

Georgetown Independent School District

Georgetown 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

Our campus has invested in PLC with our master schedule that allows teachers teams to meet and design lessons that consider performance on essential standards. A team of 3 teachers, our LDC, and our associate principal attended the PLC conference this summer. Our goal will be to continue to evolve our PLC work to continue to improve our performance in all areas for students by training our teachers in the PLC processes we learned from the conference.

	Spring 2024 STAAR EOC, US History														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Georgetown High School	378	41	4351	60.39%	97.88%	75.40%	43.12%
Economic Disadvantage	100	39	4081	49.87%	94%	53%	20%								
American Indian/ Alaskan Native	1	42	4170	53.85%	100%	100%	0%								
Asian	3	44	4229	56.41%	100%	100%	0%								
Black/African American	21	45	4291	58.18%	100%	66.67%	42.86%								
Hispanic	127	41	4135	52.03%	96.06%	57.48%	25.20%								
Two or More Races	12	48	4385	61.43%	100%	83.33%	33.33%								
White	214	51	4486	65.60%	98.60%	85.98%	55.14%								
Currently Emergent Bilingual	32	32	3870	41.15%	87.50%	28.12%	6.25%								
Third Year of Monitoring	1	47	4317	60.26%	100%	100%	0%								
Special Ed Indicator	45	34	3939	44.02%	93.33%	35.56%	11.11%								

	Spring 2024 STAAR EOC, English I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Georgetown High School	518	40	4198	62.49%	77.03%	65.25%	22.20%
Economic Disadvantage	199	32	3936	50.64%	59.30%	42.71%	8.54%
American Indian/Alaskan Native	2	32	3927	50%	50%	50%	0%
Asian	12	47	4424	73.57%	91.67%	91.67%	25%
Black/African American	25	33	3969	52.06%	64%	48%	8%
Hispanic	210	34	3977	52.40%	61.43%	45.71%	10%
Two or More Races	16	38	4132	60.06%	75%	68.75%	12.50%
White	253	46	4399	71.62%	90.91%	81.82%	34.39%
Currently Emergent Bilingual	75	23	3642	36.60%	32%	12%	1.33%
Third Year of Monitoring	12	48	4398	74.87%	100%	100%	8.33%
Special Ed Indicator	53	24	3662	37.65%	37.74%	15.09%	0%

	Spring 2024 STAAR EOC, English II						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Georgetown High School	515	41	4218	64.48%	84.08%	73.20%	11.07%
Economic Disadvantage	159	34	3979	53.45%	68.55%	49.06%	3.77%
American Indian/Alaskan Native	3	41	4260	63.54%	100%	33.33%	33.33%
Asian	9	47	4473	73.44%	100%	77.78%	22.22%
Black/African American	21	34	3972	52.75%	66.67%	42.86%	4.76%

	Spring 2024 STAAR EOC, English II						
Hispanic	173	36	4034	56.18%	70.52%	58.38%	5.20%
Two or More Races	20	41	4249	64.61%	85%	70%	25%
White	289	45	4335	70.02%	92.73%	84.78%	13.49%
Currently Emergent Bilingual	54	23	3624	36.20%	35.19%	11.11%	0%
Third Year of Monitoring	9	48	4403	75.17%	100%	100%	0%
Special Ed Indicator	68	27	3719	41.48%	51.47%	29.41%	0%

	Spring 2024 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Georgetown High School	487	30	4275	57.54%	94.87%	72.90%	29.77%
Economic Disadvantage	172	25	4044	47.32%	90.12%	50.58%	12.79%
American Indian/Alaskan Native	2	22	3907	40.57%	100%	0%	0%
Asian	12	34	4421	63.52%	91.67%	83.33%	41.67%
Black/African American	24	26	4087	48.58%	91.67%	45.83%	12.50%
Hispanic	178	26	4096	49.95%	89.33%	57.30%	18.54%
Two or More Races	18	29	4190	54.19%	94.44%	77.78%	22.22%
White	253	34	4421	63.82%	99.21%	86.17%	39.53%
Currently Emergent Bilingual	48	19	3797	36.48%	75%	22.92%	0%
Third Year of Monitoring	12	32	4340	61.01%	100%	100%	25%
Special Ed Indicator	48	19	3769	35.57%	77.08%	27.08%	0%

	Spring 2024 STAAR EOC, Algebra I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Georgetown High School	458	31	3985	52.33%	85.37%	45.63%	18.34%
Economic Disadvantage	183	27	3818	45.43%	77.05%	28.42%	9.84%
American Indian/Alaskan Native	3	24	3707	40.11%	100%	0%	0%
Asian	8	34	4140	57.63%	87.50%	62.50%	12.50%
Black/African American	24	28	3876	48.16%	75%	41.67%	8.33%
Hispanic	182	27	3843	46.48%	76.37%	29.12%	12.09%
Two or More Races	15	31	3999	53.11%	93.33%	53.33%	13.33%
White	226	34	4109	57.41%	92.92%	58.85%	25.22%
Currently Emergent Bilingual	54	23	3670	39.08%	62.96%	16.67%	1.85%
Third Year of Monitoring	10	38	4277	63.56%	100%	80%	30%
Special Ed Indicator	53	21	3573	34.92%	54.72%	7.55%	0%

AP TESTS 24

Course Info				Enrolled	AP Exam Tested	Test Takers Who Passed	
Year	Course #	Course Title	#	#	%	#	%
2024	A3010200	Biology	81	51	63%	36	71%
2024	A3020000	Environmental Science	20	13	65%	9	69%
2024	A3040000	Chemistry	16	12	75%	9	75%
2024	A3050003	Physics 1	4	2	50%	1	50%
2024	A3100101	Calculus AB	52	43	83%	33	77%

Year	Course #	Course Title	#	#	%	#	%
2024	A3100102	Calculus BC	16	16	100%	10	63%
2024	A3100200	Statistics	60	45	75%	30	67%
2024	A3150200	Music Theory	7	4	57%	4	100%
2024	A3220100	English Language and Composition	72	61	85%	33	54%
2024	A3220200	English Literature and Composition	66	40	61%	37	93%
2024	A3310200	Macroeconomics	84	36	43%	21	58%
2024	A3330100	United States Government and Politics	83	45	54%	37	82%
2024	A3340100	U.S. History	94	80	85%	63	79%
2024	A3350100	Psychology	93	57	61%	35	61%
2024	A3360100	Human Geography	183	113	62%	58	51%
2024	A3370100	World History: Modern	163	111	68%	86	77%
2024	A3410100	French Language and Culture	2	2	100%	2	100%
2024	A3440100	Spanish Language and Culture	13	5	38%	5	100%
2024	A3440200	Spanish Literature and Culture	2	0	0%	0	
2024	A3500300	Drawing	14	14	100%	14	100%
2024	A3500400	2-D Art and Design	16	12	75%	12	100%
2024	A3500500	3-D Art and Design	2	2	100%	1	50%
2024	A3580110	Computer Science A	11	6	55%	3	50%
2024	A3580300	Computer Science Principles	15	13	87%	9	69%
Summary 2024			1,169	783	67%	548	70%

Essential Intervention Standards Document. We track interventions on essential standards (TEKS) for every unit in Math, Science, English, and Social Studies courses. We track interventions on essential standards for each nine week period in our electives courses. A common formative assessment is given for each essential standard. Teachers respond to that

data by intervening with students who performed below proficient, and by extending the learning for students who were proficient or better.

			1. Click the link to create a copy of the EIS Planning Doc Template 2. Make sure "Everyone in GISD" is turned on for Sharing 3. Link the document in your team row under the Essential Standard you are working on												
Team	Leader	What Day Will Your Team Meetings Be On?	Essentia Standar d 1	CFA Date	Essentia Standar d 2	CFA Date	Essentia Standar d 3	CFA Date	Essentia Standar d 4	Essentia Standar d 5	Essentia Standar d 6	Essentia Standar d 7	Essentia Standar d 8	Essentia Standar d 9	Essentia Standar d 10
Alg 1	Hise	Math Dept. PLC Schedule	EIS 1	8/21-22	EIS 2	9/11-12	EIS 3		EIS 4	EIS 5	EIS 6	EIS 7	EIS 8	EIS 9	EIS 10
Alg 2	Kennedy	Math Dept. PLC Schedule	EIS 1	8/21-22	EIS 2	9/11-12	EIS 3	9/24-25	EIS 4	EIS 5	EIS 6	EIS 7	EIS 8	EIS 9	EIS 10
Adv Alg 2	Chesshir	Math Dept. PLC Schedule	EIS 1	8/23-26	EIS 2	9/9-10	EIS 3		EIS 4	EIS 5	EIS 6	EIS 7	EIS 8	EIS 9	EIS 10
Geometry	Leeds	Math Dept. PLC Schedule	EIS 1	8/29-30	EIS 2	9/17-18	EIS 3		EIS 4	EIS 5	EIS 6	EIS 7	EIS 8	EIS 9	EIS 10
Adv Geometry	Wilman	Math Dept. PLC Schedule	EIS 1	8/27-28	EIS 2	9/9-10	EIS 3		EIS 4	EIS 5	EIS 6	EIS 7	EIS 8	EIS 9	EIS 10
Math Models	Ramey		EIS 1		EIS 2		EIS 3		EIS 4						

This is an example of how the data breaks down, and how teachers respond.

Part 1: Unit Planning (should be complete before the start of the unit)	
I. Unit #2 Writing & Solving Equations	
What Students Need To Know?	

Part 1: Unit Planning (should be complete before the start of the unit)

1. Unpack Essential Standard ([Click Here To See An Example](#))

A. Write out standard: Circle verbs and underline key terms/concepts/nouns

Solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides. A5A
A5A

B. List content stated as “including” (this means you MUST teach the topic)

Variables on both sides, distributive property necessary

C. List content stated as “such as” (this means you have the choice to teach the topic)

N/A

D. Write your learning targets as “I can” statements. LTs should deal with one skill at a time. Ex: *I can distinguish between explicitly stated and inferred information in a reading passage.*

I can solve linear equations in one variable.
I can apply the distributive property.
I can solve linear equations with variables on both sides

How Will We Know That Students Know It?

3. Link To Common Formative Assessment (CFA) [Protocol for building CFA](#)

[Quiz 2-3](#)

4. What criteria must a student meet in order to be *proficient* on **each learning target** on the CFA?

[Example of Determining Proficiency](#)

*Example: Learning Target 1: 3 out of 4 questions
60%*

5. Date of CFA

9/11 & 9/12

6. Date of CFA Data Analysis

9/16

7.. Link to Summative Assessment (If not complete before start of unit, type a description of what it will be/ how it will be structured). Ex: Traditional test 10 questions on TEKS A, 10 questions on TEKS B, 5 on TEKS C, one short answer response over TEKS A based on a non-fiction article)

[Unit 2 Test](#)

Part 1: Unit Planning (should be complete before the start of the unit)

8. Date of Summative Assessment

9/17 & 9/18

Part 2: Data Analysis & Intervention/Extension

What Will We Do When Students Don't Get It? What Will We Do When They Do?

9. Team members look at individual data/evidence of student learning and fill in the following information:

Teacher Name	Average on EIS	Learning Target 1		Learning Target 2	
		# proficient	# not yet	# proficient	# not yet
Brown	54%	13	11		
Durell	71%	81	22		
Hise	48%	25	30		
Staackmann	58%	42	30		
Team Total	63%	161	93		

A. What sticks out? What trends do you see? What Learning targets did our students struggle with?

B. What are the common errors/mistakes?

Multi-step problem solving, distributive property, operations on integers, not combining like terms correctly

C. What strategies were used by teammates whose students performed well? What did they say?

Threat of extra work if score is less than 60%

Part 2: Data Analysis & Intervention/Extension

10. What will the intervention students be doing?

**Does your intervention directly address the issues you identified in the CFA?*

Mathia, Small Group Quiz Corrections, Review for Test

11. What will the extension students be doing? (Extend on essential or work on a non-essential?)

Mathia, Review for test

12.Date of Extension & Intervention

9/13, 9/16

Unit Summative Assessment Reflection

Teacher	Average on EIS
Brown	
Durell	
Hise	
Staackmann	
Overall	

A.How does your student data compare to your data on the CFA? Why do you think this?

Part 2: Data Analysis & Intervention/Extension

Other Questions to consider...

- A. What TEKS did students do well on?
- B. What TEKS did students struggle on?
- C. What are the top 3-5 most missed questions/skills?
- D. What were the most picked wrong answers or most common errors?
- E. What needs to be changed for next year?
- F. What additional interventions need to occur?

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1: We have a need to improve the academic performance of ALL students in English 1, but a greater need for students receiving SpEd services and for our Emerging Bilinguals.

Root Cause: PLC's focused on interventions for essential standards once per nine weeks vs. every unit. Interventions therefore were not sustained throughout the year.

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.

Our [Parent](#), [Student](#), and [Staff](#) surveys affirm that the answers to the above questions are "yes".

Systems:

Annual BOY Class [Meetings](#) (linked) with each grade level to introduce schoolwide expectations AND to begin the relationship that will allow our students to connect with us here on a positive note. Our data supports that our students have a trusted adult here on campus in whom they would bring concerns forward should they have any. [Capturing Kids Hearts](#) (in which all of our teachers have been trained) is a cornerstone of how we engage students daily with positive and intentional interactions in our hallways, at our doors, and in our classrooms. We have often used [Let's Talk](#) reporting system that gives students the opportunity to express concerns with us either by name or anonymously. Our classrooms and school subscribe to a social contract that encourages us to [Be Safe, Be Respectful, and Be Responsible](#).

It is worth noting that we have three particular practices that we believe contribute to why our school, classrooms, common areas, and restrooms are safe:

1. We lock our restrooms during passing periods and allow students to use the restroom during class time instead. In doing so, we have taken away a place for students to gather and hide and potentially make poor choices. This is our second year with this practice and our students have reported that they are feeling safe to use the restrooms without fear of vaping or other negative issues.
2. We have all of our classroom teachers collect phones in a pocket pouch as students enter the classrooms. This is our second year implementing this practice, though we have adjusted this year to have the phones remain in the pouches for the duration of the class. There are instances where teachers have students use phones to aide learning. We believe that part of our academic gains last year were attributed in some part to this practice as it removes distractions from students.
3. We require all of our students to wear IDs. We are enforcing this much more strictly this year because we feel it is an easy safety consideration. Whether it is day-to-day quick ID as students pass by, or worst case need in a reunification scenario, the IDs are helpful in knowing who belongs at GHS as a student.

Staff Well-Being

I linked the survey data above that indicates our staff is happy and safe. I want to point out that we affirm our staff in a number of ways to include monthly shout outs in the form of Staff Member and Teacher of the month, targeted walk through affirmations (noted in comments section of walk through form), and several social experiences where we break bread, share a sweet treat together, and/or engage in good things.

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1: We have strong survey data that indicates we are doing a good job across the board at GHS, but we can improve everywhere. We could communicate better according to our results.

Root Cause: We have community members and parents that are not using social media or visiting our website for information, and email isn't covering everything they want to know/hear about.

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.

Georgetown High School had a very low turnover from '23-'24 to '24-'25 school year. In fact, our largest loss of staff was on the coaching side because we had our Offensive and Defensive Coordinators hired as head coaches in neighboring districts. They each then hired 2 and 3 coaches respectively into coordinator or head coach of other sports on their new schools coaching staff. We had another member of our teaching staff earn a spot as an assistant principal here in the district. We hired fewer than 15 teachers this school year, and replaced only two paraprofessional positions. Our staff is happy here at GHS.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: We have a need to decrease our classroom sizes in order to retain staff through the school year and beyond.

Root Cause: Demographic reports underestimated the number of students we would have enrolled for this school year, resulting in staff allocations filling other roles in the district.

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.

Georgetown High School welcomes the community to participate in our learning experience in a wide variety of ways. The most obvious is the open invitation to all of the fine arts and sporting events that take place across our campus. Many community partners work with our parents and booster clubs to provide support beyond what our prescribed budgets can afford. Several of the local eateries donate food at no or reduced costs to allow us to feed our staff meals or sweet treats. We host academic banquets to celebrate our students' scholarly successes that are attended by parents and extended family. We recognize our veterans here at GHS that served, and those in our community who served with an annual ceremony. Our PTA is active and on campus often to support our food drives, our dances, our teacher pds, our student initiatives, etc. We host the largest soccer tournament in the state of Texas every year that draws volunteers from the community to ensure we have successful event and profitable experience. We also host the state soccer tournament that puts a spotlight on our facilities and our programs that folks across the state can and do admire. Our pep rallies have a parent section that is overflowing any given rally. Our local churches have plugged in to our campus to support all youth by connecting with the youth who already attend their church. Guest speakers are common in our classrooms to help students connect the learning in these walls to the experience they can have when they leave these walls.

We are currently working to invite and train more volunteers who will serve as positive people to assist our hallway and cafeteria traffic, and also as mentors to some of our students who need some positive influences outside of their current experience to pour into them.

Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1: We have a need to connect some of our students with mentors who might build a relationship with our students and provide a more positive and encouraging perspective about what life can offer.

Root Cause: We have students who don't have strong supports at home and/or appropriate role models and/or access to supports because families are working late hours or multiple jobs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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

Desired State: 100% of GHS teachers will engage the PLC process and focus on how we will respond when students aren't learning. Interventions will be our focus.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: We have trained 100% of our teachers in how to identify essential standards, assess essential standards, then proceed to intervene for students who aren't learning at proficiency or higher, and to extend learning opportunities for those learning at proficiency or higher. Our PLC teams are actively working to identify, assess, and intervene on the essential standards for every unit of study in our math, science, reading, and social studies classes. Our electives PLC teams are working the same process with an essential standard each nine week period. Evidence of Desired State: Essential Intervention Standards document will track our progress on how effectively we've intervened in learning for students. We will intervene with 100% of our students who don't show proficiency on initial assessments post lesson, and we expect we will to get at least 50% of those students at or beyond proficiency before the summative assessment.	Formative			Summative
	Oct	Jan	Apr	July
	On Track			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Our teacher teams will meet weekly to align standards and assessments. During each unit, an essential standard will be chosen and have an assessment created that all teacher will give their students (common formative assessment). We will design interventions and extensions lessons after we review the data from that CFAs and begin implementing in the lessons prior to summative assessments.

Staff Responsible: Teachers and Team Leads, Learning Design Coach

Collaborating Departments: District curriculum supports.

Balanced Scorecard Strategic Action:

Yes

TEA Priorities:

Build a foundation of reading and math

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: Major Change
- Desired State: 100% of classrooms will have access to mini lessons that help students develop learner profile attributes.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: We have a team of teachers who are working to incorporate Learner Profile attributes into our class lessons with greater intentionality. We want our teachers to design experiences where students have to engage the attributes in a setting that we can help to guide them. The team has created mini lessons and a rubric by which to measure how students are progressing with their experiences with the learner profile attributes. Evidence of Desired State: Learner Profile lessons/experiences will be taught in our electives courses as to begin vetting our lessons and the rubric.		Formative			Summative
		Oct	Jan	Apr	July
		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: CTE courses will begin teaching the Learner Profile mini lessons during the 1st 9weeks.

- Staff Responsible: Learner Profile Committee, Associate Principal, Principal, Learning Design Coach
- Collaborating Departments: CTE teachers, campus administration
- Balanced Scorecard Strategic Action: Yes

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 but Consider a Change

Desired State: Increase student participation in AP tests by communicating benefits of earning a 3, 4, or 5 on those exams and breaking down the seemingly cost prohibitive barriers for some by offering every financial opportunity we can. We will also offer exemptions on final exams to students who take AP exams. AP teachers will include a goal for either AP participation or performance in their TTESS appraisal goals. We will ask AP teachers to attend the APSI in the summers on a rotating basis. Increase student participation and pass rate in Industry based certification exams offered through CTE courses by highlighting the benefits of graduating with a certified skill. Offer TSI testing routinely so students have access as soon as they feel prepared to test. We are identifying students early and enrolling them in appropriate courses like College Prep Math to prepare them to pass the math portion of TSI. We are monitoring progress of students through the year as they prepare to take and pass the TSI.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Enrollment in AP courses is steady from last year, and incentives have been communicated to students. TTESS goals reflect AP participation and/or performance expectations. CTE courses that offer IBC's have begun sharing which certifications are available and will be preparing them for passing throughout the semester. TSI testing dates are posted and communicated. Evidence of Desired State: We expect to see a 5-10% increase in participation this year from our efforts. We expect student participation in CTE eligible courses to exceed 80% for taking the exams. Our goal will be greater than 80% pass rate. TSI pass rates will increase by at least 10%.	Formative			Summative
	Oct	Jan	Apr	July
	On Track			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

- Change Decision: Minor Change
- Desired State: We want all parents and stakeholders to understand our progress data and interpret it with relative ease.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: The EIS document will be our internal document to guide teachers, but the intervention lessons will be such that parents and other stakeholders can see what was taught, how it was assessed, what was offered to extend learning for those who were proficient or greater, and what was done for those who did not achieve proficiency. Evidence of Desired State: 100% of our students will be accountable to learning. We won't allow a failing grade on an assessment be the final opportunity to express learning because we will intervene in the targeted areas that showed deficiency with those students.	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 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: GHS will recognize positive and respectful behaviors through student and staff spotlights when learner profile attributes are positively exemplified. Campus GHS will have a culture reflective of our Eagle Fight Never Dies mentality, and of our learner profile attributes.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: We are currently developing how we will recognize learner profile growth attributes in our students. Evidence of Desired State: 100% of teachers will look for LP growth attributes in students and will report those successes to administration for recognition.	Formative			Summative
	Oct	Jan	Apr	July
	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: Capitalize on the LP mini lessons that we will be teaching to keep the attributes at the forefront of our minds. Seek staff feedback on which students are exemplifying growth in these areas and why, then share.

Staff Responsible: All GHS staff

Balanced Scorecard Strategic Action:

Yes

Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Maintain but Consider a Change

Desired State: GHS staff is recognized for their work, affirmed in their work, and grown in their work.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Classroom walkthroughs/visits are happening at high volumes allowing for multiple opportunities to recognize and affirm work, and to provide feedback designed to grow teachers and admin their work. Evidence of Desired State: 100% of teachers will receive feedback and support in their classrooms, and 100% of non teaching staff will receive feedback and support in their work.		Formative			Summative
		Oct	Jan	Apr	July
		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: Intentional comments that affirm work in the classroom, and honest feedback in areas where we can grow.

Staff Responsible: All GHS staff members.

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: 100% of students and staff at GHS feel physically and psychologically safe at school.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Safety drills are routine and expectations of how to remain safe are routinely communicated to students and staff. Evidence of Desired State: GHS performs 100% of required drills on time and with fidelity. Our plans are well communicated to students and parents.	Formative			Summative
	Oct	Jan	Apr	July
	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: MTSS work will get a new focus so we can positively impact behavior on our campus.

Staff Responsible: Administration and teacher leaders and counselors.

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: 100% of our teachers will engage with a Professional Learning Community.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Our master schedule reflects time for teachers to engage in Professional Learning Communities across math, reading, science, and social studies. We have schedule meeting within contract hours for teams that do not have common conference time to engage the PLC process. 100% of staff have been trained on the EIS process and are engaging said process. Evidence of Desired State: 100% of our teachers have scheduled time to meet with their teams to engage the PLC process.		Formative			Summative
		Oct	Jan	Apr	July
		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: The Essential Standards Intervention process is new for electives teachers, and the unit vs. nine weeks expectation for essential standards intervention is new for all other teachers. We want to ensure that every student will learn by ensuring we are intervening when we know they are not meeting proficiency before we plug in a summative assessment.

Staff Responsible: Teachers, Learning Design Coach, assistant principals, principal

Balanced Scorecard Strategic Action:
Yes

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: 100% of staff at GHS feel valued and that we are actively pursuing the vision, mission, beliefs, and norms of GISD.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Nurture relationships at Georgetown High School by recognizing the individual and not just the position. We understand our colleagues are human and have human issues require compassion, direction, and forgiveness; so we talk about that and offer that to each other. Include teachers and paras in the planning process for master schedule, school strategies for addressing behaviors/discipline, and school functions. Evidence of Desired State: 100% of teachers will participate in surveys to offer feedback, in PLCs to speak up about learning, and in meetings to advocate for students and themselves.	Formative			Summative
	Oct	Jan	Apr	July
	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: Staff feedback forms on each initiative or activity we employ.

Staff Responsible: Campus administration

Strategic Priority Area 3: Staff Recruitment and Retention

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

Change Decision: Minor Change

Desired State: 100% of GHS teachers will engage the PLC process.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Our master schedule reflects time for teachers to engage in Professional Learning Communities across math, reading, science, and social studies. We have scheduled meetings within contract hours for teams that do not have common conference time to engage the PLC process. 100% of staff have been trained on the EIS process and are engaging said process. Evidence of Desired State: 100% of teachers will inform the EIS document.	Formative			Summative
	Oct	Jan	Apr	July
	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 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 but Consider a Change
- Desired State:** Georgetown High School will make information and progress on our goals/objectives available and accessible.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Working to communicate with parents in a way not necessarily done before here about academics, attendance, arts, athletics, etc. We intend to show what impacts attendance can have on graduation, scores, grades, etc. Evidence of Desired State: Newsletter will be sent out weekly to parents and students and 100% of teacher gradebooks will be updated on a weekly basis.		Formative			Summative
		Oct	Jan	Apr	July
		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: Admin will review gradebooks weekly to see where we can support teachers who need help getting the update made weekly.

- Staff Responsible:** Campus administration
- Collaborating Departments:** Registrars office.

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: GHS staff will establish and maintain effective relationships with parents and other key community leaders, and with other schools in order to continue to support our students.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: GHS teachers, programs and organizations communicate often and effectively with parents in a variety of mediums. Our relationship with other schools in the area is important to us and we have positive communication with all of them. Evidence of Desired State: 100% of the programs and organizations at GHS, and 100% of our staff are purposefully and effectively communicating with stakeholders.		Formative			Summative
		Oct	Jan	Apr	July
		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: Utilize parent square, school email, SportsYou, and social media to keep parents and community apprised of what is trending at Georgetown High School. Update gradebooks weekly to keep parents and students up to date with progress in classrooms.

Staff Responsible: All GHS staff members.

Strategic Priority Area 4: Community and Connectivity

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

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: We invite parents to attend all of our events. Pep Rally days, academic celebrations, meet the eagles, sporting events, FFA and CTE events, fine arts performances, state send offs, PTA meetings, Open Houses, and many more events are well attended by our parents and community members. Evidence of Desired State: GHS will invite and encourage parent and community attendance to all GHS events.	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>				

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Staff Responsible: All GHS staff members.