

Georgetown Independent School District

Tippit Middle School

2024-2025 Campus Improvement Plan



Table of Contents

- Comprehensive Needs Assessment 3
 - Student Learning, Growth and Progress 3
 - Student and Staff Well-Being 5
 - Staff Recruitment and Retention 11
 - Community and Connectivity 13
- Priority Problem Statements 15
- Comprehensive Needs Assessment Data Documentation 16
- Strategic Priority Areas 18
 - Strategic Priority Area 1: Student Learning, Growth and Progress 18
 - Strategic Priority Area 2: Student and Staff Well-Being 24
 - Strategic Priority Area 3: Staff Recruitment and Retention 27
 - Strategic Priority Area 4: Community and Connectivity 30

Comprehensive Needs Assessment

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

← Campus : James Tippit Middle

Fall Dashboard				Summer Dashboard	
Attendance & Discipline				STAAR 3-8	
Year	Subject	Status	Flag	Goal	Status Trend
STAAR 3-8 Performance for 2023 - 2024 School Year					
23-24	Math	55%	🚩	80%	↓
23-24	Reading	71%	🚩	80%	↓
23-24	Science	69%	🚩	80%	↑
23-24	Social Studies	48%	🚩	80%	↑

Year	Subject	Status	Flag	Goal	Status Trend
STAAR EOC Performance for 2023 - 2024 School Year					
23-24	EOC Algebra I	98%		80%	—

Student and Staff Well-Being

Student and Staff Well-Being Summary

1. GISD students are treated with respect and are respectful to each other and to adults.
2. GISD employees find meaning and value in their work.
3. Students feel GISD schools and classrooms are physically and psychologically safe.

Overall Tippit has a very healthy culture and climate for both staff and students. It is a welcoming community where we strive to have everyone feel safe and respected. We have earned the National distinction of a Capturing Kids' Hearts Showcase School for the past 3 years. Our counseling team does weekly Learner Profile Lessons and Mood meter check-ins with students. The counseling team has also been recognized with the distinction of the CREST Award for the past 3 years.

These are our student results from our Learner Profile Survey Results Spring 2024 (0-3 point scale)

The next survey will be in October 2024

Creates & innovates, obtains knowledge through inquiry and exploration, applies critical thinking			
	GISD Middle School Average 23-24	My campus Average 23-24	My campus Average 22-23
This year, I have had the opportunity to learn things in a variety of ways	2.21	2.26	2.18
I explored interesting topics this year	2.07	2.02	2.01
In my classes, I am given choices on how I can show what I've learned.	1.89	1.81	1.79
I learned something this year that makes me excited about a possible career	1.82	1.8	1.79
When doing my school work, I look at the questions and problems in more than one way	1.82	1.83	1.85
Overall, I feel successful at school.	2.05	2.1	2.01
Average for LP Trait	1.97666667	1.97	1.94

Environmental			
	GISD Middle School Average 23-24	My campus Average 23-24	My campus Average 22-23
I am able to recognize cyberbullying and threats to my online safety.	2.33	2.33	
I know how to report incidents of bullying and cyberbullying when I see or experience it.	2.21	2.18	
My classrooms are places where I can learn without distractions or interruptions from my classmates.	1.47	1.46	1.51
The hallways in my school allow me to get from class to class without concerns.	1.73	1.74	1.83
I feel comfortable utilizing the restroom in my school without concern.	1.76	1.83	1.89
At my school, students are kind.	1.41	1.32	1.42
Overall, my campus is a safe place to learn.	1.98	2.03	1.99
There is something at my school that makes me want to come everyday.	1.91	1.92	1.85
I feel accepted at school.	1.91	1.95	1.89
There is at least one adult at my school that I feel safe going to for help if I need it.	2.34	2.4	2.33
Average for this LP Trait:	1.905	1.91	1.84

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

	GISD Middle School Average 23-24	My campus Average 23-24	My campus Average 22-23
This year, I have had the opportunity to learn things in a variety of ways	2.21	2.26	2.18
I explored interesting topics this year	2.07	2.02	2.01
In my classes, I am given choices on how I can show what I've learned.	1.89	1.81	1.79
I learned something this year that makes me excited about a possible career	1.82	1.8	1.79
When doing my school work, I look at the questions and problems in more than one way	1.82	1.83	1.85
Overall, I feel successful at school.	2.05	2.1	2.01
Average for LP Trait	1.97666667	1.97	1.94

Key takeaway 1:

Our campus average increased in all four categories for 23-24 compared to 22-23.

Key takeaway 2:

Our campus average is at or above the district average for all four categories.

Key takeaway 3:

We need to work on our campus culture/environment - this is our lowest average in all four categories. We need to work on kindness initiatives. Students are kind = 1.32. This average went down compared to last year.

CCMR

In 24-25, CCMR conversations will begin in 6th grade. Counselors will deliver guidance lessons introducing students to pathways and endorsements and help students make connections to postsecondary opportunities. This is in line with the district's goal to increase college, career, and military readiness among GISD graduates.

2024-25 Counselor support data:

425 google requests from students to meet with a counselor (not counting walk-ins & Mood Meter check-ins); 15 Columbia Screeners; 30 referrals to School Based Therapist

60 SEL/Learner Profile lessons

200 individual 8th grade Personal Graduation Plan meetings

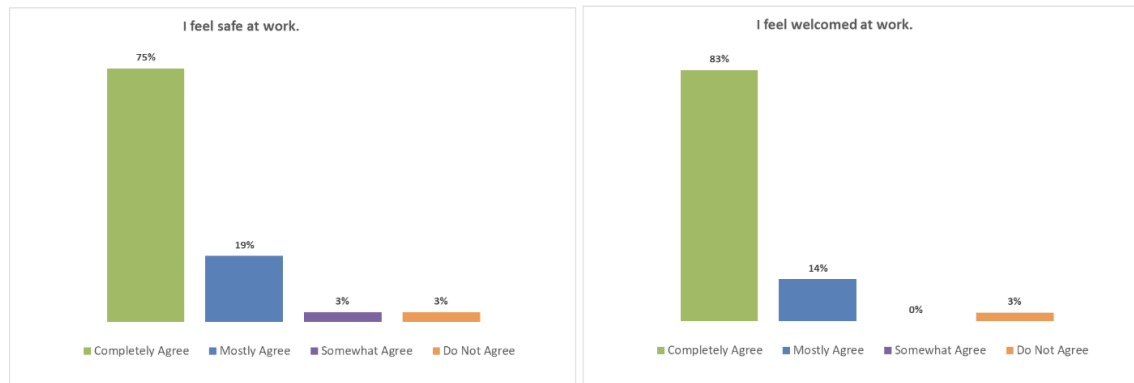
2023-24 Counselor support data:

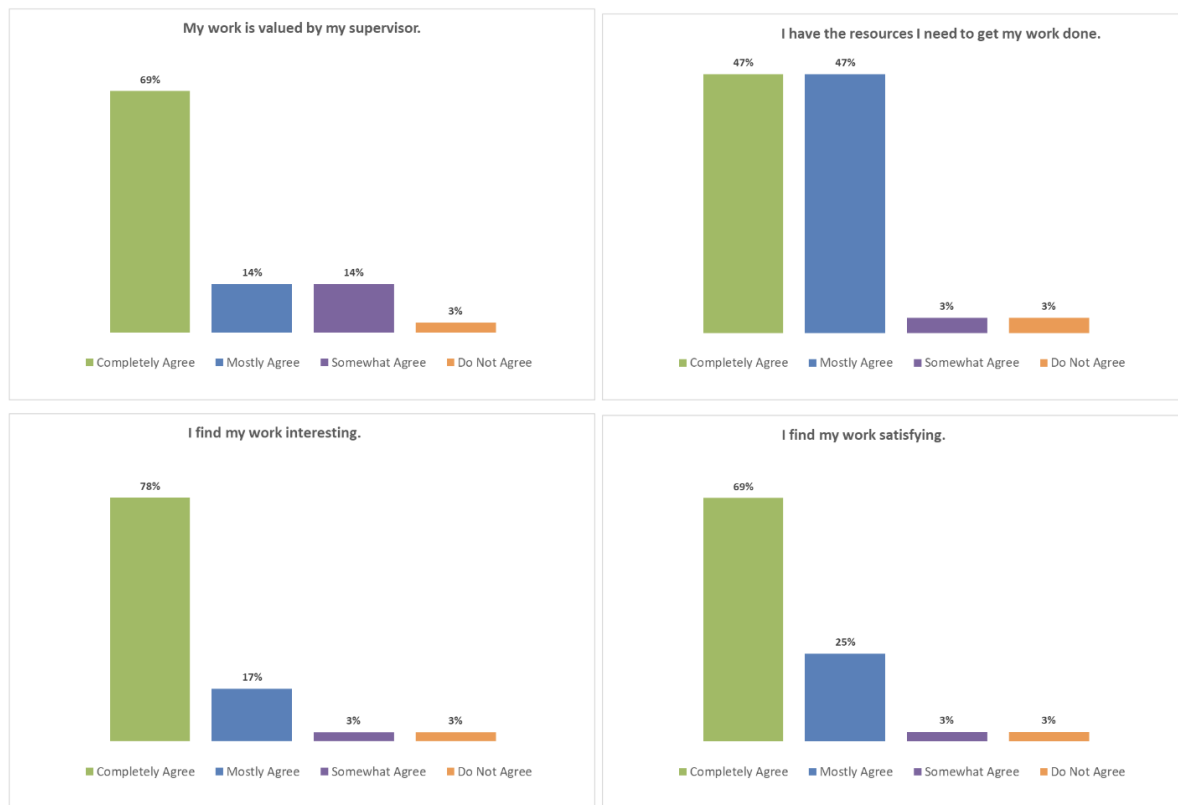
442 google requests from students requesting to meet with a counselor (not counting walk-ins & Mood Meter check-ins); 11 Columbia Screeners;

60 SEL/Learner Profile lessons

220 individual 8th grade Personal Graduation Plan meetings

Here are some results from our Staff Survey.





Problem Statements Identifying Student and Staff Well-Being Needs

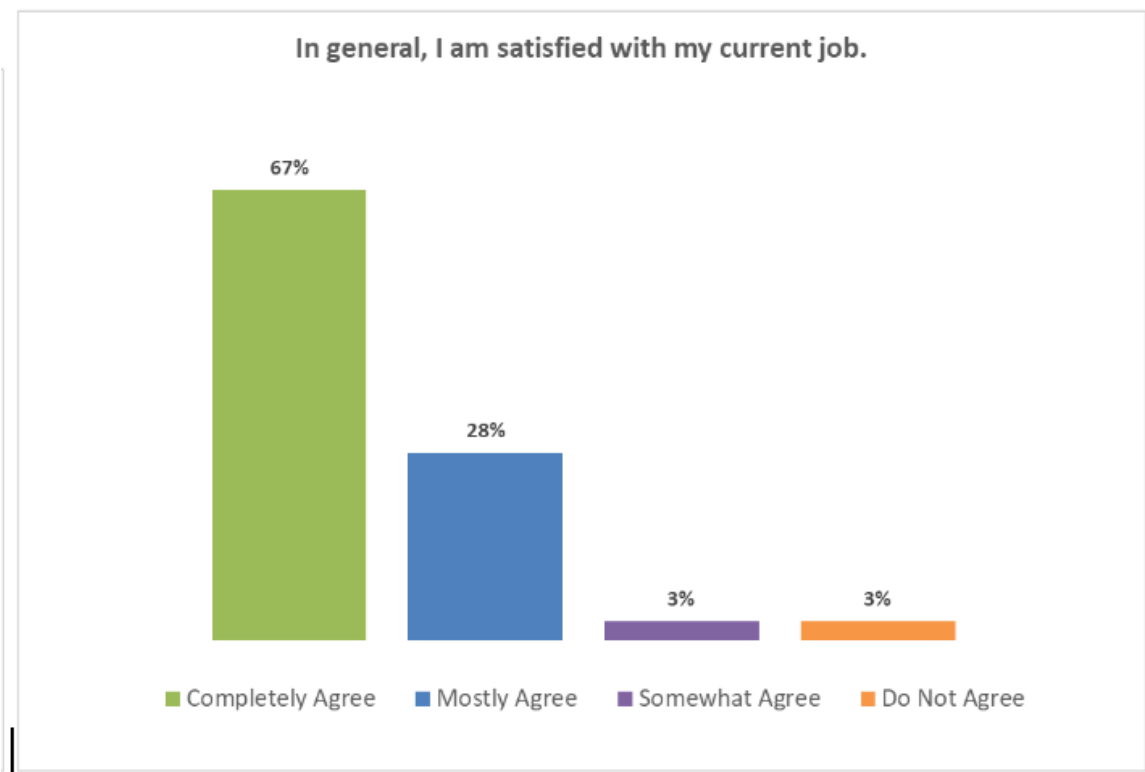
Problem Statement 1 (Prioritized): We need to work on our students' perception of their campus culture/environment - this is our lowest average in all four categories. We need to work on kindness initiatives. Students are kind = 1.32. This average went down compared to last year.

Root Cause: Middle School students do not always take surveys seriously and the time of year/day when surveys are administrated affects outcomes.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

- 1. GISD provides competitive compensation and benefits to employees.
- 2. GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs and norms of the organization.
- 3. In GISD, professional learning communities thrive across the organization.



Comments:

- 2024/2025 is a big year of transition. Let's involve the teachers more often and intensely in policies that affect their productivity and personal lives. It's easy to do with quick workgroups and surveys.
- As a private lesson teacher, some of these questions needed an N/A response option. As far as experience in the district, everything has been great.

- "Love working for GISD!!! Love working at Tippit!!! Love Mrs. Guidry!!!"
- The pay could be better.
- We have an amazing Admin. staff at Tippit Middle School. Mrs. Guidry is the best! I enjoy my job and the people I work with. We provide a positive growth environment for our students.
- Besides all teachers and support staff needing a raise (in the state of TX), I love GISD. I am very happy with Dr. Padavil. He has brought a lot of thought and optimism into our district. I have nothing but good things to say since he took over. I also believe J. Guidry is an amazing principal, and I appreciate having good leadership as it facilitates a positive culture at our school.
- " I have had a negative experience under the guidance and lead of Ms. Guidry. There has been not support or leadership. She only steps up when administration is present. Music is blasted throughout the halls during passing periods. "
- Enjoy my job!
- I have loved working at Tippit, I truly believe that is because of how amazing our admin team is!
- The administration at Tippit is amazing. We are a family and I feel so valued and loved. I will never leave as long as Guidry is here.
- My first year as a teacher in GISD has been one where I have received an endless amount of support at my school from administration, colleagues, but also at the district level. I feel supported and heard as an orchestra teacher- something that is not always common coming from other districts. I truly love my job, and I am able to be fully present, doing my job 110% due to the fact that I receive support from various places. The only thing I would change is receiving higher compensation. I am very happy as a GISD employee and wouldn't want to be teaching in any other district!
- I absolutely love working for Guidry, Rogers and now for Golden. I love my job, love my students, love my teammates. The only thing that would make this job any better is making more money! :)

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1 (Prioritized): Due to the loss of the number of overall staff members for our campus, we had to change people's job assignments. ie: interventionists are now classroom teachers

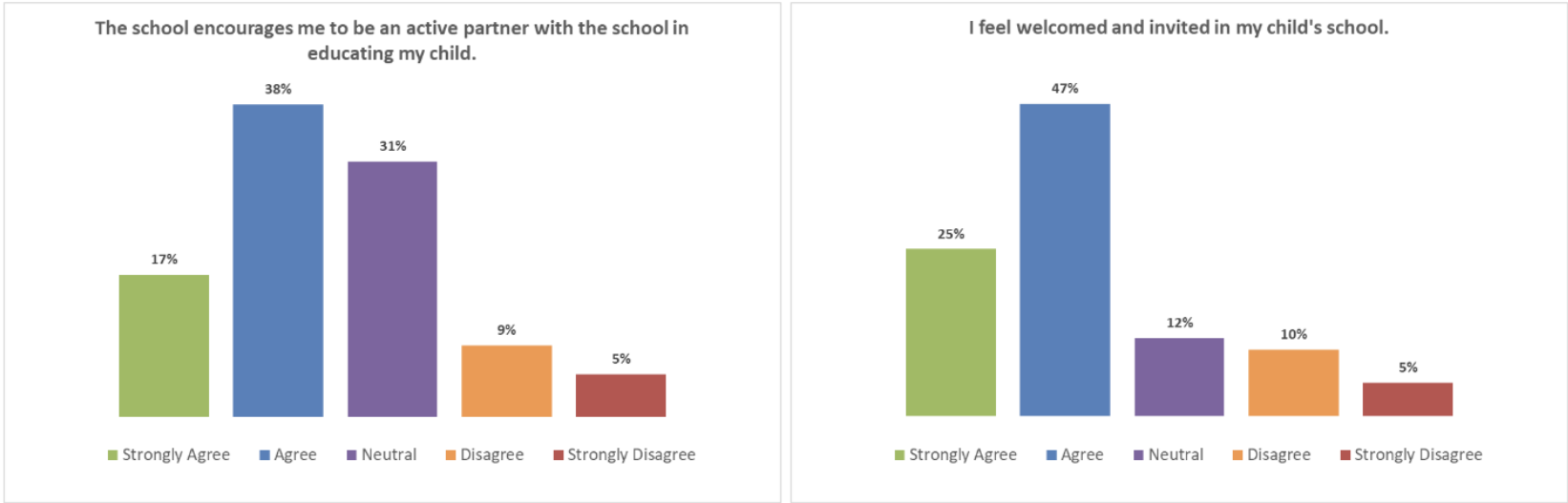
Root Cause: There is a lack of funding for public education at the state/federal level.

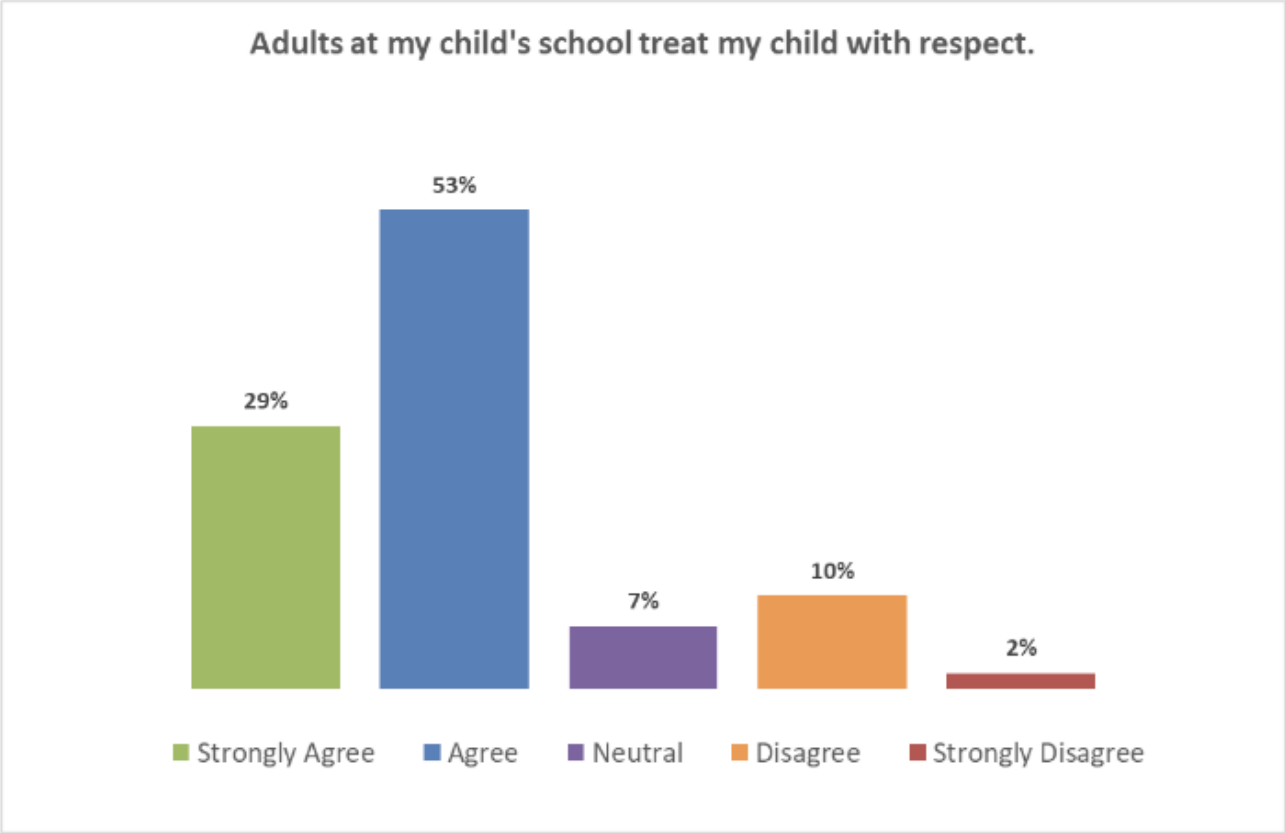
Community and Connectivity

Community and Connectivity Summary

- 1. GISD is transparent with reporting progress and providing access to information.
- 2. GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.
- 3. Parents and community members feel welcome and invited in GISD schools.

Tippit sends weekly campus communication (Tippit Times) to families as well as bi-weekly grade level newsletters to keep parents informed of what is going on at campus and what their students are learning. Our counselors have a parent page with lots of reference materials and community outreach opportunities. When students take district benchmarks their results are shared with parents with an intervention recommendation plan. We invite parents, community members, and school board members to participate in our campus wide events.





Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1 (Prioritized): We have low community involvement in our campus-wide events that take place during the school day.
Root Cause: A majority of our community are working adults who would have to take off to come in.

Priority Problem Statements

Problem Statement 1: We saw a decline in overall achievement in our RLA and Math STAAR data.

Root Cause 1: Over the past two years, STAAR 2.0 changes have prompted teachers to make major adjustments to new instructional demands. This, paired with an increase in EB & SPED subpopulations has contributed to a perceived lack of growth in our RLA & Math STAAR data.

Problem Statement 1 Areas: Student Learning, Growth and Progress

Problem Statement 2: We need to work on our students' perception of their campus culture/environment - this is our lowest average in all four categories. We need to work on kindness initiatives. Students are kind = 1.32. This average went down compared to last year.

Root Cause 2: Middle School students do not always take surveys seriously and the time of year/day when surveys are administrated affects outcomes.

Problem Statement 2 Areas: Student and Staff Well-Being

Problem Statement 3: Due to the loss of the number of overall staff members for our campus, we had to change people's job assignments. ie: interventionists are now classroom teachers

Root Cause 3: There is a lack of funding for public education at the state/federal level.

Problem Statement 3 Areas: Staff Recruitment and Retention

Problem Statement 4: We have low community involvement in our campus-wide events that take place during the school day.

Root Cause 4: A majority of our community are working adults who would have to take off to come in.

Problem Statement 4 Areas: Community and Connectivity

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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: In all TMS core classes, Tier 1 instruction will be aligned to district curriculum documents and state standards and assessment practices will reflect common formative and summative assessments to inform intervention.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: We are continuing the work we did last year. We have unpacked standards and identified Essential Intervention Standards for each Unit. We have also created two common formative assessments and a summative assessment that is aligned with how the essential intervention standards were tested on STAAR. We had started planning interventions, but feel like we could improve the quality of interventions/extensions and some learning activities. Evidence of Desired State: Each grade level core content unit plan will have specific intervention plans built in. All Units will have two common formative assessments and one summative assessment. Teachers will start providing intervention to students who did not show a mastery of 80% or higher after the first common formative assessment and continue after the second CFA and summative assessment until the students reach a mastery of 80% on their EIS. Problem Statements: Student Learning, Growth and Progress 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Reflect and Revise the learning activities in our units of study to ensure alignment and mastery of our Essential Intervention Standards.

Staff Responsible: Core Teachers, LDC, Admi, and district content coordinators.

Collaborating Departments: Teaching and Learning

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Strategy 2: Offer opportunities for teacher collaboration and reflection around plans/execution of interventions. We will place an emphasis on prioritizing Design time for math teachers due to an increase in the number of preps they have with limited staff and resources.

Staff Responsible: Core Teachers, LDC, Admin, and district content coordinators.

Collaborating Departments: Teaching and Learning

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 3: We will compare our campus assessment data to district and state assessment data results (NWEA, STAAR Interim) in order to inform targeted instructional & intervention decisions.

Staff Responsible: Core Teachers, LDC, Admin, and district content coordinators.

Collaborating Departments: Teaching, Learning, and Assessment

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Strategic Objective 1 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 1: We saw a decline in overall achievement in our RLA and Math STAAR data. Root Cause: Over the past two years, STAAR 2.0 changes have prompted teachers to make major adjustments to new instructional demands. This, paired with an increase in EB & SPED subpopulations has contributed to a perceived lack of growth in our RLA & Math STAAR data.

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: Maintain

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: TMS selects one Learner Profile Trait a month and has a character lesson around in in Titan Homeroom. Teachers then refer to the trait through the month as things occur in their rooms. At the end of the month, staff nominate one boy and one girl who highlight that trait. We then create a social media post and brag about that student to our campus and community. We also send out a student survey on the LEarner Profile Traits and track students developments on those traits.	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>				

Strategic Priority Area 1: Student Learning, Growth and Progress

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

Change Decision: Maintain

Evidence of Progress Toward Objective 1 Details	Reviews			
<p>Evidence of Progress Toward Objective 1: Wednesdays are college days at Tippit. Staff show off their alma maters by wearing college t-shirts. During advisory classes, teachers review Google slides featuring a new staff member each week. The slides include information on the teacher's post secondary path and experiences. This is a fun way for students to learn about post secondary options while also getting to know the Tippit staff.</p> <p>Additionally, counselors visit 6th, 7th, and 8th classrooms for CCMR guidance lessons in line with district initiatives. The guidance lessons start with interest inventories, so students can explore high school pathways and endorsements that align with their interests. This information guides students as they develop personal graduation plans and supports intentionality in course selections. The counselors then help students connect pathways and endorsements to post secondary opportunities. Counselors meet with all 8th grade students individually to help them build their personal graduation plans in preparation for high school and post secondary success. This year, the district is introducing a new CCMR software, EduThings, which will be utilized in the guidance lessons.</p>	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>				

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.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: We currently have teachers utilize the Formative program to house our student assessments and data. This program can show us where students' achievement was on their math essential intervention standards but does not show growth. It is not visible to parents so parents only see the score that is entered into Skyward and it is not user-friendly for the parents to see the exact standard their student was working on. Evidence of Desired State: We will have a data tracking system to see growth and not just achievement of students and their math essential intervention standards. Problem Statements: Student Learning, Growth and Progress 1		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: We will work with the assessment and technology department to come up with a tracking system to help staff easily see how students are doing in their growth on their math essential intervention standards.

Staff Responsible: Administration, LDCs, MathTeachers

Collaborating Departments: Assessment department

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 2: We will work with the assessment and technology department to come up with a tracking system to help students see how they are doing in their growth on their math essential intervention standards.

Staff Responsible: Administration, LDCs, MathTeachers

Collaborating Departments: Assessment Department, Technology

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Strategy 3: We will work with the assessment and technology department to come up with a tracking system to help parents see how their students are doing in their growth on their math essential intervention standards.

- Staff Responsible:** Administration, LDCs, MathTeachers
- Collaborating Departments:** Assessment Department, Technology Department
- TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Strategic Objective 4 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 1: We saw a decline in overall achievement in our RLA and Math STAAR data. Root Cause: Over the past two years, STAAR 2.0 changes have prompted teachers to make major adjustments to new instructional demands. This, paired with an increase in EB & SPED subpopulations has contributed to a perceived lack of growth in our RLA & Math STAAR data.

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

Desired State: Tippit will recognize positive and respectful behaviors through brag tickets, brag boards, and learner profile students of the month. We will also acknowledge adults who exhibit these behaviors through Teacher of the Month. The campus will have a culture of being able to hold each other accountable by commonly agreed-upon norms through social contracts.

Evidence of Progress Toward Objective 1 Details	Reviews			
<p>Evidence of Progress Toward Objective 1: All staff and students create a social contract, which outlines how staff and students want to be treated by each other and how they will treat each other when there is conflict. All teachers are trained in Capturing Kids' Hearts and we implement their program with fidelity. (National Showcase School for the last three years)</p> <p>All classrooms will have brag boards up where they set goals for students behavior in class and reward students when they see the desired behavior. Completely filled brag boards will be turned in by the teacher to the office and give their classes a classroom reward. We will also color in a square on our school-wide reward tracker for each filled brag board submitted. Once we fill in the school wide tracker we get a school wide reward. Staff also have brag tickets that they hand out to students who exhibit the traits of being safe, respectful, and responsible in common areas. Students turn their tickets into the office and we draw three winners every week. Brag ticket winners receive a reward and get a shout out on social media.</p> <p>Our counselors visit classrooms and do character lessons to help be proactive with student behaviors. They also have students fill in a mood meter, weekly, so that they can help intervene with students as they need it. We also utilize Titan Homeroom as a place to teach & re-teach campus-wide expectations to address behaviors as needed.</p>	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>				

Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Maintain

Desired State: At Tippit Middle school 95 % of staff or more feel like their work is valued by their supervisor and they are satisfied with their job.

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

Desired State: For the 24-25 school year, our goal for the student experiences survey safety indicator is 2.1 or higher. We believe we can reach this goal by continuing our current practices and addressing student and staff concerns.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: For the 23-24 school year, the student experiences survey data demonstrated a slight increase in the following environmental indicator: "Overall, my campus is a safe place to learn." The 23-24 student rating was a 2.03 (on a scale of 0-3) compared to 1.99 for the 22-23 school year. We will continue to promote Titans' physical and physiological safety in the following ways: Brag tickets are awarded to students for being safe, respectful, and responsible (picking up trash in the hall, walking to class on the right side of the hall, etc.); all teachers are on duty in halls between classes; Capturing Kids Hearts (CKH) is promoted in all classrooms and Tippit Middle School is a CKH National Showcase school (teachers greet students at the door using a handshake of student's choice, all classes start with "good things" where students are encouraged to share positive experiences with the class, etc.); Monday advisory lessons focus on self-awareness, empathy, and kindness; and counselors visit classrooms in the month of September to ensure all students know how to access counselors and report concerns in person or anonymously using district tools such as Let's Talk.	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>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

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.

Change Decision: Maintain

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.

Change Decision: Maintain

Desired State: Tippit will continue to recruit highly qualified and effective teachers and staff members whose beliefs align with the District's vision, mission, and beliefs.

Strategic Priority Area 3: Staff Recruitment and Retention

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

- Change Decision: Minor Change
- Desired State: At TMS PLCs are personalized to the staff attending them and for their content. They are highly effective and the staff finds meaning in value in them.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: TMS has personalized PLCs for all core contents minus our compounded math courses. (6/7 and 7/8) We have 3 sections of 6/7 with two different teachers so our plan is to focus in on that additional plc. Evidence of Desired State: There will be personalized PLCs for the two teachers that teach 6/7 separate from their other math prep PLCs. We will have evidence in our Unit Plans and our calendars to show this evidence. Problem Statements: Student Learning, Growth and Progress 1	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>				

Strategic Objective 3 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 1: We saw a decline in overall achievement in our RLA and Math STAAR data. Root Cause: Over the past two years, STAAR 2.0 changes have prompted teachers to make major adjustments to new instructional demands. This, paired with an increase in EB & SPED subpopulations has contributed to a perceived lack of growth in our RLA & Math STAAR data.

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: Maintain

Desired State: We will relay regular data with our community members through our PTA meetings. We will hold quarterly site-based meetings to review the progress of our CIP.

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: Maintain

Desired State: Tippit will continue to invite parents and other key community leaders into our school for campus events, mentoring, and volunteer opportunities. We will seek out ways to be partners in our community.

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Maintain

Desired State: Tippit staff will welcome everyone to campus with a smile and ask if they can be of assistance. Tippit will continue to invite parents and other key community leaders into our school for campus events, mentoring, and volunteer opportunities. We will seek out ways to be partners in our community.