-performing schools - 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	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: GAP teachers need a PLC avenue to help with planning and instructional delivery inside a multi-grade level and mixed ability classroom (NEED). Increase home campus teacher connections and create alternative connections with S.T.E.P. and RHS teachers.	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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.

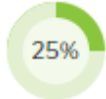
Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Strategy 1 Details	Reviews			
Strategy 1: All students home campus counselor communicate via the "crosswalk" form regarding students schedules to implement coursework at GAP that is differentiated graduation plan, encompassing credit recovery plan or credit acceleration plan as needed. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	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.

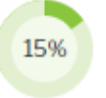
Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Strategy 1 Details	Reviews			
Strategy 1: Students will complete a transition meeting within 5 days of returning to home campus (preferably before they leave GAP). TEA Priorities: Improve low-performing schools - 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: 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. 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 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.

Strategy 1 Details	Reviews			
Strategy 1: Faculty will identify specific SEL strategies using Trauma Informed Schools, Restorative Practices, and Capturing Kids Hearts to be used in a campus-wide intervention system and implement with fidelity. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<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 2: GISD employees find meaning and value in their work.

Strategy 1 Details	Reviews			
Strategy 1: The Georgetown Alternative Program will actively seek opportunities for engagement with one another, students, parents, faculty, and community members via building campus culture. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
			N/A	
<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 3: Students feel GISD schools and classrooms are physically and psychologically safe.

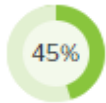
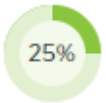
Strategy 1 Details	Reviews			
Strategy 1: Anticipate safety and security needs pre-planning capacity issues and discipline issues by installing fencing, metal detector, and multi-grade level uniform classrooms that maximize the footprint. Safety- purchase radio ear buds. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 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.

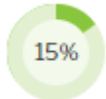
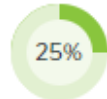
Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Strategy 1 Details	Reviews			
Strategy 1: We will purposely on-board new employees and assign a campus mentor regardless of position. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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.

Strategy 1 Details	Reviews			
Strategy 1: GISD will assist GAP administration in the creation of a report or indicator to better capture data annually and address recidivism, dropout, and at-risk student needs. 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	Formative			Summative
	Oct	Jan	Apr	July
		N/A		
<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: Update webpage and increase parent communication methods (newletters, skyward, let's talk, school messenger). TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, 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.

Strategy 1 Details	Reviews			
Strategy 1: Parents are greeted at the door and in regular communication with teachers and staff. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Georgetown Independent School District

Georgetown High School

2023-2024



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.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
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 ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	July
				
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. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

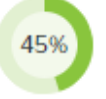
Goal 1: Student Learning, Growth and Progress

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: PLC data meeting minutes. Schoology data on common assessments. Gradebook data.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
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. See Addendum. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
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. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



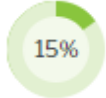
Discontinue

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 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. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
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. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 3 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



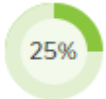
Discontinue

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 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. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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. ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July
				
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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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. 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: 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. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: 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			
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. 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: Include teachers and paras in the planning process for master schedule, school strategies for addressing behaviors/discipline, and school functions. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, 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 1: GISD is transparent with reporting progress and providing access to information.

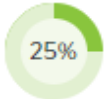
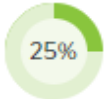
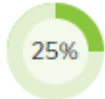
Evaluation Data Sources: Let's Talk data. GHS website and social media accounts. Email responses/follow ups to students, parents, community, staff, etc. Invitations to school events from athletics to academics.

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. 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: Georgetown High School will invite community members in GISD to review and inform its Campus Improvement Plan throughout the school year. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: 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. 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: Georgetown High School will reach out to community members for tutorials for students. ESF Levers: 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.

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. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 95%	<div><div></div></div> 95%	<div><div></div></div> 100%	
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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 50%	<div><div></div></div> 80%	<div><div></div></div> 95%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Georgetown Independent School District

McCoey Elementary School

2023-2024



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

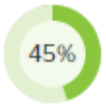
Evaluation Data Sources: mClass/Amplify (Reading) (see addendum)

MAP (math)(see addendum)

Interim STAAR (3-5 ELAR/M/Sci)

Unit Assessments

Student Experience Survey results

Strategy 1 Details	Reviews			
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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
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	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>5%</div>	<div><div></div>50%</div>	<div><div></div>75%</div>	
<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 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 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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

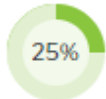
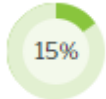
Strategy 1 Details	Reviews			
Strategy 1: As a Capturing Kids Hearts showcase school, McCoy will continue to use the CKH practices and implement CKH lessons weekly in all classrooms.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 10%	<div><div></div></div> 50%	<div><div></div></div> 80%	
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	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 15%	<div><div></div></div> 50%	<div><div></div></div> 85%	
<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 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: 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 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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			
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. TEA Priorities: Recruit, support, retain teachers and principals		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 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.

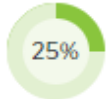
Strategy 1 Details	Reviews			
Strategy 1: McCoy principal and Teachers will keep parents informed on campus and student learning and support the parent's needs of understanding the standards based report card TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 25%	<div><div></div></div> 50%	<div><div></div></div> 70%	
Strategy 2 Details	Reviews			
Strategy 2: Weekly parent communication will be sent with upcoming dates and school information	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 35%	<div><div></div></div> 50%	<div><div></div></div> 75%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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.	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: 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 25%	<div><div></div></div> 50%	<div><div></div></div> 75%	
Strategy 2 Details	Reviews			
Strategy 2: McCoy will explore ways to celebrate cultures represented with the school community	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 10%	<div><div></div></div> 50%	<div><div></div></div> 75%	
<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>				

Georgetown Independent School District

Mitchell Elementary School

2023-2024



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".

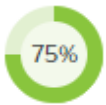
Goal 1: Student Learning, Growth and Progress

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.	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.	Formative			Summative
	Oct	Jan	Apr	July
	 25%	 50%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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
	N/A	N/A		

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.	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.	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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 6 Details	Reviews			
Strategy 6: Campus will use Title 1 funds to provide resources and tutoring for students in need of extra support in literacy or math.	Formative			Summative
	Oct	Jan	Apr	July
	N/A	N/A		

Strategy 7 Details	Reviews			
Strategy 7: Students will engage in educational field trips that provide real world, hands on learning experiences and support mastery of the TEKS in math, science, and reading.	Formative			Summative
	Oct	Jan	Apr	July
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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:
- 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.	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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement opportunities to increase campus culture, morale and team building.	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.	Formative			Summative
	Oct	Jan	Apr	July
	 25%	 50%	 90%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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:
- 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 40%	<div><div></div></div> 60%	<div><div></div></div> 100%	
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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 35%	<div><div></div></div> 50%	<div><div></div></div> 90%	

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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div><div>30%</div></div>	<div><div></div><div>50%</div></div>	<div><div></div><div>90%</div></div>	
<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: 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			
Strategy 1: The new teacher mentor program will provide ongoing professional learning and support for new teachers at Mitchell throughout the school year. The program will support teachers who have 0-3 years experience education, and experienced teachers new to GISD.	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.	Formative			Summative
	Oct	Jan	Apr	July
	N/A			

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.	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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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:
- 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>50%</div>	<div><div></div>70%</div>	<div><div></div>85%</div>	
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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>50%</div>	<div><div></div>70%</div>	<div><div></div>85%</div>	
<div><div><div></div>0%</div>No Progress</div> <div><div><div></div>100%</div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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:** 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			
	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 50%	<div><div></div></div> 70%	<div><div></div></div> 90%	
<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.

- 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 70%	<div><div></div></div> 80%	<div><div></div></div> 90%	
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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 55%	<div><div></div></div> 80%	<div><div></div></div> 90%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Georgetown Independent School District

Purl Elementary School

2023-2024



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 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
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide resources for daily scaffolded learning in literacy & math foundational skills to increase growth in grade level instructional standards; to be used during (WIN as well). TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	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.

High Priority
Evaluation Data Sources: MAP, Mclass, Common Formative Assesments, Student Learner Profile Portfolios, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide PLC and Design days for vertical and horizontal instructional planning. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
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.	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 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			
Strategy 1: Provide activities/experiences and events for students that build foundational knowledge and skills for real-world application. (PALS, WATT watchers, Clubs Days, Student gardening, Guest presenters, Student leadership, Discovery girls, Safety patrol,) ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
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 pawssitive.)	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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.

High Priority

Evaluation Data Sources: MAP, Mclass, Common Formative Assessments, Student Learner Profile Portfolios, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate and analyze curriculum & TEKS to ensure alignments, depth of skill, appropriate scaffolding and instructional provide instructional variety / Universal Design for Learning through quality resources. (PLC, Design Days, Literacy & Numeracy Labs, Dual Language Workshops, Newsela -Spanish&English) 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
				
Strategy 2 Details	Reviews			
Strategy 2: Student-owned and initiated goal-setting and portfolio artifacts around the student's academic standards and learning profile. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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			
Strategy 1: Embrace CKH philosophy, Emergent Tree Strategies and Restorative practices for campus culture building and systems structure. (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)	Formative			Summative
	Oct	Jan	Apr	July
				
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) TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: GISD employees find meaning and value in their work.

High Priority

Evaluation Data Sources: Staff surveys, Inceased 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)	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 40%	<div><div></div></div> 70%	<div><div></div></div> 100%	
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)	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 45%	<div><div></div></div> 75%	<div><div></div></div> 100%	
<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 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.

High Priority

Evaluation Data Sources: Student, Parent & Staff surveys, increased attendance rates, decrease in negative interpersonal engagements

Strategy 1 Details	Reviews			
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) TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	July
				
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)	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Staff Recruitment and Retention

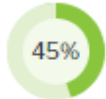
Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting,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

High Priority

Evaluation Data Sources: Teacher & staff surveys (district & campus), Increased staff longevity in GISD

Strategy 1 Details	Reviews			
Strategy 1: Provide New Teacher Academy and New to Purl Cohort support through campus Buddies, Mentors, resources, training and monthly support meetings. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	July
				
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)	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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

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)	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)	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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.

High Priority
Evaluation Data Sources: Parent & Staff surveys

Strategy 1 Details	Reviews			
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)	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 50%	<div><div></div></div> 75%	<div><div></div></div> 100%	
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)	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 40%	<div><div></div></div> 65%	<div><div></div></div> 100%	
<div><div><div></div>0% No Progress</div><div><div></div>100% 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: Parent & Community surveys, increased volunteerism

Strategy 1 Details	Reviews			
Strategy 1: Host annual Meet the Teacher & Title 1 Campus Information nights. TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Schedule and host routine meetings of the SBDM Committee to review and provide input for the CNA, CIP. TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	July
				
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) TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

Georgetown Independent School District

Richarte High School

2023-2024

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.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: continue goal

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. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Learning, Growth and Progress

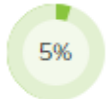
Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, 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.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: continue

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. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
	 5%	 50%	 90%	 100%
Strategy 2 Details	Reviews			
Strategy 2: Teachers will continue to provide and modify instruction for students' personalized learning opportunities. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
	 15%	 60%	 75%	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue goal

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. 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: 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. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	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 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue goal

Strategy 1 Details	Reviews			
Strategy 1: Students will be exposed to various teaching methods and learning styles that provide more student choice and voice.	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be encouraged to seek opportunities to provide alternative assignments and try new strategies and lessons.	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

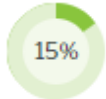
Goal 2: Student and Staff Well-Being

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: Student Surveys, Discipline Data

Next Year's Recommendation: continue

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).	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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

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

Summative Evaluation: Met Objective

Next Year's Recommendation: continue

Strategy 1 Details	Reviews			
Strategy 1: Recognize staff contributions amongst each other and celebrate professional victories and student successes. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	July
<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 3: Students feel GISD schools and classrooms are physically and psychologically safe.

- Evaluation Data Sources: Student surveys, attendance, discipline data
- Summative Evaluation: Met Objective
- Next Year's Recommendation: continue

Strategy 1 Details	Reviews			
Strategy 1: Staff will implement capturing kids hearts strategies to build and improve relationships. 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 3: Staff Recruitment and Retention

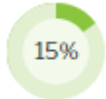
Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting,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

Next Year's Recommendation: continue

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities to show staff appreciation, and build integral relationships will all members. 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. 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: Ensure employees are aware of the compensation handbook and work calendars provided by the District. 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. 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue

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. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	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). TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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.

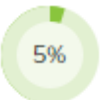
High Priority

HB3 Goal

Evaluation Data Sources: Stakeholder Surveys, CCMR indicator reports, increase volunteer rates, increase parent interactions

Summative Evaluation: Met Objective

Next Year's Recommendation: continue

Strategy 1 Details	Reviews			
Strategy 1: Richarte will conduct two additional parent meeting during the school year. 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. 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
	N/A			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 4: Community and Connectivity

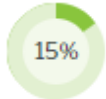
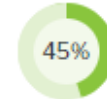
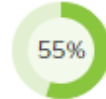
Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's 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

Summative Evaluation: Met Objective

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. 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.	Formative			Summative
	Oct	Jan	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Georgetown Independent School District
Successful Transition Education Program

2023-2024



S.T.E.P.

Successful Transition Education Program
IN PARTNERSHIP WITH WILLIAMSON COUNTY JUVENILE SERVICES

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

S.T.E.P. faculty connects with students to create a healthy, positive learning environment. Students leave equipped with practical academic and interpersonal skills that prepare and support them in pursuit of their goals.

S.T.E.P. is a TBRI Ambassador organization with 3 campuses under one roof. As students can be here for as little as 1 day to well over a year, often rotating through the 3 campuses, and are at varying academic levels and stages, our goals are tailored to assisting them re-integrate to their home or alternative campus in a positive, proactive manner.

Our priority goal is to connect with our students and build trust in a caring adult, therefore enabling them to educate successfully here while preparing to transition smoothly back to their home campus or learning environment. Positive, appropriate relationships in the classroom will create a foundation that drives all work in other areas.

Academically, we will work on closing gaps and continuing rigor as found on a traditional campus. We will emphasize educational skills, study skills, and how to successfully navigate virtual learning environments.

Our connections and supports will teach students to think and respond rather than react. Through relationship building and educational differentiation, students will learn self-acceptance, resilience, and will experience small successes that will build confidence, self-discipline, trust, integrity, and self-care. Their growth in these areas will be evidenced by higher levels of engagement, increased critical thinking, the ability to accept feedback, and greater confidence in their ability to learn and trust in the learning process.

A support system will be put in place that reaches beyond our walls, so that students leaving our facility are able to resocialize, reintegrate, and restart knowing they have resources in their community. Teacher Advocates will be utilized to mentor and transition students from our program to the next.

S.T.E.P. teachers will contribute to our picture of success by engaging in and supporting the collaboratively-developed pathway plan. They will utilize various educational tools specifically chosen to meet the individual needs of our students, employ TBRI and other relationship-building strategies, and contribute weekly feedback to the WCJS Treatment Team. Beyond following educational and behavioral policies, teachers will attend to student-centered activities outside of their classroom and will each serve as Teacher Advocates to facilitate student transitions.

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.

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.

Strategy 1 Details	Reviews			
Strategy 1: Provide prescriptive instruction to all students relative to their individual academic needs in reading and math. Utilize federal funds (Title I, 2-D) to support curriculum enhancement, special education services, instructional support and materials, and provide training to teachers in the areas of instructional design and student engagement. TEA Priorities: Build a foundation of reading and math - ESF Levers: 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 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.

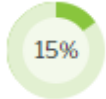
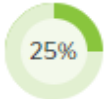
High Priority

Strategy 1 Details	Reviews			
Strategy 1: See attached addendum "Goal 1 - Performance Objectives 1-3" and "Goal 2 - Performance Objectives 1-3."	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 30%	<div><div></div></div> 55%	<div><div></div></div> 75%	
<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 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: Partner with Williamson County Juvenile Services and county school districts to provide enhanced and extended support to CORE/JJAEP students transitioning back to their home campus setting. ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide instruction on character development, social skills, and service learning to all students. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 3 Details	Reviews			
Strategy 3: Review current technology device inventory, determine technology needs, and develop a plan for technology device/equipment replacement and/or upgrades relative to campus needs. Provide materials to allow for technology integrated learning across the curriculum. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Goal 2: Student and Staff Well-Being

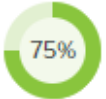
Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults 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.

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.

Strategy 1 Details	Reviews			
Strategy 1: Create a classroom and campus environment that is calm and provide tools for regulation in each classroom to encourage self-directed coping skills. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide trauma-informed training to staff including understanding the effects of trauma on brain development and behavior, identifying triggers, regulation skills, and best-practices in a trauma-informed classroom. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

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.

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.

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.

Georgetown Independent School District

Tippit Middle School

2023-2024

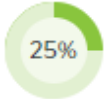


Goals

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 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
					
<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.

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 4% increase from BOY to EOY in Achievement.

Science and Social Studies benchmarks will show a 4% increase from BOY to EOY in Achievement.

Strategy 1 Details	Reviews			
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. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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. 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
				
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. 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. 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>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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. 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. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 4% 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. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	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. 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. 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
	 20%	 45%	 80%	
<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: 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. 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. Counselors will also be directly teaching Learner Profile Traits to students in Titan Homeroom. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 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. 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. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 25%	<div><div></div></div> 25%	<div><div></div></div> 80%	
Strategy 2 Details	Reviews			
Strategy 2: We will prioritize small class sizes in our core classes as we build our master schedule. 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
	<div><div></div></div> 90%	<div><div></div></div> 90%	<div><div></div></div> 95%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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. 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. 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. 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
				
<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: 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 20%	<div><div></div></div> 60%	<div><div></div></div> 85%	
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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 90%	<div><div></div></div> 95%	<div><div></div></div> 95%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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:** Staff Survey
Community survey
Skyward Class notes
Social Media Posts
Invites sent out

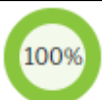
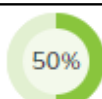
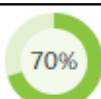
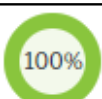
Strategy 1 Details	Reviews			
Strategy 1: Tippit Middle School will invite community members and GISD staff to events and mentoring opportunities to connect with students. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 90%	<div><div></div></div> 90%	<div><div></div></div> 100%	
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 55%	<div><div></div></div> 75%	<div><div></div></div> 90%	
<div><div><div></div></div>0% No Progress</div> <div><div><div></div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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: 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.	Formative			Summative
	Oct	Jan	Apr	July
				
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.	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.)	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Georgetown Independent School District
Village Elementary School
2023-2024



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. 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. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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. 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. 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 3 Details	Reviews			
Strategy 3: Every teacher will use formative assessment data to drive instruction. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

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 enviroment 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. 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.	Formative			Summative
	Oct	Jan	Apr	July
				
<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 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.

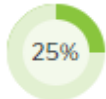
Strategy 1 Details		Reviews			
Strategy 1: Every staff member will have a role to play on an action team that impacts the campus. TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Oct	Jan	Apr	July
Strategy 2 Details		Reviews			
Strategy 2: Every staff member will have individual opportunities to provide feedback and receive coaching with an administrator. TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Oct	Jan	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 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. 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. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
				
 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.

Evaluation Data Sources: Staff induction plan, staff turnover data

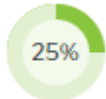
Strategy 1 Details	Reviews			
Strategy 1: Teacher interviews will include discussion around the attributes of the GISD Learner Profile, and questions will be aligned to the GISD vision, mission, and beliefs. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive 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. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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. 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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>25%</div>	<div><div></div>50%</div>	<div><div></div>100%</div>	
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will provide timely campus information in person at multiple evening events throughout the year.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>25%</div>	<div><div></div>50%</div>	<div><div></div>100%</div>	
<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.

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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
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.	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will provide timely campus information in person at multiple evening events throughout the year.	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Georgetown Independent School District

Wagner Middle School

2023-2024



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. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	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: 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			
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				

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 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
				
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. 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
				
Strategy 5 Details	Reviews			
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. 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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. 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
	Oct	Jan	Apr	July
				
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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				

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
	Oct	Jan	Apr	July
				
<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 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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: 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). 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: 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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: 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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 appropriated supported through positive interactions. 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>				

Georgetown Independent School District
Williams Elementary
2023-2024

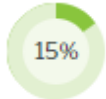
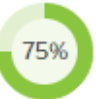
Goals

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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: WES teachers will participate in design days for specific content areas such as ELAR, math and science. 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
				
Strategy 4 Details	Reviews			
Strategy 4: Students will engage in personalized learning experiences using nondigital and digital platforms like ST Math, RAZ Kids, Starfall, and Brainpop. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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

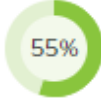
Evaluation Data Sources: See addendum attached.

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

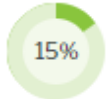
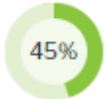
Strategy 1 Details	Reviews			
Strategy 1: Teachers will represent their college alma maters to showcase postsecondary education. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	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. 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	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: 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. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: WES will administer fall and spring interim tests. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	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. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
	N/A	N/A		

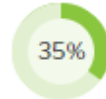
Strategy 4 Details		Reviews			
Strategy 4: 3rd, 4th, and 5th grade teachers will implement a rigorous math, reading, writing, and Science (5th grade only) review in order to prepare for the Spring STAAR test. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	July
		N/A			
<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.

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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: WES will enhance student interest in embracing the representing their school mascot and school pride theme.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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. 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: WES will implement a PLC process that supports teacher needs to best promote necessary student learning outcomes. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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. ESF Levers: Lever 3: Positive School Culture	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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	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. Students will have opportunities to learn and enhance social-emotional skills. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

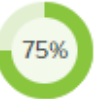
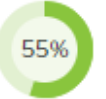
Goal 3: Staff Recruitment and Retention

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.

Evaluation Data Sources: Staff retention data, staff surveys

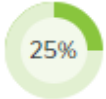
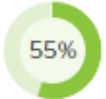
Strategy 1 Details	Reviews			
Strategy 1: Williams social committee will plan frequent extracurricular/social gatherings outside of school to promote team building and promote the "family" culture of the campus. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
Strategy 2: 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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: 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 platorms. 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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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. ESF Levers: Lever 3: Positive School Culture	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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 3 Details	Reviews			
Strategy 3: Students will participate in field trips into the community to connect their academic standards to real world experiences. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

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, PK/K round up and various music performances. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Georgetown Independent School District
Wolf Ranch Elementary
2023-2024

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.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue progressing by strengthening the connection between CFAs and Tier 2 instruction.

Strategy 1 Details	Reviews			
	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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

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.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with a focus on results.

Strategy 1 Details	Reviews			
Strategy 1: Educators at Wolf Ranch will continue to implement activities derived from the Capturing Kids Hearts lessons.	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.	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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

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.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continued focus through CKH and LP. Create a TOUGH team which will focus on learner profile attributes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
				

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.	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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			
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.	Formative			Summative
	Oct	Jan	Apr	July
				
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.	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 3 Details	Reviews			
Strategy 3: Wolf Ranch Elementary will be a system that celebrates the growth of all students.	Formative			Summative
	Oct	Jan	Apr	July
				
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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

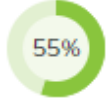
Goal 2: Student and Staff Well-Being

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: 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.	Formative			Summative
	Oct	Jan	Apr	July
				
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.	Formative			Summative
	Oct	Jan	Apr	July
				
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.	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Staff Recruitment and Retention

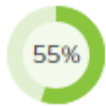
Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting,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

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.	Formative			Summative
	Oct	Jan	Apr	July
				
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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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: 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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>50%</div>	<div><div></div>70%</div>	<div><div></div>70%</div>	<div><div></div></div>
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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div>45%</div>	<div><div></div>75%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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: 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).	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.	Formative			Summative
	Oct	Jan	Apr	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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.

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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 40%	<div><div></div></div> 75%	<div><div></div></div> 90%	<div><div></div></div> 100%
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.	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> 55%	<div><div></div></div> 80%	<div><div></div></div> 90%	<div><div></div></div> 100%
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				