

Georgetown Independent School District

Forbes Middle School

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: August 20, 2024

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

Forbes Middle School has a student population with diverse needs, with 51% At-Risk of not graduating on time and 44% Economically Disadvantaged. Forbes serves students in a variety of programs to meet their needs with 21% receiving Emergent Bilingual services, 20% receiving Special Education services, 14% receiving section 504 services, and 10% receiving Gifted and Talented services.

Our 2024 state assessment data for Reading Language Arts is as follows:

Grade Level	% Did Not Meet	% Approaches	% Meets	% Masters
6th	24	76	53	21
7th	33	67	50	27
8th	15	85	62	33

Our 2024 state assessment data for Mathematics is as follows:

Grade/EOC	% Did Not Meet	% Approaches	% Meets	% Masters
6th	41	59	21	1
7th	42	58	30	5
8th	32	68	35	11
Algebra	3	97	67	30

Our 2024 state assessment data for Science and Social Studies is as follows:

STAAR Test	% Did Not Meet	% Approaches	% Meets	% Masters
8th Science	29	71	45	19
8th Social Studies	42	58	31	15

Our 2024 English Language (TELPAS) state assessment data for Emergent Bilinguals is as follows:

Language Domain	% Beginner	% Intermediate	% Advanced	% Advanced High
Listening	6	39	34	21

Language Domain	% Beginner	% Intermediate	% Advanced	% Advanced High
Speaking	16	41	41	3
Reading	18	39	26	17
Writing	22	34	38	6

Strengths in Forbes's data emerged in the Reading Language Arts and Science departments. Forbes will focus on ensuring instruction, assessment, and intervention are aligned in support of student learning and growth.

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1 (Prioritized): The campus achievement in Mathematics is lower than desired state.

Root Cause: District curriculum resources were not implemented.

Problem Statement 2 (Prioritized): Emergent Bilingual students did not perform well in Speaking and Writing language domains.

Root Cause: Students were not held accountable for mastery in these domains in classrooms as much as they were expected to listen and read.

Student and Staff Well-Being

Student and Staff Well-Being Summary

The campus participates in all district level surveys. The data below is gathered from Student Learner Profile survey and 23-24 District Staff Climate Survey.

Spring 2024 student surveys show areas of strength in the category:

Average rating 2.58/3.00 I have a core group of friends at school that care about me.

Spring 2024 student surveys show areas of growth in the category:

Average rating 1.62/3.00 When I'm feeling sad/angry/frustrated, I do something healthy like calming/coping strategies to feel better.

Spring 2024 staff surveys (17) show areas of strength:

71% of staff completing the survey state they feel connected and supported by their colleagues.

Spring 2024 staff surveys (17) show areas of growth:

53% of staff completing the survey state they feel encouraged to share concerns openly.

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1 (Prioritized): Students report they do not use a healthy strategy to resolve conflict whether internal or external.

Root Cause: Students do not have access to calming and/or coping strategies.

Problem Statement 2 (Prioritized): Staff report they are not encouraged to share concerns openly without fear of retaliation.

Root Cause: There was a lack of opportunity for staff to express concerns.

Community and Connectivity

Community and Connectivity Summary

The campus participates in all district survey opportunities. The data below is gathered from the 23-24 Parent Climate Survey. There were 69 participants in the survey.

An area of growth is:

69% of parents feel welcomed and invited at Forbes.

An area of growth is:

51% of parents feel the school encourages them to be an active partner with the school in educating their child.

Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1 (Prioritized): Parents feel they are not a partner in their child's education.

Root Cause: There has limited opportunities for volunteering and give input in campus direction.

Priority Problem Statements

Problem Statement 1: The campus achievement in Mathematics is lower than desired state.

Root Cause 1: District curriculum resources were not implemented.

Problem Statement 1 Areas: Student Learning, Growth and Progress

Problem Statement 2: Emergent Bilingual students did not perform well in Speaking and Writing language domains.

Root Cause 2: Students were not held accountable for mastery in these domains in classrooms as much as they were expected to listen and read.

Problem Statement 2 Areas: Student Learning, Growth and Progress

Problem Statement 3: Students report they do not use a healthy strategy to resolve conflict whether internal or external.

Root Cause 3: Students do not have access to calming and/or coping strategies.

Problem Statement 3 Areas: Student and Staff Well-Being

Problem Statement 4: Staff report they are not encouraged to share concerns openly without fear of retaliation.

Root Cause 4: There was a lack of opportunity for staff to express concerns.

Problem Statement 4 Areas: Student and Staff Well-Being

Problem Statement 5: Parents feel they are not a partner in their child's education.

Root Cause 5: There has limited opportunities for volunteering and give input in campus direction.

Problem Statement 5 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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results

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

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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: The Forbes staff will participate in collaborative team meetings to understand the GISD curriculum documents, create and implement common formative assessments, and plan for intervention and enrichment.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Campus departments have a shared meeting time built in the master schedule. Department chairs are leading collaborative team meetings to focus on identifying essential intervention standards Evidence of Desired State: Essential intervention standards are identified and used to inform unit planning and common formative assessments before the unit of study begins as shown on our tracking forms and planning artifacts. Problem Statements: Student Learning, Growth and Progress 1, 2	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: Essential intervention standards will be identified on the tracking document at the beginning of the unit of study.

Staff Responsible: Teachers
 Department Chairs
 Learning Design Coach

Collaborating Departments: Teaching and Learning

Strategy 2: Unit plans will be created before the unit of study begins using the GISD curriculum and essential intervention standards

Staff Responsible: Teachers
Department Chairs
Learning Design Coach

Collaborating Departments: Teaching and Learning

Strategy 3: Common formative assessments will be created before the unit of study begins utilizing essential intervention standards.

Staff Responsible: Teachers
Department Chairs
Learning Design Coach

Collaborating Departments: Teaching and Learning
Assessment

Strategy 4: Assessment data is used to inform intervention and enrichment.

Staff Responsible: Teachers
Department Chairs
Learning Design Coach

Collaborating Departments: Teaching and Learning
Assessment

Strategic Objective 1 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 1: The campus achievement in Mathematics is lower than desired state. Root Cause: District curriculum resources were not implemented.
Problem Statement 2: Emergent Bilingual students did not perform well in Speaking and Writing language domains. Root Cause: Students were not held accountable for mastery in these domains in classrooms as much as they were expected to listen and read.

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 are recognized for learner profile attribute attainment.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Each nine-weeks, students are recognized for SOAR awards related to learner profile. Evidence of Desired State: Students receive monthly recognition for progress in learner profile attributes. Student learner profile scores will increase. Problem Statements: Student and Staff Well-Being 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>				

Strategy 1: Students will be recognized monthly for demonstrating learner profile attributes.

Staff Responsible: Grade Level Team Lead Teachers
Administrators

Strategic Objective 2 Problem Statements:

Student and Staff Well-Being
Problem Statement 1: Students report they do not use a healthy strategy to resolve conflict whether internal or external. Root Cause: Students do not have access to calming and/or coping strategies.

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
- Desired State: Students understand their post-high school opportunities and begin planning for their future.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Some students may have an idea of what options and opportunities are available in high school and post-high school. Evidence of Desired State: 100% of 8th grade students have a personalized graduation plan.	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: Counselors provide guidance lessons to 8th grade students that culminate in the development of a personalized graduation plan.

- Staff Responsible: Counselors
- Collaborating Departments: Counseling Services

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: Minor Change

Desired State: Campus will instill and recognize core values of respectful, responsible, and safe.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Students receive tier one instruction on core values and the brag board structure is set up to recognize students on the individual level, classroom level, and school level. Evidence of Desired State: The school will host at least two school wide brag board celebrations. Problem Statements: Student and Staff Well-Being 1		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

Strategy 1: Students earn brags for being safe, respectful, and responsible and contributes to a classroom brag board and classroom brag board completions contribute to the school-wide brag board with celebrations at each level.

Staff Responsible: Teacher leader team

Collaborating Departments: Student Services

Strategic Objective 1 Problem Statements:

Student and Staff Well-Being
Problem Statement 1: Students report they do not use a healthy strategy to resolve conflict whether internal or external. Root Cause: Students do not have access to calming and/or coping strategies.

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: The campus is national showcase school for Capturing Kids Hearts, which focuses building relationships.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: There is low relational capacity on campus. Evidence of Desired State: Increase in staff survey results. Problem Statements: Student and Staff Well-Being 2	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: Use Capturing Kids Hearts strategies - social contracts, greeting, sharing good things, affirmations, positive launches.

Staff Responsible: Teachers
Administration

Strategy 2: Host monthly staff morale boosters and/or celebrations.

Staff Responsible: Teachers
Counselors
Administration

Strategic Objective 2 Problem Statements:

Student and Staff Well-Being
Problem Statement 2: Staff report they are not encouraged to share concerns openly without fear of retaliation. Root Cause: There was a lack of opportunity for staff to express concerns.

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: Minor Change

Desired State: The campus meets the district attendance goal of 96%.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: 23-24 school year attendance rate was 94% Evidence of Desired State: 96% ADA Problem Statements: Student and Staff Well-Being 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>					

Strategy 1: Recognize students each nine-weeks for 96% attendance.

Staff Responsible: Attendance Clerk

Teachers

Administrators

Collaborating Departments: Student Services

Strategy 2: Implement opportunities and instruction to help students learn coping strategies, conflict resolution skills, and effective communication skills in order to strengthen relationships between students, peers, and the adults to foster connections on campus within the Forbes Middle School Community.

Staff Responsible: Counselors

Collaborating Departments: Counseling Services

Strategic Objective 3 Problem Statements:

Student and Staff Well-Being
Problem Statement 1: Students report they do not use a healthy strategy to resolve conflict whether internal or external. Root Cause: Students do not have access to calming and/or coping strategies.

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

Desired State: Staff receive stipends for leading priority work on campus.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Leadership teams are developed and stipends allocated to lead PLC and Multi-Tiered Student Support (MTSS) work. Evidence of Desired State: PLC agendas are driven by teacher leaders. MTSS meetings are led by teacher leaders. Stipends are allocated.		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 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:** Staff find meaning and value in their work and feel like their input is used to make campus decisions.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: New systems and structures are being defined and implemented. Evidence of Desired State: Data from staff surveys are used to inform campus decisions to refine systems and structures. Increase retention rate. Problem Statements: Student and Staff Well-Being 2	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>				

Strategic Objective 2 Problem Statements:

Student and Staff Well-Being
Problem Statement 2: Staff report they are not encouraged to share concerns openly without fear of retaliation. Root Cause: There was a lack of opportunity for staff to express concerns.

Strategic Priority Area 3: Staff Recruitment and Retention

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

- Change Decision: Major Change
- Desired State: PLC work is lead by teacher teams with support from campus and district leadership.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Collaborate team meeting time is allocated on the Master Schedule for horizontal and vertical alignment within each core content department. Evidence of Desired State: Increased student outcomes on essential intervention standard mastery and common formative assessments. Team meeting agendas are aligned to the work of PLC. 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: The campus achievement in Mathematics is lower than desired state. Root Cause: District curriculum resources were not implemented.

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:** Parents feel informed about campus events and their students academic performance.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Parent surveys indicate that 62% feel we are transparent on progress regarding priority work. Evidence of Desired State: Increased parent survey results. Weekly campus communications that include updates on priority work. Use of skyward to enter grades and sharing of assessment data. Problem Statements: Community and Connectivity 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 1 Problem Statements:

Community and Connectivity
Problem Statement 1: Parents feel they are not a partner in their child's education. Root Cause: There has limited opportunities for volunteering and give input in campus direction.

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: The campus hosts a monthly coffee with the principals for parents to receive updates and ask questions.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Monthly coffee with the principals are scheduled. Evidence of Desired State: Monthly agendas and sign in sheets. Input is used to inform campus decisions. Problem Statements: Community and Connectivity 1		Formative			Summative
		Oct	Jan	Apr	July
		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 Objective 2 Problem Statements:

Community and Connectivity	
Problem Statement 1: Parents feel they are not a partner in their child's education.	Root Cause: There has limited opportunities for volunteering and give input in campus direction.

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: Parents report they feel welcome and invited at Forbes through events like coffee with the principals, opening lunch for visits, and campus events.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Parent survey results indicate that 69% of parents feel welcome and invited at the campus. Evidence of Desired State: Increased Parent survey results. Problem Statements: Community and Connectivity 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:

Community and Connectivity
Problem Statement 1: Parents feel they are not a partner in their child's education. Root Cause: There has limited opportunities for volunteering and give input in campus direction.