

Georgetown Independent School District

East View High School

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

In the 23-24 school year systems for Professional Learning Communities were built and EVHS observed an increase in overall student achievement based on STAAR data. STAAR data reveals that special education students and emergent bilinguals are not performing as well as their peers specifically in English and Algebra. Parent and student survey data indicates a need for consistent feedback on learning outcomes for students and their parents. Special education and Emergent bilingual support teachers need clarity and support in aligning to professional learning communities. The next step in developing professional learning communities at EVHS is identifying essential intervention standards and using them to drive intervention.

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1: Special education and emergent bilingual students are not performing as well as their peers in STAAR and benchmarks.

Root Cause: Lack of system that aligns content professional learning communities to special education and emergent bilingual teaching teams.

Problem Statement 2: Parents and students would like consistent feedback on student performance on learning outcomes.

Root Cause: Lack of consistent system to communicate learning outcomes throughout the year.

Problem Statement 3: Professional learning communities using essential intervention standards for intervention.

Root Cause: More time and structures needed to allow all professional learning communities to identify essential intervention standards and utilize them for intervention.

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.

98% of the staff at EVHS expressed satisfaction with their job at EVHS. Also 88% of staff feels valued by their superior. 84 % of students feel connected to EVHS through various programs and organizations.

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.

85% parents surveyed expressed feeling welcomed at EVHS and expressed feeling connected. EVHS has nearly 2500 followers on social media.

Priority Problem Statements

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: Continue to align instruction, assessment and intervention through content specific professional learning communities using the 4 guiding questions of PLC. Identify essential intervention standards for all content areas to guide professional learning communities in instruction, assessment and intervention.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Professional learning communities in EOC content areas and other core areas have been established. They meet weekly using the 4 guiding questions of PLC to guide instruction, assessment and intervention planning. These PLC's have meeting time built into the master schedule. Evidence of Desired State: All instruction is aligned to the district curriculum and teachers develop common assessments that are at the appropriate level of depth to appropriately assess learning of essential intervention standards. Multiple means for intervention based on essential intervention standards are utilized and all students achieve mastery of essential intervention standards.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	Adjustments Taking Place		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Strategy 1: All content areas will identify essential intervention standards for their content area and ensure that all students show mastery in these standards.

Staff Responsible: Associate Principal, Design Coach, teachers

Collaborating Departments: Teaching and learning, core departments

Strategy 2: Provide ongoing professional development for all staff focused on instructional strategies designed to support SPED and ESL students, with the goal of increasing academic achievement for these student populations.

Staff Responsible: Associate Principal, Assistant Principal, Learning Design Coach, Sped staff

Collaborating Departments: Special Education (District), Special Education, ESL (district), ESL

Strategy 3: General education teachers will actively collaborate with SPED and ESL staff in PLCs to ensure cohesive instruction, assessment, and intervention plans that support the diverse needs of SPED and ESL students, improving academic outcomes by 40%.

Staff Responsible: Associate Principal, Learning Design Coach, District SPED and ESL support

Collaborating Departments: Special Education, ESL and general education

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
- Desired State: Students show attributes of the learner profile in their learning and behavior. Teacher and student are able to articulate the attributes of the learner profile.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Students are recognized for exhibiting learner profile attributes by teachers, staff and each other bi weekly. Evidence of Desired State: Nominators are able to articulate the learner profile attributes they observe in students and students aspire to exhibit the learner profile. A culture of celebration around the Learner Profile is displayed bi weekly.		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: A student who exhibits the Learner Profile attributes will be nominated by teachers and selected by the administration to be recognized at least bi weekly as the "bell ringer" of the week. The students will be recognized by in front of their peers during school song Fridays.
- Staff Responsible: Teachers, Administration
- Collaborating Departments: All Departments

Strategic Priority Area 1: Student Learning, Growth and Progress

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

- Change Decision: Minor Change
- Desired State: By graduation, 75% of East View seniors will be college, career, or military ready.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: At the beginning of the year, 47% of EVHS seniors have met the requirements to meet CCMR. Evidence of Desired State: Graduation Rates, CCMR Data	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 1: Provide opportunities for students to access preparation support through tutorials and targeted instruction for TSIA2 exam in Mathematics.

- Staff Responsible: CCMR Coordinator, Associate Principal
- TEA Priorities:
Connect high school to career and college

Strategy 2: Monitor and meet one one with every student in a CTE course to encourage students to take a Industry Based Certification Exam.

- Staff Responsible: CCMR Counselor, Counselors
- TEA Priorities:
Connect high school to career and college

Strategy 3: Seniors who have not met math or English readiness goals through SAT or TSI, have the opportunity to meet those goals in their senior math and English class through a partnership with ACC.

- Staff Responsible: CCMR Coordinator, Associate Principal
- Collaborating Departments: English and Math Departments, ACC
- TEA Priorities:
Connect high school to career and college

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
- Desired State: Administrators, teachers, students and parents can all access progress of all students in essential intervention standards.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Most teachers utilize Schoology as their learning management system. Students are proficient in the use of schoology. Currently we have not launched the parent access of schoology as it is still in implementation. Evidence of Desired State: All teachers, students, and parents can view mastery of learning standards in one learning management system - schoology.		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: Provide continued training in support to teachers on schoology to advance implementation and profeciency.

- Staff Responsible: Learning design coach, District technology
- Collaborating Departments: Teaching and Learning, Technology

Strategy 2: Develop a tracker that shows mastery of essential intervention standards by student.

- Staff Responsible: Associate Principal, Learning Design coach

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 recognize positive and respectful behaviors through affirmations and campus recognition. Campus will have a culture reflective of the Patriot Way.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Currently 80% of students feel safe according to survey data. Evidence of Desired State: 100% of students feel safe at school.	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: Continue systems of structure for common areas (hallways, restrooms, cafeteria, parking lot) including color coded hall passes, locking restrooms during passing periods, security checks on hallways/restrooms, and wearing of ID's.

Staff Responsible: All staff

Collaborating Departments: All departments

Strategy 2: Implementation of Tier 1 behavior expectations using Emergent Tree. Students will be taught was expectations are in common area and in classrooms. This instruction will be delivered throughout the year by administration and teachers.

Staff Responsible: Administration & Teachers

Strategic Priority Area 2: Student and Staff Well-Being

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

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: 99% of teachers stated they agreed that their work was satisfying. Evidence of Desired State: 100% of teachers express finding satisfaction and meaning in their work.	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: We will continue to recognize our Teacher and Staff members of the month on our social media platforms and on our campus.

Staff Responsible: Principal, Assistant Principal

Strategy 2: Continue to provide professional learning and support the effectiveness of Professional Learning Communities and the focus on essential intervention standards.

Staff Responsible: Associate Principal, Learning Design Coach, Assistant Principals

Collaborating Departments: District Teaching and Learning

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: 100% students feel physically and psychologically safe at EVHS.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: 75% of all students feel that the campus is a safe environment to learn and 80% feel they have an adult on campus they can trust. Evidence of Desired State: 100% of students feel that the campus is a safe place to learn and that 100% have a trusted adult on campus.		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

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:** EVHS retains all employees (with exception of those retiring or promoting) and supports their growth in the vision, mission, and beliefs.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: EVHS recruited and hired high quality employees to replace vacancies and are committed to supporting their professional growth. Evidence of Desired State: Staff retention rate, staff and culture survey		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>					

Strategy 1: Campus leadership will continue to attend several university job fairs across the state to recruit teachers to EVHS and GISD.

- Staff Responsible:** Principal, Associate Principal
- Collaborating Departments:** Human Resources
- TEA Priorities:**
Recruit, support, retain teachers and principals

Strategy 2: Campus leadership will continue to build a positive and professional work environment that supports teachers and staff by providing clarity through systems and processes.

- Staff Responsible:** Principal, Campus Leadership
- TEA Priorities:**
Recruit, support, retain teachers and principals

Strategy 3: Continue to celebrate teachers and staff and affirm them in their accomplishments through Teacher/Support Staff of the month recognitions, staff luncheons, and teacher appreciation events.

- Staff Responsible:** Principal, Admin Team

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 4: In an effort to build community and connection, continue to promote EVHS school culture and spirit through use of traditions and new culture building activities such as School Song Fridays, Patriot Awards, teacher/staff recognitions and social media affirmations.

Staff Responsible: Principal, Admin Team

TEA Priorities:

Recruit, support, retain teachers and principals

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: PLCs drive instructional decisions in the classroom that are based on monitored student progress.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: PLCs in all core content areas meet weekly and focus on the 4 critical questions. Evidence of Desired State: Tracking of EIS progress	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: Teachers will use PLCs to plan instruction, share best practices, and brainstorm ways to improve learning in order to positively impact student achievement.

- Staff Responsible: Associate Principal, LDC
- Collaborating Departments: Teaching and Learning
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: Content areas will identify Essential Intervention Standards for their content and create CFAs to monitor progress and intervene as needed.

- Staff Responsible: Associate Principal, LDC

Strategy 3: Administration will attend all possible PLCs to support teachers as they plan and monitor progress.

- Staff Responsible: Associate Principal
- Collaborating Departments: Teaching and Learning

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

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Campus Improvement Plan will continue to be posted on campus website. Evidence of Desired State: Parents have access to CIP	Formative			Summative
	Oct	Jan	Apr	July
	Effect Achieved	Effect Achieved		
<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 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: Major Change

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: A weekly newsletter to parents and community is sent out weekly. Social media accounts provide multi weekly communication of what is happening at East View High School. Evidence of Desired State: East View High School parents and community are informed and positive relationships are built between EVHS and its community.	Formative			Summative
	Oct	Jan	Apr	July
	Effect Achieved	Effect Achieved		
<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: Continue weekly communication to parents and community through weekly newsletter, website and social media.

Staff Responsible: Principal, Admin Team

Collaborating Departments: District communication team

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Minor Change

Desired State: EVHS parents and community are connected to EVHS through a strong culture and school spirit. All parents and community feel welcome on campus and at events.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Over 70% of parents feel welcomed and informed at EVHS. Evidence of Desired State: 100% of parents feel welcomed and informed at EVHS.	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: Launch Open House - Patriot Fest Event to bring EVHS and our community together. This event will have open house component where parents can meet students teachers and tour campus. Following the open house we will hold a fall carnival for all our community and feeder pattern. This event will end with our homecoming wagon parade.

Staff Responsible: Principal, Admin Team, Teachers, clubs and organizations.