

Georgetown Independent School District

Carver Elementary School

2024-2025 Campus Improvement Plan



Table of Contents

- Comprehensive Needs Assessment 3
 - Student Learning, Growth and Progress 3
 - Student and Staff Well-Being 6
 - Community and Connectivity 14
- Priority Problem Statements 18
- Comprehensive Needs Assessment Data Documentation 19
- Strategic Priority Areas 20
 - Strategic Priority Area 1: Student Learning, Growth and Progress 20
 - Strategic Priority Area 2: Student and Staff Well-Being 28
 - Strategic Priority Area 3: Staff Recruitment and Retention 33
 - Strategic Priority Area 4: Community and Connectivity 36

Comprehensive Needs Assessment

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

At Carver, student learning, growth, and progress has been measured by formative and summative assessments, universal screening in reading and math, state testing, and standards-based report cards.

mClass - (reading universal screener)

2023-24		mClass												
		Fall Benchmark Performance % of students in each category					Spring Benchmark Performance % of students in each category							
		Above	At	Below	Well Below		Above	Above Change + / -	At	At Change + / -	Below	Below Change + / -	Well Below	W.B. Change + / -
All Students	K	19%	20%	29%	31%		18%	-1%	45%	25%	11%	-18%	26%	-5%
	1	26%	33%	27%	14%		44%	18%	29%	-4%	12%	-15%	16%	2%
	2	29%	30%	12%	29%		41%	12%	26%	-4%	11%	-1%	22%	-7%
	3	32%	26%	16%	26%		38%	6%	25%	-1%	8%	-8%	29%	3%
	4	10%	46%	19%	24%		20%	10%	30%	-16%	22%	3%	27%	3%
	5	14%	40%	21%	25%		33%	19%	19%	-21%	13%	-8%	35%	10%
	K-5	21%	34%	20%	25%		32%	11%	28%	-6%	13%	-7%	27%	2%

MAP - (math universal screener)


2023-24		MAP S															
Math		Fall Benchmark Performance % of students in each category						Spring Benchmark Performance % of students in each category									
		High	High Avg	Avg	Low Avg	Low		High	High Change + / -	High Avg	Hi-Avg Change + / -	Avg	Avg Change + / -	Low Avg	Lo-Avg Change + / -	Low	Low Change + / -

2023-24		MAP S															
All Students	K	16%	28%	25%	17%	14%		21%	5%	24%	-4%	18%	-7%	13%	-4%	24%	10%
	1	19%	17%	19%	25%	20%		13%	-6%	26%	9%	25%	6%	22%	-3%	14%	-6%
	2	18%	24%	30%	10%	18%		13%	-5%	19%	-5%	23%	-7%	17%	7%	29%	11%
	3	18%	19%	26%	14%	24%		13%	-5%	18%	-1%	20%	-6%	18%	4%	31%	7%
	4	22%	25%	15%	20%	18%		17%	-5%	24%	-1%	21%	6%	16%	-4%	21%	3%
	5	22%	23%	27%	11%	17%		23%	1%	21%	-2%	22%	-5%	13%	2%	21%	4%
	K-5	19%	23%	24%	16%	19%		17%	-2%	22%	-1%	21%	-3%	16%	0%	24%	5%

STAAR 2024

	2024		
Reading	Approach & Above	Meets & Above	Masters
All students/all grades	73.67%	50.67%	25%
Math	Approach & Above	Meets & Above	Masters
All students/all grades	66.67%	36%	14.67%
Science	Approach & Above	Meets & Above	Masters
All students/all grades	50%	18%	6%

TELPAS 2024 (Grades K-2)



Grades K through 2
Texas English Language Proficiency Assessment System

District: 246-904 GEORGETOWN ISD
Campus: 102 CARVER EL

Summary Report
All Students

Report Date: JUL
Date of Testing: SPI

Proficiency Levels

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

		Listening					Speaking					Reading					Writing					
		Number	Percent				Number	Percent			Number	Percent			Number	Percent						
Number of Students Rated		37	100	Number of Students Rated			37	100	Number of Students Rated		37	100	Number of Students Rated		37	100	Number of Students Rated					
Students Absent		0	0	Students Absent			0	0	Students Absent		0	0	Students Absent		0	0	Students Absent					
Not Rated: EC		0	0	Not Rated: EC			0	0	Not Rated: EC		0	0	Not Rated: EC		0	0	Not Rated: EC					
Not Rated: ARD Decision		0	0	Not Rated: ARD Decision			0	0	Not Rated: ARD Decision		0	0	Not Rated: ARD Decision		0	0	Not Rated: ARD Decision					
Other Students Not Rated		0	0	Other Students Not Rated			0	0	Other Students Not Rated		0	0	Other Students Not Rated		0	0	Other Students Not Rated					
Total Documents Submitted		37	100	Total Documents Submitted			37	100	Total Documents Submitted		37	100	Total Documents Submitted		37	100	Total Documents Submitted					
# Std	BEG	INT	ADV	AH		# Std	BEG	INT	ADV	AH		# Std	BEG	INT	ADV	AH		# Std	BEG	INT	ADV	AH
All Students	37	3	19	49	30	37	14	32	30	24		37	19	27	24	30		37	16	16	16	16

TELPAS 2024 (Grades 3-5)



Grades 3 through 12 Texas English Language Proficiency Assessment System

District: 246-904 GEORGETOWN ISD
Campus: 102 CARVER EL

Summary Report All Students

Report Date: JUL 1
Date of Testing: SPR

Proficiency Levels	Listening			Speaking			Reading			Write										
		Number	Percent		Number	Percent		Number	Percent											
	Number of Students Rated	110	100	Number of Students Rated	110	100	Number of Students Rated	110	100	Number of Students Rated										
	Students Absent	0	0	Students Absent	0	0	Students Absent	0	0	Students Absent										
	Not Rated: EC	0	0	Not Rated: EC	0	0	Not Rated: ARD Decision	0	0	Not Rated: EC										
	Not Rated: ARD Decision	0	0	Not Rated: ARD Decision	0	0	Other Students Not Rated	0	0	Not Rated: ARD Decision										
	Other Students Not Rated	0	0	Other Students Not Rated	0	0				Other Students Not Rated										
	Total Documents Submitted	110	100	Total Documents Submitted	110	100	Total Documents Submitted	110	100	Total Documents Submitted										
	# Std	BEG	INT	ADV	AH	# Std	BEG	INT	ADV	AH	# Std	BEG	INT	ADV	AH	# Std	BEG	INT	ADV	AH
	All Students	110	13	21	26	40	110	17	35	34	14	110	20	35	15	30	110	26	3	

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1 (Prioritized): An average of 51-60% and 36-60% of students are at or above grade level in Reading and Math respectively across grade levels.

Root Cause: Instructional leadership and systematic tracking of student progress has been lacking across grade levels.

Student and Staff Well-Being

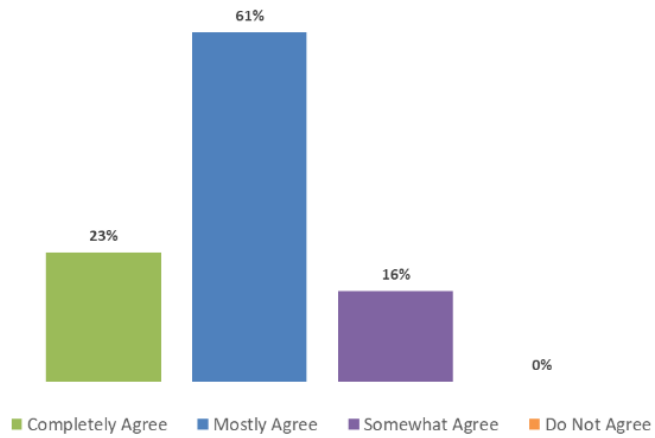
Student and Staff Well-Being Summary

Student and staff well-being is assessed by annual student (3rd-5th), staff, and parent surveys. Carver student learner profile survey results were at or above district averages for 8 of 19 questions and below the district average for 11 of 19 questions.

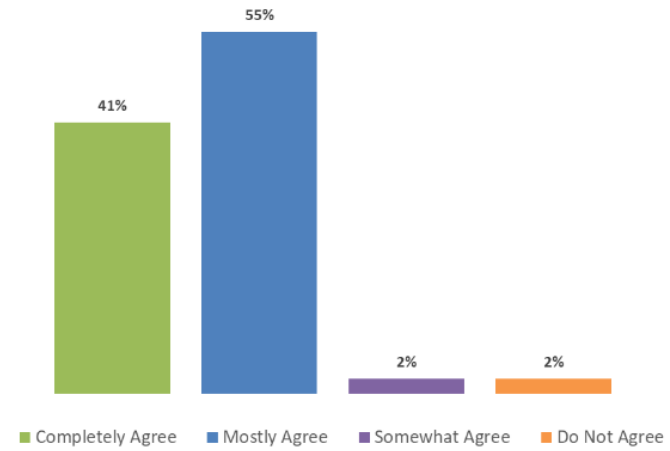
2023-24 Carver Elementary School - Staff Climate Survey

Responses collected 4/25/23 - 5/10/24 (44 Responses)

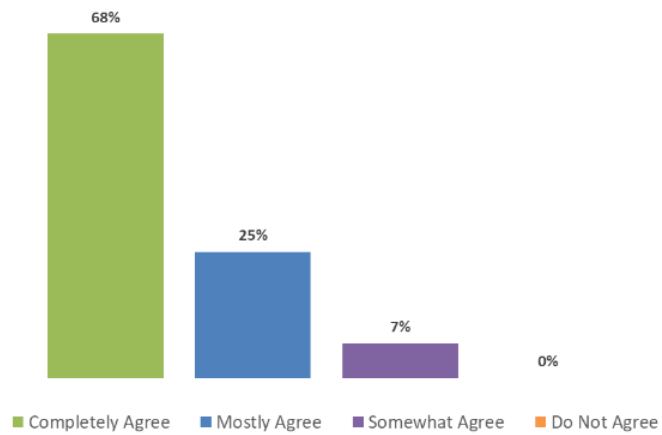
In general, I am satisfied with my current job.



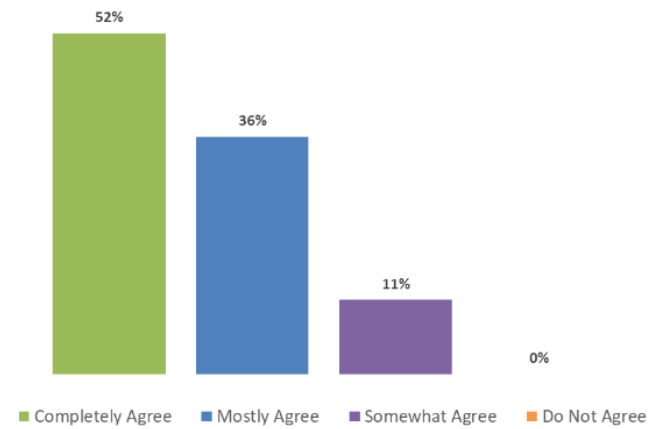
My work is valued by my supervisor.



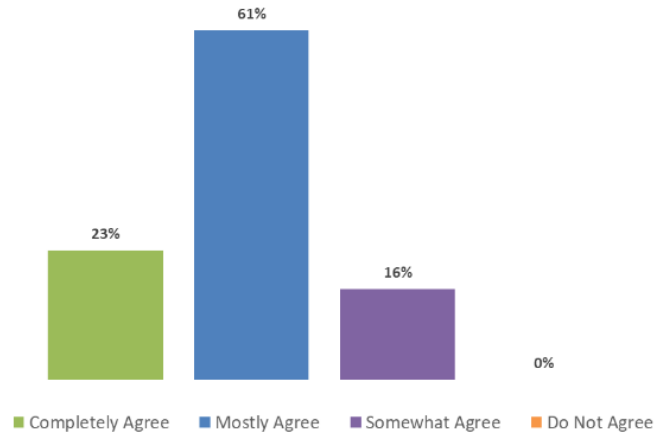
I find my work interesting.



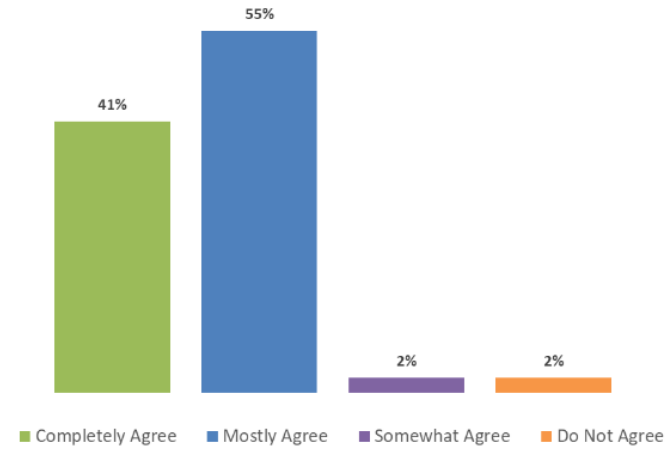
I find my work satisfying.



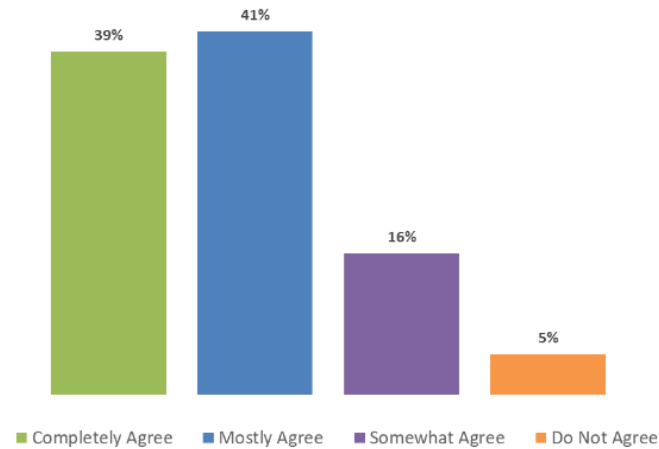
In general, I am satisfied with my current job.



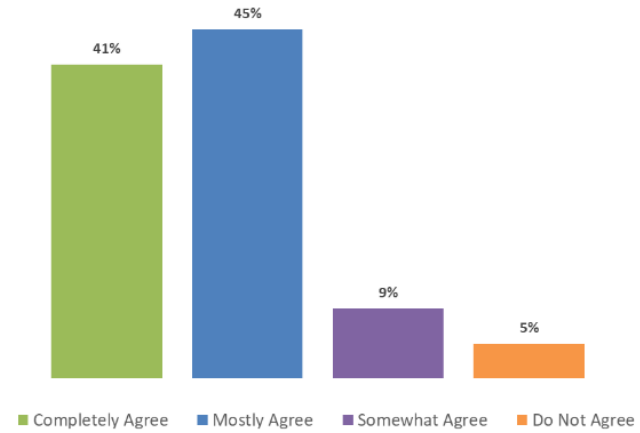
My work is valued by my supervisor.

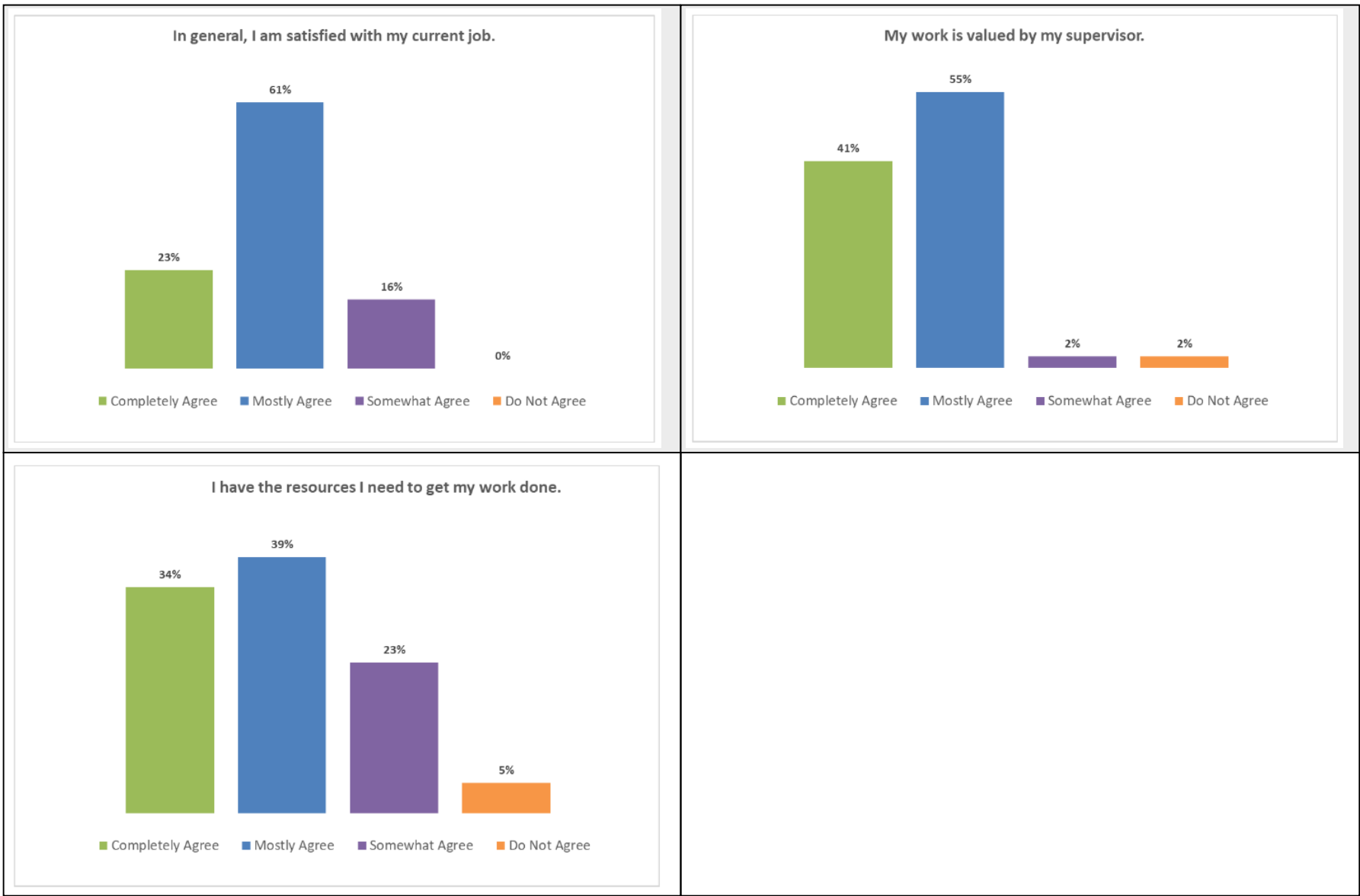


In GISD, I feel connected to and supported by my colleagues.



I receive meaningful feedback to support my professional growth.





Student Learning Profile Survey (3rd-5th grade students)

Carver Completion Rate							
Total Students	379	Total Missing	33	Total Complete	346	Percentage Complete	91.29%



Student Experience Survey 2024

-Elementary-
Carver

Creates & innovates, obtains knowledge through inquiry and exploration, applies critical thinking

Develops self-knowledge & personal responsibility, adapts & perseveres

Communicates, collaborates, builds & models respectful relationships

Environmental: The ability for the school to offer a learning environment where a student can develop their LP Traits

I have felt comfortable asking questions in class. ▾

3

2

1

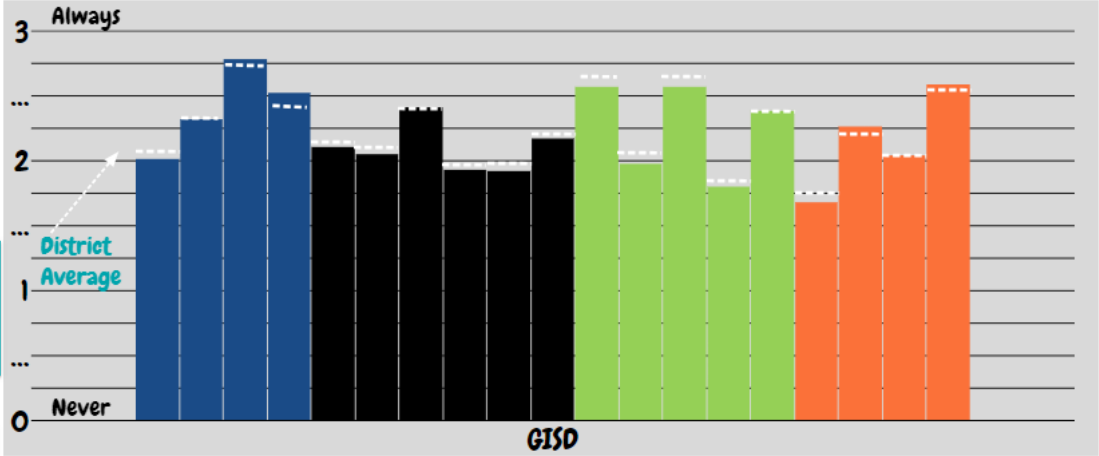
0

Last Name

Enter a value

Local Race ▾

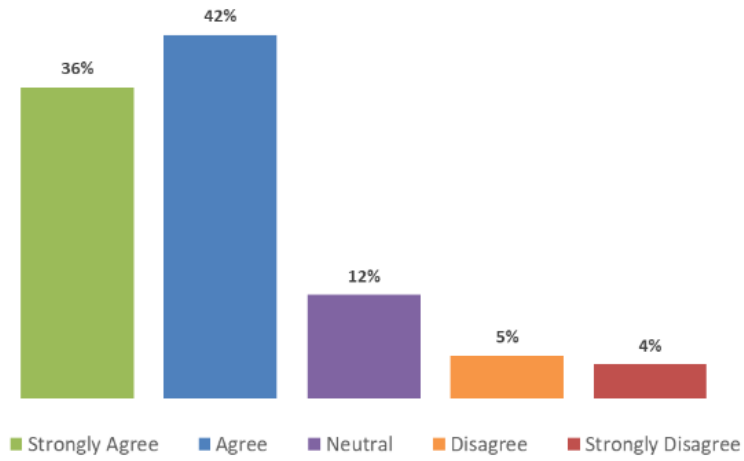
Grade ▾



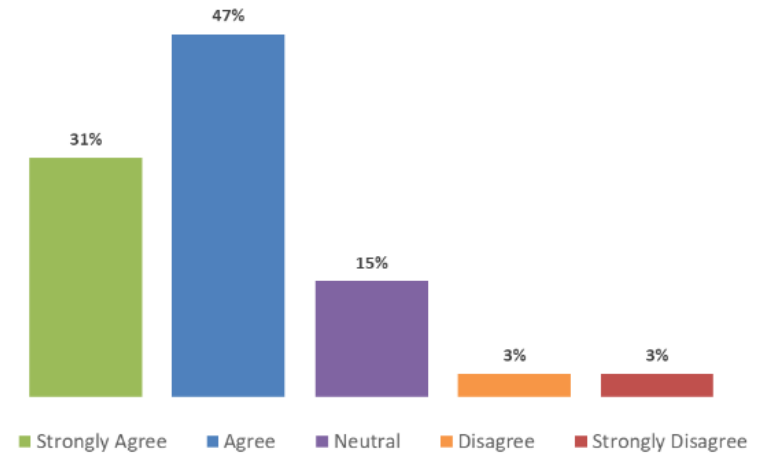
Question/Prompt	Carver Average (0=Never, 3=Always)	Compared to District Average
I have felt comfortable asking questions in class	2.02	below
I have felt successful doing my school work.	2.32	equal
I learned new things this year.	2.78	above
My teachers have given me choices in how I show what I've learned.	2.53	above
I think positive thoughts about myself.	2.11	below
If I am left out of something fun, I find something else fun to do.	2.06	below
If I have a hard time with something, I keep trying.	2.42	above
When I am angry, I can use a calming strategy to make myself feel better.	1.94	below
When I am sad, I can use a calming strategy to make myself feel better.	1.93	below
When school is hard, I ask for help.	2.18	below
An adult at my school cares about me.	2.57	below
I feel confident sharing what I'm thinking during group work.	1.98	below
I have a friend at my school who cares about me.	2.57	below
If I am upset with a friend, I share how I feel so we can work it out.	1.8	below
If I see someone in my class who looks sad, I try to help.	2.39	equal
At my school, kids are kind to each other.	1.69	below
I can focus in class.	2.26	above
I enjoy coming to school.	2.04	equal
My school is a safe place to learn.	2.59	above

Responses to Parent Survey

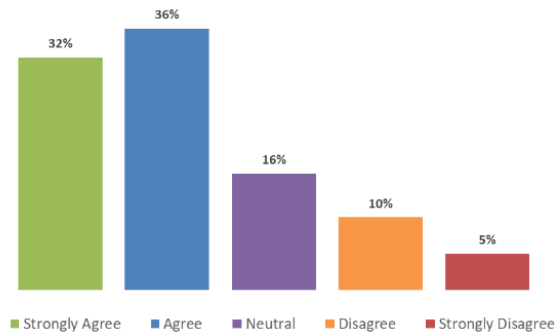
My child has a sense of belonging at their school.



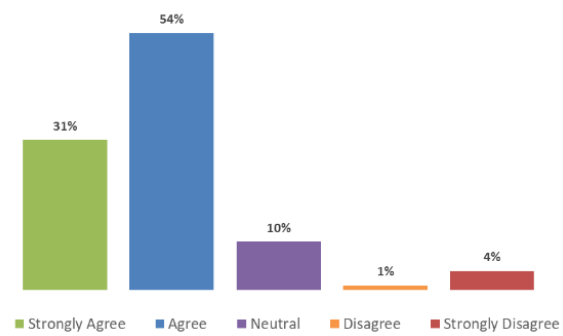
My child feels connected to the adults at their school.

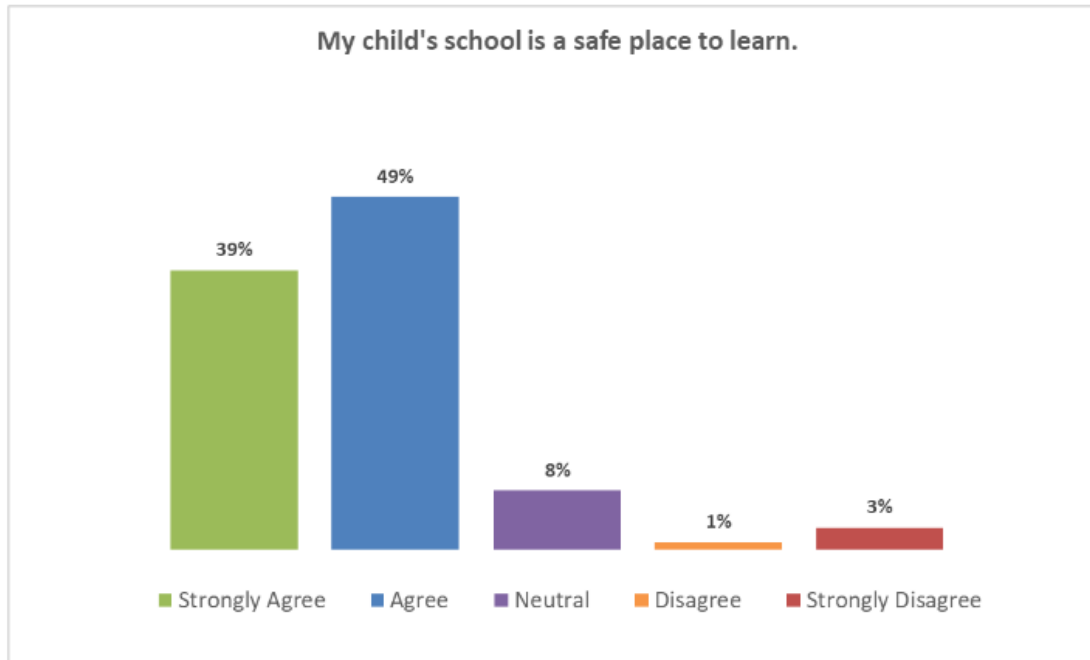


My child looks forward to going to school.



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





Staff and student well-being strengths:

In general and on average, most students at Carver, as compared to other students in the district, have felt successful in their school work, learned new things, are able to focus in class, and know how to persevere when learning is difficult. Students similarly report enjoying coming to school and feel like Carver is a safe place to learn. Carver parents report at higher rates (65%+ agree or strongly agree) that their child has a strong sense of belonging, feels connected to adults at school, look forward to coming to school. 88% believe that their child's school is safe with 85% saying their child is treated with respect by adults.

Carver staff reported positively (completely agree or mostly agree) with questions about job satisfaction, feeling their work is valued by supervisor, interesting, and satisfying. They also report feeling connected and supported by colleagues, receiving meaningful feedback about their professional growth, and have the necessary resources to fulfill their roles.

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1 (Prioritized): The responses from the student learner profile survey are mostly below the district average.

Root Cause: There is a misalignment and lack of clarity with systems of support that will allow students to feel physically and psychologically safe in their classrooms and school to experience academic success at the levels needed.

Community and Connectivity

Community and Connectivity Summary

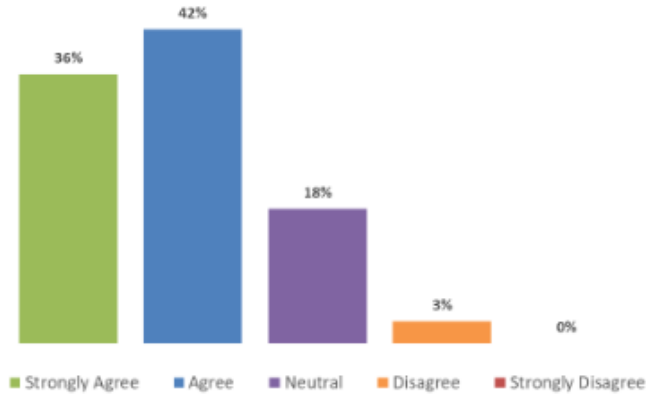
Currently, parents and the community are sent periodic school newsletter communications (via email School Messenger) and the use of a private Facebook group page. Parents are invited to participate in school events and activities through school newsletters (via email School Messenger) and the use of a private Facebook group page.

2023-24 Carver Elementary School - Parent Climate Survey

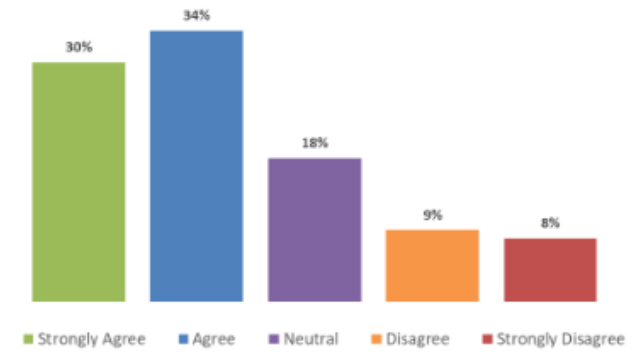
Responses collected 4/25/23- 5/10/24

99 Responses

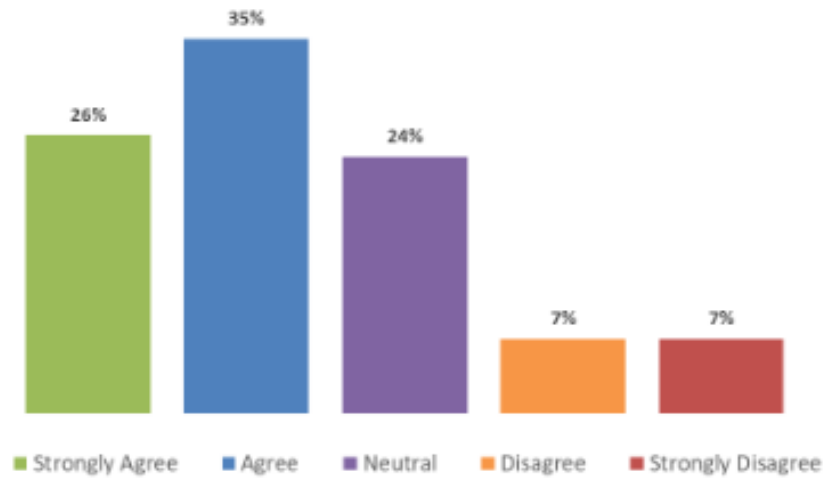
The school is responsive to my family's culture and language.



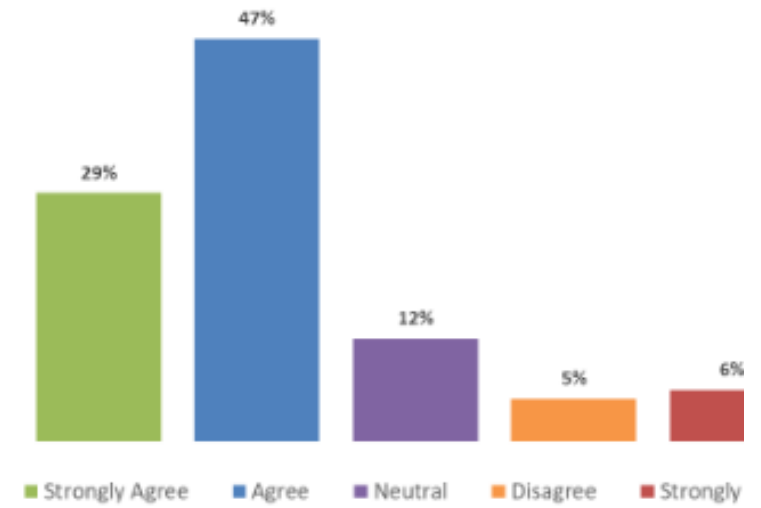
The school keeps me well-informed about my child's learning progress in school.

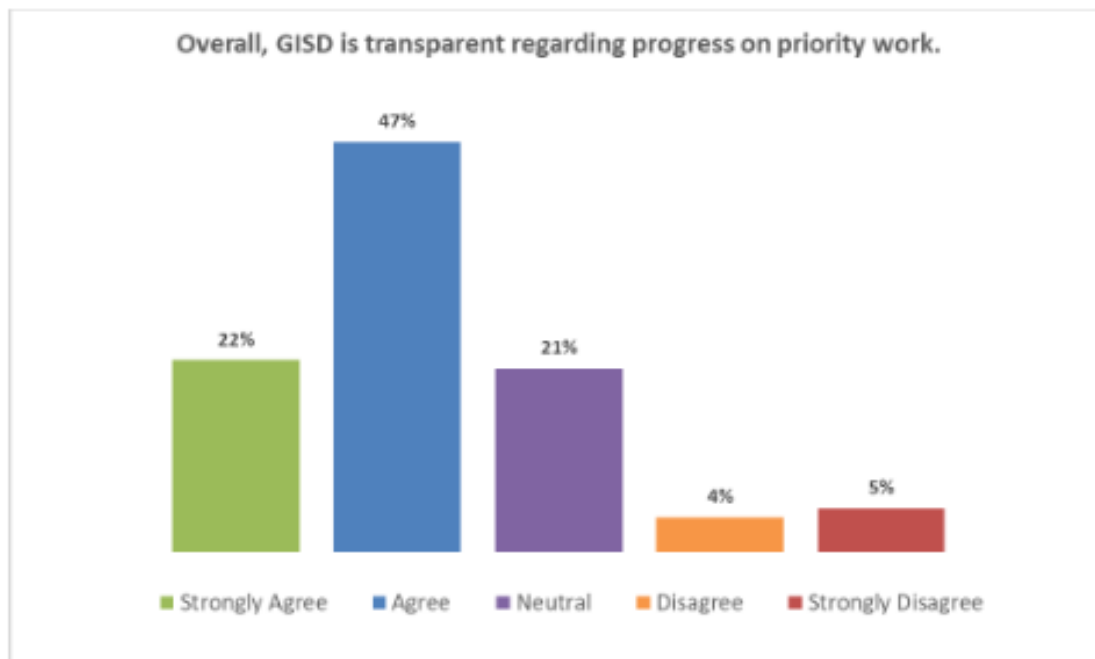
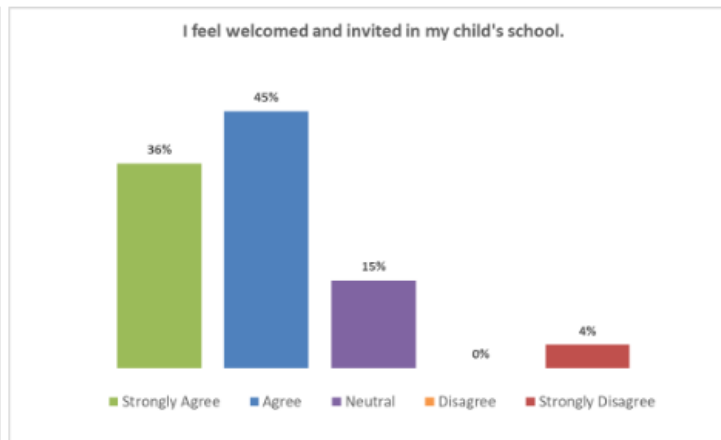
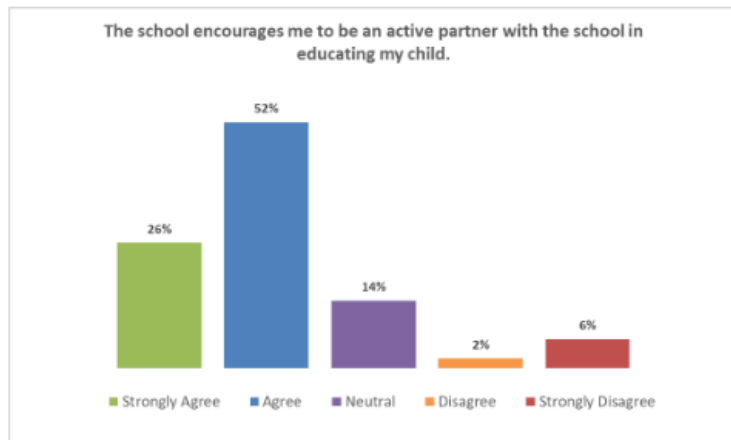


The school keeps me well-informed about my child's progress on development of the GISD Learner Profile attributes.



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





Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1: Comments from the parent survey reveal a disconnect from the quantitative responses. Parents do not feel there is equitable access to information limiting their ability to fully partner with the school. Parents also report a lack of consistency in communications from the school and classroom teachers.

Root Cause: The school/district's communication platform and choice to use the Facebook page does not reach all stakeholders thus providing inequitable access to volunteer opportunities. Newsletter delivery frequency has been inconsistent.

Priority Problem Statements

Problem Statement 1: An average of 51-60% and 36-60% of students are at or above grade level in Reading and Math respectively across grade levels.

Root Cause 1: Instructional leadership and systematic tracking of student progress has been lacking across grade levels.

Problem Statement 1 Areas: Student Learning, Growth and Progress

Problem Statement 2: The responses from the student learner profile survey are mostly below the district average.

Root Cause 2: There is a misalignment and lack of clarity with systems of support that will allow students to feel physically and psychologically safe in their classrooms and school to experience academic success at the levels needed.

Problem Statement 2 Areas: Student and Staff Well-Being

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

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

Strategic Priority Areas

Strategic Priority Area 1: Student Learning, Growth and Progress

Picture of Success: 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.

Strategic Objective 1: In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

HB3 Strategic Priority Area

Change Decision: Major Change

Desired State: Teachers use district provided resources that align to the state standards. Teachers review each unit's focus TEKS (Texas Essential Knowledge & Skills) to determine which standards should be deemed essential to intervene on during the unit. Teachers create and use common formative assessments to understand where students are currently performing. Common formative assessments are based on essential intervention standards. Teachers use an aligned format to monitor progress of student growth in the essential intervention standards. Teachers use backwards design to plan their units, first finding a summative assessment to then drive instruction within the units.

Evidence of Progress Toward Objective 1 Details		Reviews			
<p>Evidence of Progress Toward Objective 1: Some of the district's curriculum is being used. Many teachers use outside resources that may or may not be research based practices to supplement curriculum. Common Formative Assessments are being introduced to grade levels based on Focus TEKS in district curriculum documents. Progress monitoring is undefined and sporadic. Intervention occurs for some students, based on classroom performance. Small groups were inconsistent. Most data that was looked at was Beginning of the Year, Middle of the Year, and End of the Year MAP and mClass assessments.</p> <p>Evidence of Desired State: Teacher teams lesson plans will show GISD approved resources. Collaborative Team Time (CTT) will be spent reviewing, analyzing data, based on both common formative assessments and universal screeners in order to create intervention/extension groups based on evidence. Intervention standards will be retaught in flexible groups amongst team members. Extension groups will also be created for students who already demonstrate mastery. Essential Intervention Standards are tracked systematically.</p> <p>Reading</p> <ul style="list-style-type: none"> - Increase percentage of students reading at/above grade level from 60% to 65% (K-5 composite according to mClass) - Increase the percentage of 3rd-5th grade students performing at Meets from 26% to 30+% - Increase the percentage of 3rd-5th grade students performing at Masters from 25% to 30+% <p>Math</p> <ul style="list-style-type: none"> - Increase the percentage of 3rd-5th grade students performing at Meets from 21% to 25+% - Increase the percentage of 3rd-5th grade students performing at Masters from 15% to 20+% <p>Science</p> <ul style="list-style-type: none"> - Increase the percentage of 5th grade students performing at Meets from 12% to 15+% - Increase the percentage of 5th grade students performing at Masters from 7% to 10+% <p>Problem Statements: Student Learning, Growth and Progress 1</p>		Formative			Summative
		Oct	Jan	Apr	July
		Adjustments Taking Place	On Track		

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Strategy 1: Grade level CTT every two weeks with teams meeting in between CTTs to continue the PLC process

Staff Responsible: Grade level CTT
LDCs
Administrators

Strategy 2: Standard format for progress monitoring aligned by grade level

Staff Responsible: Grade level CTT
LDCs
Administrators

Strategy 3: System to track EIS identification & performance

Staff Responsible: Grade level CTT
LDCs
Administrators

Strategy 4: Administrator walkthroughs to ensure alignment of resources and instruction with feedback and coaching provided following classroom visits

Staff Responsible: Administrators

Strategy 5: Administrator presence and participation in CTTs

Staff Responsible: Administrators

Strategy 6: Creation of CTT expectations and common document to use for unpacking the units

Staff Responsible: Leadership Team

Strategy 7: Teachers engage in professional learning opportunities such as peer observations, conferences, coaching cycles to improve instruction, teacher practices, and student outcomes

Staff Responsible: Classroom teachers
LDCs
Administrators

Strategy 8: Students have access to high quality instructional resources in ELA and Math and materials that allow access to instruction

Staff Responsible: Administrators
Classroom Teachers
LDCs

Strategy 9: After school tutoring in preparation for TELPAS and STAAR testing.

Staff Responsible: Administrators
Teachers/Tutors

TEA Priorities:
Build a foundation of reading and math

Strategic Objective 1 Problem Statements:

Student Learning, Growth and Progress

Problem Statement 1: An average of 51-60% and 36-60% of students are at or above grade level in Reading and Math respectively across grade levels. **Root Cause:** Instructional leadership and systematic tracking of student progress has been lacking across grade levels.

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

Change Decision: Minor Change

Desired State: Students and parents will understand their development in the learner profile attributes. Students and parents will know what areas students are excelling and areas that more focus should be applied.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Brag boards, MTSS certificates based on learner profile and academic growth, Learner Profile Progress Report Evidence of Desired State: Students are able to identify what piece of the profile they are working on growing and what strategy they are using to build that attribute. Student responses on the learner profile survey will be aligned with or above district averages. Problem Statements: Student and Staff Well-Being 1	Formative			Summative
	Oct	Jan	Apr	July
	Adjustments Taking Place	On Track		
<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>				

Strategy 1: Develop a monthly tracker and provide time for completion to assess students' progress toward the learner profile attributes

Staff Responsible: Classroom Teachers
LDCs
Counselor
Administrators

Strategy 2: Create a bulletin board highlighting students who have received recognition for learner profile attributes

Staff Responsible: LDCs
Counselor
Administrators

Strategy 3: Build learner profile " I can" statements poster to place in rooms to allow teachers and students to refer to

Staff Responsible: Leadership Team
Classroom Teachers

Strategy 4: Daily SEL lessons delivered by the classroom teacher working to build the Learner Profile traits/characteristics

Staff Responsible: Classroom Teachers
Counselor

Strategy 5: Student recognition assemblies where kindness/caring and learner profile traits will be celebrated and recognized

Staff Responsible: Classroom Teachers
Counselor
Administrators

Strategic Objective 2 Problem Statements:

Student and Staff Well-Being
Problem Statement 1: The responses from the student learner profile survey are mostly below the district average. Root Cause: There is a misalignment and lack of clarity with systems of support that will allow students to feel physically and psychologically safe in their classrooms and school to experience academic success at the levels needed.

Strategic Priority Area 1: Student Learning, Growth and Progress

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

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

Strategic Priority Area 2: Student and Staff Well-Being

Picture of Success: 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.

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

Change Decision: Maintain but Consider a Change

Desired State: When we have reached the goal the students will show respect to each other and adults even when things are not going their way.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Spring 2024 Student Experience Survey data showed that students feel respected at school to some degree, as demonstrated by the score of 2.7 (out of a possible 3) for both "an adult at school cares about me" and "I have a friend at school who cares about me." On the measure of "kids are kind to each other" (another way of perceiving respect), the score was a 1.9. (This is likely affected by students' ability to self-regulate when things don't go their way, which scored 1.94 "when angry" and 1.93 "when sad.") Evidence of Desired State: End of year student experience survey data will reflect a positive increase in the way students feel about how they are treated by other students and teachers. Problem Statements: Student and Staff Well-Being 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Strategy 1: Daily SEL lessons delivered during morning meetings by the classroom teacher working to build the Learner Profile traits/characteristics

Staff Responsible: Classroom Teachers
Counselor

Strategy 2: Monthly guidance lessons delivered by the school counselor

Staff Responsible: Counselor

Strategy 3: Whole campus assembly in the spring semester to promote respect (Dennis Lee)

Strategy 4: Student recognition assemblies where kindness/caring and learner profile traits will be celebrated and recognized

Staff Responsible: Classroom Teachers
Counselor
Administrators

Strategy 5: Classroom brag boards including tickets from Specials, lunch, and other staff to acknowledge students' adherence to the school wide expectations (specifically being safe and respectful)

Staff Responsible: All Staff

Strategy 6: SEL manual created and rolled out to the staff in August 2024

Staff Responsible: MTSS Behavior Action Team

Strategy 7: Dedicated SEL time in the AM school wide. Utilizing slide deck until moving to Second Step

Staff Responsible: Administrators
Counselor

Strategy 8: Student Essentials guidance lesson will be provided in the first month of lessons, and includes identifying feelings along with using strategies for self-calming

Staff Responsible: Counselor

Strategic Objective 1 Problem Statements:

Student and Staff Well-Being	
Problem Statement 1: The responses from the student learner profile survey are mostly below the district average. Root Cause: There is a misalignment and lack of clarity with systems of support that will allow students to feel physically and psychologically safe in their classrooms and school to experience academic success at the levels needed.	

Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Minor Change

Desired State: Faculty and staff are positive and excited about doing hard things. They are supportive of the direction of the district and campus, its values and beliefs, and the desire to collaborate and work together to meet student needs. They are more open-minded and willing to grow and change, and are more unified with a shared focus on learning goals and objectives. Communication is good.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: According to the end of the year staff survey, faculty and staff are experiencing high stress levels, tears, and irritability. They are also frustrated with the lack of behavioral support from the district. Evidence of Desired State: Positive feedback surveys provided frequently throughout the school year. Observing positive stress versus unhealthy stress. (Healthy ex. There is a lot to do, but feel capable and supported to reach goals) (Ex. unhealthy stress leads to "what is the point?" Extreme student behaviors with lack of support. Large class sizes, new initiative after new initiative with little time to implement). Positive affirmations shared amongst teammates Teacher proactively collaborating and taking on new things.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Adjustments Taking Place		
<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>				

Strategy 1: Feedback surveys available at any time in the weekly leader and staff meetings

Staff Responsible: Administrators

Strategy 2: Positive staff affirmation board

Staff Responsible: All Staff

Strategy 3: Regular check-ins with teams/staff during CTTs and scheduled and informally throughout the year

Staff Responsible: Administrators

Strategic Priority Area 2: Student and Staff Well-Being

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

- Change Decision:** Maintain but Consider a Change
- Desired State:** Students will feel safe to attempt to solve conflicts with peers and participate in class discussions (small group & whole group). Maintain the physical safeness that students currently feel at school.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: In the end of year survey from 2024, the students reflected that they were hesitant to solve a problem with another student on their own (1.8), and felt less confident sharing during group work (1.98). The survey reflected that students feel physically safe while at school. Evidence of Desired State: End of the year survey from students about their experience see an increase in students' comfort with resolving peer conflicts and sharing in group work. Teachers observe students feeling more confident in their sharing in the classroom as measured by qualitative observations. Problem Statements: Student and Staff Well-Being 1	Formative			Summative
	Oct	Jan	Apr	July

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

- Strategy 1:** Daily SEL lessons delivered during morning meetings by the classroom teacher working to build the Learner Profile traits/characteristics
Staff Responsible: Classroom Teachers
Counselor
- Strategy 2:** Monthly guidance lessons delivered by the school counselor
Staff Responsible: Counselor
- Strategy 3:** Whole campus assembly in the spring semester to promote respect (Dennis Lee)
Staff Responsible: Counselor
- Strategy 4:** Student recognition assemblies where kindness/caring and learner profile traits will be celebrated and recognized

Staff Responsible: Classroom Teachers
Counselor
Administrators

Strategy 5: Classroom brag boards including tickets from Specials and other staff to acknowledge students' adherence to the school wide expectations (specifically being safe and respectful)

Staff Responsible: All Staff

Strategy 6: School assembly for 3rd-5th grade students to build student confidence and motivation leading into the Math, Reading, & Science STAAR tests.

Staff Responsible: Campus Admin
Counselor

Equity Plan

Strategic Objective 3 Problem Statements:

Student and Staff Well-Being
Problem Statement 1: The responses from the student learner profile survey are mostly below the district average. Root Cause: There is a misalignment and lack of clarity with systems of support that will allow students to feel physically and psychologically safe in their classrooms and school to experience academic success at the levels needed.

Strategic Priority Area 3: Staff Recruitment and Retention

Picture of Success: 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.

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

Strategic Priority Area 3: Staff Recruitment and Retention

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

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 3: In GISD, professional learning communities thrive across the organization.

Strategic Priority Area 4: Community and Connectivity

Picture of Success: 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.

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

Change Decision: Minor Change

Desired State: Communication with parents can be translated to multiple languages for ease of access. Parents and families show up to school events when they can because they are informed. Parents are in communication with teachers and understand how their child is performing academically.

Data tracking that shows what was sent to parents and how it was received.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Teachers use various apps/email to communicate with parents which can be frustrating for parents with multiple students. Parent attendance was low for school events. Evidence of Desired State: Attendance at school functions will improve and measured qualitatively and by sign in sheets and event feedback responses. Parents will be informed on students' progress with learning and general school events. Messages will have the ability to be easily translated into multiple languages.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div>				

Strategy 1: Teachers will send a monthly newsletter (at least) via ParentSquare

Staff Responsible: Classroom Teachers

Strategy 2: The school will send a weekly newsletter to families, staff, and the community via ParentSquare

Staff Responsible: Administrators

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Minor Change

Desired State: School board members, staff and superintendent will be visible at school activities and events. Volunteers will be welcomed and provided with meaningful interactions with students and teachers.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: School board members, district staff, and superintendent will be visible at school activities and events. Volunteers will be welcomed and provided with meaningful interactions with students and teachers. Evidence of Desired State: Having the outside perspective of district leaders will be beneficial. We will see more board members on campus throughout the school year and at after school activities.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<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>				

Strategy 1: Extend invitations to board members and community leaders.

Staff Responsible: All Staff

Strategic Priority Area 4: Community and Connectivity

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

- Change Decision:** Major Change
- Desired State:** We want Carver to be a place where everyone belongs. We want families to want to attend events. We also want volunteers to feel welcomed and appreciated.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Many parents had complaints about the atmosphere and culture on our parent survey. We have limited volunteers - it is always the same handful of people. Communication was lacking. Evidence of Desired State: We will have plenty of volunteers to help in multiple areas throughout the school. Events will be well attended. Parents will have fewer complaints about communication.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Strategy 1: Consistent use of ParentSquare from all staff

Staff Responsible: All Staff

Strategy 2: Monthly student assemblies to celebrate students - attendance, growth, learner profile

Staff Responsible: All Staff

Strategy 3: PTA meetings will be in conjunction with student performances to increase attendance at the PTA meetings.

Staff Responsible: Carver PTA
Administrators

Strategy 4: Recruitment efforts will be made to increase and diversify the volunteers helping at school

Staff Responsible: Carver PTA
Administrators