Georgetown Independent School District

Georgetown Alternative Program

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

We will stand in the GAP serving our GISD learning community by proving a structured, safe, and positive learning environment, focusing on both social-emotional learning and academics so students are empowered to grow as learners.

Vision

Home of the most inspired students, served by the most empowered leaders.

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Comprehensive Needs Assessment

Revised/Approved: October 4, 2024

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

Campus	COUNT of Local ID
(246904001) - GEORGETOWN H S	88
(246904002) - CHIP RICHARTE H S	1
(246904003) - GEORGETOWN ALTER PROG	28
(246904004) - EAST VIEW H S	153
(246904040) - DOUGLAS BENOLD MIDDLE	1
(246904041) - JAMES TIPPIT MIDDLE	13
(246904042) - CHARLES A FORBES MIDDLE	33
(246904045) - GEORGE WAGNER MIDDLE	23
Grand Total	**340**

	2023-24			
STARR Info	Did not meet	Approaches	Meets	Masters
All tests	63%	24%	12%	2%
English 1	80%	10%	9%	1%
English 2	59%	16%	26%	0%
Reading 8th grade	55%	18%	23%	5%
Reading 7th grade	72%	12%	8%	8%

	2023-24			
Reading 6th grade	56%	44%	0%	0%
Algebra 1	69%	30%	0%	1%
8th grade math	70%	30%	0%	0%
7th grade math	88%	8%	4%	0%
6th grade math	70%	10%	10%	10%
Biology	40%	46%	13%	1%
8th grade science	64%	23%	9%	5%
US History	15%	48%	30%	6%
8th grade Soc.Studies	81%	14%	5%	0%

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1 (Prioritized): Some students are disengaged with school and not attending when they are sent to GAP, and often need remediation, interventions (academic and behavioral) and highly engaging work.
Root Cause: Students non-attendance can be caused by a variety of reasons, from lack of support, drug/addiction issues, mental health and poverty.

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.

	2019-20	2020-21	2021-22	2022-23	2023-24
students	30	97	157	235	347
MS students	7	1			
HS students	23	8			
teachers	4	5	5	5	6
principal	0	0.5	1	1	2
total staff	7.5	8.5	9.5	9.5	11.5
aides	2	2	2	3	3
prof support	1.5	1.5	1.5	1.5	1.5

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: All PLC work led by the district is designed for traditional campuses. GAP teachers need a PLC avenue to help with planning and instructional delivery for a multi-grade level mixed ability classroom.
Root Cause: GAP campus is smaller than traditional schools and have only one teacher per content area, this present challenges with regard to instructional planning.

Priority Problem Statements

Problem Statement 1: GISD does not currently have a simple or accessible way to obtain data for the GAP campus.

Root Cause 1: The current approach does not allow for an indicator to remain on student in skyward which would enable report generation. On data Suite does not record GAP longitudinal data - only data for the students that are currently enrolled.

Problem Statement 1 Areas: Community and Connectivity

Problem Statement 2: Some students are disengaged with school and not attending when they are sent to GAP, and often need remediation, interventions (academic and behavioral) and highly engaging work.

Root Cause 2: Students non-attendance can be caused by a variety of reasons, from lack of support, drug/addiction issues, mental health and poverty.

Problem Statement 2 Areas: Student Learning, Growth and Progress

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
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources 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: Minor Change

Summative Evaluation: Campus has established reading and writing commitments for a high mobility campus.

Desired State: At GAP, instruction, assessment, and intervention are aligned in support of student learning and growth.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Reading and writing across the curriculum is in the beginning stages of training and implementation. GAP has observed instruction and assessment alginment across the district as somewhat inconsistent between middle school and high school groupings; this has necessitated GAP's focus on district documents for planning and sequencing. Professional development activites will focus on materials and practices indicated on the districts GATE webpage and will be supported by campus administration, LDCs, and district coordinators. **Evidence of Desired State:** The district YAG (year-at-a-glance) will guide tight alignment between learning standards, instruction, and assessment provided by GAP educators. GAP teachers will include critical reading and writing instruction across subjects. Professional learning will support data-based practices for monitoring student learning and consistent implementation of the GISD Curriculum.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
		Adjustments Taking Place	Support Requested		
0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue		

Strategy 1: Increase the number of walkthroughs completed by administration focused topically on different aspects of instructional design. Use the data obtained from walkthroughs to guide campus professional development activities.

Staff Responsible: Principal - Stephanie House
Assistant Principal - Candice Patschke

Collaborating Departments: Curriculum and Instruction

Balanced Scorecard Strategic Action:
Yes

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

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: At GAP, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile by supporting the whole child.

Evidence of Progress Toward Objective 1 Details	Reviews			

Evidence of Progress Toward Objective 1: Currently the GAP campus collects individual student data via Daily Behavior Report Cards over 8 areas that students experience during the school day. A campus level recognition system exists at GAP via "Student of the Week". This could be changed to align to a greater degree with the GISD Learner Profile, with recognition of GISD Learner Profile Awards.
 	
   Evidence of Desired State: DBRC daily tracker will align to different aspects of the learner profile.
 	
   Classroom walkthroughs provide evidence of opportunities that foster perseverance and personal reasonability.
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**
	Adjustments Taking Place	On Track		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Strategy 1: DBRC daily tracker and student expectations will be directly aligned to the aspects of the learner profile. Student who demonstrate these qualities at an above average/excellent level will be nominated for recognition.

Staff Responsible: Candice Patscke

Collaborating Departments: Collaboration with other DAEP/STEP regarding how to recognize student in a confidential manner

TEA Priorities:
Connect high school to career and college, Improve low-performing schools

Strategic Priority Area 1: Student Learning, Growth and Progress

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

Change Decision: Major Change

Desired State: GAP students are prepared to successfully transition back to the home campus showing an increased readiness for re-entry thus preparing them for success in post-secondary education and the workforce.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: All student will meet with the counselor upon enrollment and prior to the transition meeting.	**Formative**			**Summative**
	Oct	Jan	Apr	July
GAP will follow the Academic Transition Plan for all students and reach out to counselor if there are any questions. Students will receive instruction as described in their crosswalk - the MDRs/ARDs/504/EB plans aligned regarding services. All students will have a transition meeting from GAP to their home campus. All GAP student will participate in Interim testing. GAP administrators will coordinate any testing that is not offered at GAP on a student-by-student basis- such as TSI, PSAT, SAT, and AP testing. GAP teachers will reach out via email when student are enrolled in an AP or advanced course where home campus teacher provide instruction, to ensure efficient and open communication of work between home campus and GAP teachers. GAP will improve their ADA from 86% to 91% for the 2024-25 school year. **Evidence of Desired State:** Students will work with GAP administrators and counselor to identify needed supports focusing on the whole child. By student focusing on quality instruction and district scope and sequence, credit recovery, and improving attendance; students will be in a better position to complete graduation and CCMR requirements.	On Track	On Track		

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Strategy 1: Students will meet with counselor shortly after beginning at GAP and prior to transitioning back their home campus.

Staff Responsible: Susan Holmstrom

Collaborating Departments: GAP administration

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Connect high school to career and college, Improve low-performing schools

Strategy 2: All GAP students will participate in Interim State Testing while at GAP. The GAP CTC will coordinate with home campus CTC regarding students that need to take TSI, PSAT and SAT testing as needed

Staff Responsible: GAP assistant principal - Candice Patscke

Collaborating Departments: Assessment

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Strategy 3: GAP will improve student attendance by increasing parent communication and student interventions (daily phones calls, intervention tracking, attendance intervention plans, consequences for non-attendance, PBIS for increased attendance. GAP ADA was 86% for the 2023-24 school year. GAP will meet an attendance goal of 91% for the 2024-25 school year.

Staff Responsible: Principal - Stephanie House
Assistant Principal - Candice Patschke
GAP clerk - Bianca Ramos

Collaborating Departments: Support Services and Attendance (Heather Stoner, Stacie Seveska, Stephanie Ervin, and Erica Estrada

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Connect high school to career and college, Improve low-performing schools

Strategy 4: GAP will follow the Academic Transition Plan (a.k.a. "crosswalk) for all students and reach out to counselor if there are any questions. Campus principal will ensure that students will receive instruction as described in their crosswalk AND that the MDRs/ARDs/504/EB plans aligned to the crosswalk in light of special services. Principal House with communicate with home campus, sped, 504 and EB as needed to ensure compliance and if trends are noticed that need to be addressed.

Staff Responsible: Stephanie House

Collaborating Departments: Sped, 504, EB, and Counseling

Balanced Scorecard Strategic Action:

Yes

TEA Priorities:
Connect high school to career and college, Improve low-performing schools

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: Maintain

    Desired State: GAP will be able to clearly share information with parents regarding expectations, academics, and individual student behavior.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Parents will be given choice in intake options to meet their needs regarding the GAP intake process and DAEP program.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Students will receive instruction as described in their crosswalk - the MDRs/ARDs/504/EB plans aligned regarding services. Credit recovery assigned and accomplished will continue to be tracked via Google doc, transcribed to transcript by GAP, and communicated to home campus counselor via email. **Evidence of Desired State:** Parents and students will transition to GAP with an understanding of the DAEP program and their students' individual plan for success. Student will regain focus on academics and positive school behaviors.	On Track	Adjustments Taking Place		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Strategic Priority Area 2: Student and Staff Well-Being

Picture of Success: Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.
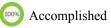
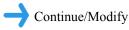**Strategic Objective 1:** GISD students are treated with respect and are respectful to each other and to adults.

Change Decision: Maintain but Consider a Change

Desired State: GAP's culture will reflect best practices regarding SEL, specifically; Trauma Informed Schools, Capturing Kids Hearts, and Restorative Practice; for the purpose of developing positive relationships with caring adults AND empowering teachers to to utilize effective campus level interventions attending to the needs of the whole child.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: GAP will recognize positive and respectful behaviors through PBIS such as student of the week. Consider more directly tying these PBIS recognitions to Learner Profile; **Evidence of Desired State:** The majority of GAP students' DBRC scores will reflect "Meets Expectations" which is equal to a 3 or higher.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
	Adjustments Taking Place	Adjustments Taking Place		

 0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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: GAP employees find meaning and value in their work. Administration will continue to seek ways to celebrate employees excellence, commitment to students, and campus and district vision/mission. GAP will actively continue to be engaged in each others work by meeting regularly to openly discuss concerns, and honoring our commitments we made to one another via the social contract.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: GAP staff regularly meet to create pathways for open and honest communication. If there are interpersonal staff concerns then team members follow the social contract regarding how to handle misunderstandings.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Evidence of Desired State: Team member go to one another with concerns without be redirected to do so by administrative staff.	On Track	On Track		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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: Students and teachers feel the GAP campus and classrooms are physically and psychologically safe.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: This summer, a perimeter fence and metal detector was installed at the campus. All teachers rotate classrooms to minimize transitions to increase student safety. All classrooms have been repurposed for uniformity and to maximize the footprint to allow students to spread out to decrease proximity to another another to support safety and security measures.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
	On Track	Adjustments Taking Place		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Strategy 1: Physical space is audited to ensure classroom arrangements support safety, drills are practiced in accordance with district expectations, and absolute safety rules are posted throughout the campus and classrooms.

Staff Responsible: Dr. House and Reggie Maddox

Collaborating Departments: Operations and facilities

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

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

Summative Evaluation: School board to determine

Desired State: GAP administrators will analyze budget and spending practices to reduce inefficiency and be responsible partners of district funds; and will focus on increasing ADA, to do our part in contributing to the districts bottom line so competitive compensation can remain a district priority.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Researching online programs that supports the needs of a multi-grade level classroom in a high mobility environment **Evidence of Desired State:** quote obtained from IXL that would be much more affordable while still meeting campus needs	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
	Adjustments Taking Place	On Track		

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

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: GAP will actively recruit, attract, and retain employees who embrace the vision, mission, beliefs, and norms of the organization.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Staff feel supported and successful in their role at GAP and this increases retention of employees as evidences on staff surveys.	**Formative**			**Summative**
Evidence of Desired State: GAP staff is actively engage in their work and are supportive of one another inside and outside of campus. We will continue to provide effective on-boarding for all new employees and assign a campus mentor to ensure success. We will continue with regular meetings as a staff to clearly communicate information. The GAP campus will continue CKH practices as a staff (peer-to-peer) such as affirmations and good things, to maintain a positive culture of high accountability coupled with high support.	**Oct**	**Jan**	**Apr**	**July**
	On Track	On Track		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

Strategic Priority Area 3: Staff Recruitment and Retention

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

Change Decision: Maintain but Consider a Change

Desired State: Beginning to create alternative PLC's with STEP. Teachers have met and made connections and are sharing resources and ideas at this time.

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.

HB3 Strategic Priority Area

Change Decision: Major Change

Desired State: GISD provides GAP with a method to obtain relevant data to inform decision-making and assess needs.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Currently GAP does not have access to longitudinal data only data for currently enrolled students. Principal House has placed technology tickets requesting the following data types for GAP: academic data, demographics, state testing, attendance, and behavior/discipline. At this time GAP students are only issued and "G" indicator upon enrollment, which is removed once they transition to home campus. **Evidence of Desired State:** Skyward to be used for data reporting. Data obtained via filters created in conjunction with assessment team.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
		Support Requested	On Track		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Strategy 1: Entered ticket at the beginning of the year requesting the information required in the campus improvement plan. Ticket 56270 with specific data and ticket 56270 for access.

Staff Responsible: Stephanie House, Alena Kaesper, and Donna Stanford

Collaborating Departments: curriculum and assessment, data, student learning

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Improve low-performing schools

Strategy 2: Meet with Dr. Howard and Jen Kearney regarding data needed to guide professional development decisions.

Staff Responsible: Principal - Stephanie House

Collaborating Departments: teaching and learning

Balanced Scorecard Strategic Action:
Yes

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

Strategy 3: Obtain data needed for campus needs assessment completion. Complete needs assessment with key campus stakeholders.

Staff Responsible: Principal - Stephanie House
Assistant Principal - Candice Patshcke

Collaborating Departments: Heather Stone and Stacie Seveska.

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Improve low-performing schools

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Minor Change

Desired State: GAP staff establish effective relationships with parents and other community leaders/members in support of students and GAP campus.

Evidence of Progress Toward Objective 1 Details		Reviews		
Evidence of Progress Toward Objective 1: Update new website with key GAP information to help assist parent/guardians on smoothly transitioning to GAP and answering questions.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Consistent use of Parent Square by GAP administration and teacher to convey information on a regular and efficient basis. **Evidence of Desired State:** Survey families members indicate they have the required information they needed and website was helpful. Website and digital analytics indicate user engagement.		Support Requested	Adjustments Taking Place		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Strategy 1: Update new website with key GAP information to help assist parent/guardians on smoothly transitioning to GAP and answering questions.

Staff Responsible: Candi Patschke- Assistant Principal
Stephanie House -Principal

Collaborating Departments: Communications and information and technology

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Connect high school to career and college, Improve low-performing schools

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 and community members feel welcome and invited in at the Georgetown Alternative Program by increasing practices that welcome our students, parents, and community stakeholders.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Staff will ensure signage for access to the building posted. GAP will expand its relationship with the community by continuing to increase its substitute teacher pool. GAP administrators maintain regular communication with parents/guardians. Intake processes with remain flexible to meet parents/students needs. **Evidence of Desired State:** Increased signage in the front of the building. Need to order signs for gated area and covered back patio.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
		On Track	Adjustments Taking Place		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					