

Georgetown Independent School District

Wagner Middle School

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

2023-2024 STAAR Assessment Data:

See addendum titled "2024 STAAR Preliminary Results". This file shows the percentage change in performance level for each of grade level STAAR assessment, as well as the corresponding percentage change for the following groups of students: all, economically disadvantaged, emergent bilingual, SPED.

2023-2024 MAPs Assessment Data:

See addendum titled "2024 MAPs Assessment Summary Results". This file shows the percentage of students in each of the five performance quintiles for each grade level MAPs assessment, as well as the corresponding percentage change for the following groups of students: all, economically disadvantaged, emergent bilingual, SPED. The table to the right-hand side shows the percentage of students based on growth from MOY to EOY.

Parent Climate Survey Data:

The following statements received between 60-75% positive response from parents.

- My child is appropriately challenged by the school academic curriculum.
- My child is well-prepared for the next school year.

The following statements are below 60% positive response from parents.

- The school provides support for my child's unique learning needs.
- My child receives useful feedback about their work.
- My child is being adequately prepared for future success.

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1 (Prioritized): Wagner students, across grade levels and subpops, significantly underperforming as compared to the previous year's data and to this year's state data.

Root Cause: Majority of math department consists of new teachers (0-3 years) that lack content knowledge.

Problem Statement 2 (Prioritized): SPED students significantly underperforming across grade levels in both math and reading STAAR as compared to the state.

Root Cause: SPED has been understaffed and as a result have focused their time more on preparing for ARDs, than on instruction and the PLC process.

Problem Statement 3 (Prioritized): Wagner students, across grade levels and subpops, significantly underperforming as compared to the previous year's data and to this year's state data.

Root Cause: Language arts teachers have not focused instruction on improving critical thinking skills in reading and writing.

Student and Staff Well-Being

Student and Staff Well-Being Summary

EOY 23-24 Discipline Referral Data:

- Of the total discipline referrals: nearly 65% of students received none, 21% of students received 1-2 referrals, 6.5% of students received 3-4 referrals, 4.3% of students received 5-10 referrals, and 2.7% of students received more than 10 referrals.
- About 74% of discipline referrals can be considered minor (or tier 1) behaviors. Of these minor behaviors: 13.5% pertained to unsafe behaviors, 58% pertained to disrespectful behavior, and 28.5% pertained to irresponsible behaviors.
- About 26% of discipline referrals can be considered major (or tier 3) behaviors. Of these major behaviors: 33% pertained to unsafe behaviors (largely fighting), 67% pertained to disrespectful behavior (largely offensive language).
- No significant changes were observed in total number of discipline referrals between quarter 1 and quarter 2. Quarter 3 showed a 15% increase in discipline referrals as compared with quarter 1 and 2.

Learner Profile Student Data:

- Student responses increased positively as compared to the 2022-2023 results for 24 of the 29 statements.
- The following statements showed a slight decrease as compared to the 2022-2023 results.
 - This year, I have had
 - the opportunity to learn things in a variety of ways.
 - In my classes, I am given choices on how I can show what I've learned.
 - When I see someone at my school who looks alone or upset, I will ask if I can help.
 - I feel like my ideas are heard and valued when working groups on school work or projects.
 - I feel comfortable utilizing the restrooms in my school without concerns.
- Overall, student responses increased positively as compared to the 2022-2023 results in each of the following categories of statements.
 - LP Category #1 - Creates and innovates, Obtains knowledge through inquire and exploration, Applies critical thinking
 - LP Category #2 - Develops self-knowledge and personal responsibility, Adapts and perseveres
 - LP Category #4 - Environment: The ability for the school to offer a learning environment where a student can develop their learner profile traits.
- The following category of statements showed a slight decrease as compared to the 2022-2023 results.
 - LP Category #3 - Communicates, Collaborates, Builds and models respectful relationships

Staff Climate Survey Data:

See also data provided in Student Retention and Recruitment Needs Assessment.

Parent Climate Survey Data:

The following statements received at least 75% positive response from parents.

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

The following statements received between 60-74% positive response from parents.

- My child feels connected to adults at their school.
- My child's school is a safe place to learn.
- I feel welcomed and invited in my child's school.

The following statements are below 60% positive response from parents.

- My child has a sense of belonging at their school.
- My child looks forward to going to school.

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1 (Prioritized): Majority of disciplinary incidents related to disrespectful behavior/interactions between students.

Root Cause: Students lack understanding of meaning of some offensive words, using these terms informally amongst one another.

Problem Statement 2 (Prioritized): Slightly lower staff responses regarding availability of resources, opportunities for growth, and receiving of regular feedback.

Root Cause: Campus lacks system to ensure clarity and support of, and accountability towards priority work to ensure that collaborative time is focused in pursuit of our priority work.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

Wagner Middle School is home to 95.5 staff, including 3 administrators, 63.5 teachers, 16 educational aides, 5 clerical support staff, and 8 professional support staff. This school year, our campus had an 84% retention rate, which is a 54% increase from the previous school year. Currently, our campus has 1 vacant instructional aide position.

Staff Climate Survey Data:

The following statements received at least 75% positive response from staff.

- I find my work interesting.
- I find my work satisfying.
- I find my work challenging.
- I enjoy collaborating with my colleagues.
- My supervisor trusts me.
- I trust my supervisor.
- I have the authority to make decisions necessary for my day-to-day work.
- I feel safe at work.
- I feel welcomed at work.
- I am committed to GISD's vision, mission, and beliefs.
- I support the direction of GISD.

The following statements had between 60-74% positive response from staff.

- In general, I am satisfied with my current job.
- My work is valued by my supervisor.
- I have the resources to get my work done.
- In GISD, I feel connect to and supported by my colleagues.
- I am encouraged to express my concerns openly.
- I feel free to speak up without fear of retaliation.
- Good work is recognized in my campus/department.
- I receive meaningful feedback to support my professional growth.
- There are opportunities for me to grow professionally in GISD.
- I am encouraged to share my ideas openly.

No statements received less than 61% positive response from staff.

Community and Connectivity

Community and Connectivity Summary

Wagner has an active PTA that partners with our campus to support students and our campus initiatives.

Parents receive a weekly newsletter from the campus principal highlighting campus/student achievements, upcoming events, and areas of campus focus.

Wagner utilizes the online program "Let's Talk" to quickly and efficiently work to resolve student, staff, and parent concerns or questions. Following each customer outreach, the customer has an opportunity to provide feedback and a rating on our customer service. Ratings are given on a scale of 0-10. Since implementing this program, our campus has ended the year with a near perfect rating (> 9.5) with over 200 customer Let's Talks.

Parent Climate Survey Data:

The following statements received between 60-75% positive response from parents.

- The school is responsive to my family's culture and language.
- The school keeps me well-informed of my child's learning progress in school.
- The school is very good at keeping me well-informed of all aspects of their educational experience.
- I feel welcomed and invited in my child's school.

The following statements are below 60% positive response from parents.

- The school keeps me well-informed of my child's progress on development of Learner Profile attributes. (46% + 30% neutral)
- The school encourages me to be an active partner with the school in educating my child. (45% + 36% neutral)

Priority Problem Statements

Problem Statement 1: Majority of disciplinary incidents related to disrespectful behavior/interactions between students.

Root Cause 1: Students lack understanding of meaning of some offensive words, using these terms informally amongst one another.

Problem Statement 1 Areas: Student and Staff Well-Being

Problem Statement 2: Slightly lower staff responses regarding availability of resources, opportunities for growth, and receiving of regular feedback.

Root Cause 2: Campus lacks system to ensure clarity and support of, and accountability towards priority work to ensure that collaborative time is focused in pursuit of our priority work.

Problem Statement 2 Areas: Student and Staff Well-Being

Problem Statement 3: Wagner students, across grade levels and subpops, significantly underperforming as compared to the previous year's data and to this year's state data.

Root Cause 3: Majority of math department consists of new teachers (0-3 years) that lack content knowledge.

Problem Statement 3 Areas: Student Learning, Growth and Progress

Problem Statement 4: SPED students significantly underperforming across grade levels in both math and reading STAAR as compared to the state.

Root Cause 4: SPED has been understaffed and as a result have focused their time more on preparing for ARDs, than on instruction and the PLC process.

Problem Statement 4 Areas: Student Learning, Growth and Progress

Problem Statement 5: Wagner students, across grade levels and subpops, significantly underperforming as compared to the previous year's data and to this year's state data.

Root Cause 5: Language arts teachers have not focused instruction on improving critical thinking skills in reading and writing.

Problem Statement 5 Areas: Student Learning, Growth and Progress

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: Our system will have the capacity to deliver standards aligned instruction and utilize assessment data to monitor student learning and provide meaningful, real-time intervention to learners.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Currently, core teachers collaboratively identify 1-2 essential standards per unit of study. During PLCs, grade-level teams collaboratively design 2-3 aligned CFAs with accompanying intervention and enrichment. We lack clarity around lesson plan expectations. Additionally, teachers receive minimal feedback on the quality of lesson plans prior to their implementation. As a campus, we lack a system to regularly and collaboratively analyze assessment data, as well as lack a system to track assessment data and student growth towards essential standards as a campus. Evidence of Desired State: By the end of the year, 70% of our students will have demonstrated mastery on each of the essential standards for their core classes (ELAR, math, science, and social studies) as demonstrated on formative and summative assessments. Problem Statements: Student Learning, Growth and Progress 1, 2, 3 - Student and Staff Well-Being 2	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Adjustments Taking Place	Adjustments Taking Place	
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

Strategy 1: All teachers will design and deliver lessons that are standards aligned, leverage the gradual release model (includes direct instruction, guided practice, collaborative work. and independent work), and incorporates a daily check for understanding. Lesson plans will be submitted the Wednesday prior to implementation with feedback provided each Thursday by our Instructional Leadership Team. Support will be provided to core and SPED teachers during design PLCs by the Instructional Leadership Team and content coordinators.

Staff Responsible: Instructional Leadership Team, consisting of LDCs, Academic Dean, and campus administration

Collaborating Departments: Teaching, Learning, and Assessment

TEA Priorities:

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

- **Additional Targeted Support Strategy**

Strategy 2: All teachers will collaboratively design 2-3 common formative assessments (CFA) along with an intervention and enrichment for each identified essential standard. Lesson plans will include time to implement intervention and enrichment following each CFA. Teachers will collaboratively review assessment data to identify students in need of intervention and those in need of enrichment. Support will be provided by the Instructional Leadership Team and content coordinators.

Staff Responsible: Instructional Leadership Team, consisting of LDCs, Academic Dean, and campus administration.

Collaborating Departments: Teaching, Learning, and Assessment

TEA Priorities:

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

- **Additional Targeted Support Strategy**

Strategy 3: ELAR and Social Studies teachers will intentionally incorporate writing strategies into classroom instruction and incorporate a writing prompt into unit summative assessments. Teachers will engage in professional learning around ECR and SCR with opportunities for calibration using the rubric, goal setting, and learning around leveraging small group intervention and writing conferencing to support student achievement.

Staff Responsible: ELAR and Social Studies Teachers, with support from LDCs, Academic Dean, and Content Coordinator

Collaborating Departments: Teaching and Learning

TEA Priorities:

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

- **Additional Targeted Support Strategy**

Strategic Objective 1 Problem Statements:

Student Learning, Growth and Progress	
Problem Statement 1: Wagner students, across grade levels and subpops, significantly underperforming as compared to the previous year's data and to this year's state data. Root Cause: Majority of math department consists of new teachers (0-3 years) that lack content knowledge.	
Problem Statement 2: SPED students significantly underperforming across grade levels in both math and reading STAAR as compared to the state. Root Cause: SPED has been understaffed and as a result have focused their time more on preparing for ARDs, than on instruction and the PLC process.	

Student Learning, Growth and Progress
Problem Statement 3: Wagner students, across grade levels and subpops, significantly underperforming as compared to the previous year's data and to this year's state data. Root Cause: Language arts teachers have not focused instruction on improving critical thinking skills in reading and writing.
Student and Staff Well-Being
Problem Statement 2: Slightly lower staff responses regarding availability of resources, opportunities for growth, and receiving of regular feedback. Root Cause: Campus lacks system to ensure clarity and support of, and accountability towards priority work to ensure that collaborative time is focused in pursuit of our priority work.

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: Our system will have the capacity to recognize students' development of Learner Profile attributes each month.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Historically students have been recognized for Learner Profile growth at EOY awards ceremonies. We lack a system to consistently recognize student growth towards Learner Profile attributes throughout the year. Evidence of Desired State: By the end of the year, at least one student per Learner Profile attribute (6 total) is recognized monthly and celebrate at our Wolves of the Month breakfast.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	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: Each of our departments will select one student to recognize as a "Wolf of the Month" for the department's assigned Learner Profile attribute. Each month, our campus will recognize these students in community communications, social media, and at our "Wolves of the Month" breakfast with parents.

Staff Responsible: Department Heads and Counselors

Collaborating Departments: Communications

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: Counselors will meet with all students to discuss various elective courses, specifically those eligible for high school credit to include: Spanish 1-4, Business Information Management (BIM), Digital Media, Fundamentals of Computer Science, Health, Professional Communications, Principals of Applied Engineering, Teen Leadership, Algebra I.

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.

Change Decision: Minor Change

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Currently, the primary method for communicating a student's progress to their parents occurs almost exclusively through posting grades in Skyward. While each student completes a BOY, MOY, and EOY MAP assessment and a Fall and Spring STAAR Interim, math and reading teachers have not historically provided information to parents about their student's performance and/or growth. Evidence of Desired State: On the EOY Parent Survey, 75% of Wagner parents will report either agree or strongly agree when asked "The school keeps me informed about my child's learning progress in school."		Formative			Summative
		Oct	Jan	Apr	July
		Adjustments Taking Place	On Track	On Track	
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Strategy 1: Math and ELAR teachers will provide assessment information to every parent in a way that clearly communicates their student's performance on each MAP assessment and their student's growth on the MOY and EOY MAP assessment.

Staff Responsible: Math and Reading Teachers, with support from LDCs and Academic Dean.

Collaborating Departments: Teaching, Learning, and Assessment

TEA Priorities:

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

- **Additional Targeted Support Strategy**

Strategy 2: Math and ELAR teachers will provide assessment information to every parent in a way that clearly communicates their student's performance on each STAAR interim assessment and their student's growth on the Spring STAAR interim assessment.

Staff Responsible: Math and Reading Teachers, with support from LDCs and Academic Dean.

Collaborating Departments: Teaching, Learning, and Assessment

TEA Priorities:

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

- **Additional Targeted Support Strategy**

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: Our system will have the capacity to positively impact and support student behaviors.

Evidence of Progress Toward Objective 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Evidence of Progress Toward Objective 1: All teachers have received professional learning with Capturing Kids' Hearts and Emergent Tree strategies. Teachers participate in monthly department meetings focused on professional learning and support around these strategies. Currently, the implementation of these strategies is inconsistent across classrooms as evidenced by classroom walkthroughs.</p> <p>Core interdisciplinary teams meet regularly, every Tuesday and Thursday. All teams use a campus provided agenda as they implement the MTSS process. Currently, core teams progress with the MTSS process varies.</p> <p>Evidence of Desired State: On the EOY Learner Profile Survey, our Wagner students will report an increase in positive responses associated to those statements associated with builds & models respectful relationships, and our campus environment, as compared to our 2023-2024 results.</p> <p>Problem Statements: Student and Staff Well-Being 1</p>	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>				

Strategy 1: Core teachers will consistently collaborate as interdisciplinary teams to implement an MTSS progress focused on identifying and supporting individual student needs regarding academics, behavior, and/or attendance.

Staff Responsible: Core interdisciplinary teams with support from Counselors and campus admin, as needed.

Strategy 2: All teachers will implement Emergent Tree and Capturing Kids' Hearts with fidelity, receiving regular professional learning and support through monthly department meetings.

Staff Responsible: Behavior Leadership Team, consisting of Process Champions, Counselors, and campus admin

Strategic Objective 1 Problem Statements:

Student and Staff Well-Being
Problem Statement 1: Majority of disciplinary incidents related to disrespectful behavior/interactions between students. Root Cause: Students lack understanding of meaning of some offensive words, using these terms informally amongst one another.

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: Campus priority work and initiatives clearly connect to our Wagner Commitments. This include a focus on relationships, collaboration, and effective instruction. Staff receive affirmation and feedback, as well as intentional learning, collaboration, and support towards our campus priority work and initiatives.

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: All staff will leverage Capturing Kids' Hearts and Emergent Tree strategies to develop authentic relationships with/amongst students and to build a positive campus culture. Counselors will provide quarterly classroom guidance to help students build the skills needed for self-regulation, conduct small groups, and support equipping staff with trauma informed practices.

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.

Change Decision: Maintain

Desired State: Wagner will continue to utilize a hiring process that focuses on identifying prospective employees that are deeply connected to our Wagner Commitments (i.e. relationships, collaboration, and effective instruction). All newly hired Wagner staff and interested returning Wagner staff will participate in a professional learning opportunity (Wagner Academy) to deepen their understanding of and alignment to the GISD Vision, Mission, Beliefs, Learner Profile, and our Wagner Commitments. All staff will continue to receive regular support and collaboration through routine faculty and department meetings.

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: Our system will have the capacity to foster a collaborative campus culture through the implementation and support of professional learning communities (PLCs).

Evidence of Progress Toward Objective 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Evidence of Progress Toward Objective 1: All teachers are part of a designated department. Departments have weekly meetings that serve as PLCs to engage in a variety of learning and/or collaboration. Departments meet once per month for focused learning on strategies that support positive behaviors and twice per month for focused learning on strategies that support effective instruction.</p> <p>All teachers have a scheduled conference period with a colleague that teaches the same or similar courses allowing for collaboration. Specifically, core teachers have two designated PLC periods - one for the design process and one for the teaming process. Design PLCs occur with departmental peers every Monday, Wednesday, and Friday and are dedicated to the collaborative process of designing and delivering effective instruction. Teaming PLC occur with interdisciplinary team peers every Tuesday and Thursday and are dedicated to the collaborative MTSS process.</p> <p>Currently, the effectiveness of our design PLCs varies across departments. While our campus includes collaboration as one of our three Wagner Commitments, we lack clarity around PLC expectations and lack supports such as PLC norms, agendas, and a data review protocol that are necessary for effective PLCs.</p> <p>Evidence of Desired State: Using Solution Tree's "Staff Perceptions about Collaboration Tool", 80% of design PLC teachers will report at least an average rating for each of the 5 indicators. Using Solution Tree's "Monitoring the Products of Collaboration Tool", 80% of design PLCs will be rated as effective or high-performing in the areas of norms, agendas over time, and data.</p> <p>Problem Statements: Student Learning, Growth and Progress 1, 2, 3 - Student and Staff Well-Being 2</p>	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: Clarity will be provided to each design PLC, in writing and through professional learning, to clearly communicate the purpose and the priority tasks to be completed PLCs.

Staff Responsible: Instructional Leadership Team, consisting of LDCs, Academic Dean, and campus administration.

TEA Priorities:

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

- Additional Targeted Support Strategy

Strategy 2: Development of systems that support PLC processes, including grade-level established PLC norms, a monthly PLC calendar, a daily PLC agenda, and a data review protocol.

Staff Responsible: Academic Dean with support from LDCs and campus principal.

Collaborating Departments: Teaching, Learning, and Assessment

TEA Priorities:

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

- Additional Targeted Support Strategy

Strategy 3: Consistent support during PLCs provided by LDCs, Academic Dean, campus administration, and Content Coordinators, specifically during the following tasks: reviewing curriculum documents, designing aligned common formative assessments, reviewing assessment data, and establishing pacing and learning objectives of unit. Additional support provided by SPED coordinator and/or SPED LDC.

Staff Responsible: Instructional Leadership Team, consisting of LDCs, Academic Dean, and campus administration.

Collaborating Departments: Teaching and Learning

TEA Priorities:

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

- Additional Targeted Support Strategy

Strategic Objective 3 Problem Statements:

Student Learning, Growth and Progress	
Problem Statement 1: Wagner students, across grade levels and subpops, significantly underperforming as compared to the previous year's data and to this year's state data. Root Cause: Majority of math department consists of new teachers (0-3 years) that lack content knowledge.	
Problem Statement 2: SPED students significantly underperforming across grade levels in both math and reading STAAR as compared to the state. Root Cause: SPED has been understaffed and as a result have focused their time more on preparing for ARDs, than on instruction and the PLC process.	
Problem Statement 3: Wagner students, across grade levels and subpops, significantly underperforming as compared to the previous year's data and to this year's state data. Root Cause: Language arts teachers have not focused instruction on improving critical thinking skills in reading and writing.	
Student and Staff Well-Being	
Problem Statement 2: Slightly lower staff responses regarding availability of resources, opportunities for growth, and receiving of regular feedback. Root Cause: Campus lacks system to ensure clarity and support of, and accountability towards priority work to ensure that collaborative time is focused in pursuit of our priority work.	

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: Our campus will continue and enhance ongoing communication efforts to keep stakeholders informed, connect decisions to the vision/mission/beliefs to the district and our campus, and gather input. Our campus will continue to leverage social media, our campus website, and weekly communication with our staff and parents with an emphasis placed on providing clarity on how our campus works towards our Wagner Commitments (i.e. relationships, collaboration, and effective instruction).

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: Wagner staff will continue to leverage our partnership with our Wagner PTA to ensure our families feel informed, connected, and valued, as well as collaborate with our families to increase opportunity for campus-community engagement.

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: Our campus will continue to invite and actively encourage the attendance of our families and community to events showcasing student participation in campus organizations and/or events celebrating student success.