

Georgetown Independent School District
Successful Transition Education Program
2024-2025 Campus Improvement Plan



S.T.E.P.

Successful Transition Education Program
IN PARTNERSHIP WITH WILLIAMSON COUNTY JUVENILE SERVICES

Table of Contents

Comprehensive Needs Assessment	3
Student Learning, Growth and Progress	3
Student and Staff Well-Being	5
Staff Recruitment and Retention	6
Community and Connectivity	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Strategic Priority Areas	11
Strategic Priority Area 1: Student Learning, Growth and Progress	11
Strategic Priority Area 2: Student and Staff Well-Being	17
Strategic Priority Area 3: Staff Recruitment and Retention	20
Strategic Priority Area 4: Community and Connectivity	23
Title I Personnel	26

Comprehensive Needs Assessment

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

1. In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.
2. In GISD, we monitor progress toward students' developing attributes of the GISD Learner Profile.
3. GISD students are prepared for postsecondary education and the workforce.
4. GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

The curriculum follows state requirements for graduation and other requirements relative to Texas Education Code and Texas Administrative Code for JJAEP's and Juvenile Correctional facilities. The Edgenuity program allows for credit recovery, acceleration and remediation. Small group instruction and juvenile services staff support enables us to focus with more precision on curricular needs as well as provide more immediate intervention and mentoring relative to academics and behavioral needs/issues. Collaboration with GISD Curriculum Directors further improves our curriculum development specific to both general and special education students' needs. The JJAEP and CORE Residential Treatment Program students benefit from continued science enrichment through their gardening projects and working with the animals on our farm. Focus on curriculum enhancement in the areas of math, reading, writing, and vocabulary across the curriculum, collaborative planning, student engagement, instructional design, and technology integration better prepares students to meet the GISD Learner Profile standards. "Live" electives including Spanish and Art are offered as well to move students forward in their graduation plans; other electives are supported through Edgenuity. The S.T.E.P. team participates in collaborative meetings (ARD's, 504's, LPAC's) with home school district personnel to assist with appropriate development of services and programming to meet student needs within our facility, and plan for transition back to the home districts.

S.T.E.P. has an established GED (General Equivalency Diploma) program for students who are court-ordered or those who are deemed appropriate for that path by the Treatment Team.

Difficulties in curriculum, instruction, and assessment stem from 1.) Mirroring the 12 districts we serve due to variance in scope and sequence, 2.) Serving 3 separate programs within the facility (CORE, JJAEP, Detention), and 3.) A potential grade level span of 3rd to 12th grade in each classroom.

Blending learning between direct instruction, group work, and on line programming has shown to be effective in our setting, due to classrooms being blended with more than one grade level and course being taught simultaneously (on average each classroom contains 2-4 grade levels and 2-4 courses). Teachers in our facility have an average of 8-9 course preps with some teachers having as many as 12-15 on any given day depending upon who we have as students in the facility. State assessments (STAAR and TELPAS) are conducted in accordance with T.E.A. requirements with varied results. We do not receive student test scores as they are sent to each student's home campus. Currently, we do not implement local school district assessments (benchmarks, checkpoints, etc.) due to the logistics and complexity of scheduling and implementing these assessments for 12 school districts in our facility with a frequently changing student population. All students are offered tutorials daily, and we have added an intervention period for all students. During intervention, students individually work on reading and math skills personalized for their skill level and academic needs.

The student/teacher ratio of no more than 12:1 (aim is 8:1) enhances instructional support and provides for more individual assistance in the classrooms. Small-sized classrooms allow students to better connect to the learning and the teacher, in turn improving academic performance. Longer-term students have shown a 30%-50% increase in grades while at the facility. S.T.E.P. and Williamson County staff work together as a team to provide academic services, discipline instruction, counseling, life skills, and service learning. S.T.E.P. serves highly at-risk students from 12 school districts in Williamson County who likely fit into the struggling student category. S.T.E.P. also serves a significant number of special needs students who require inclusion, modified content, individual tutoring, and resource class services. STAAR/EOC scores are reported and accredited to home campuses. In addition, since the student population is fluid, STAAR data is not a valid source of data for this campus. For the past several years, the Iowa Test of Basic Skills (ITBS) has been utilized in

JJAEPs to assess student growth in the areas of reading and math as required by Texas Education Code, Chapter 37. In the past, entry test scores indicate that the majority of the students tested below grade level on reading and math pre-tests. While the majority of students showed an overall growth in reading and math skills, most post-test scores in math and reading remained below their current grade level. This data is confirmed by both our Ascend Math and Reading Plus programs, which every student utilizes regardless of their length of stay.

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. The vast majority of students test below grade level on basic reading and math skills upon enrollment. Although scores increase during enrollment, many students are still performing below grade level.

Root Cause: Students we serve get behind in their education due to a variety of factors including mental health concerns, substance use/abuse, and learning difficulties. Student attendance and behavioral issues at the home campuses contribute to this problem area. Gaps in student learning and higher student-teacher ratios can make it difficult to provide individualized support at a traditional campus.

Problem Statement 2: The percentage of students in need of specialized services or environments due to extreme disability-related behaviors and/or low academic functioning is high compared to the general education population.

Root Cause: The percentage of special needs students (SPED, 504, and ESL/EB) continues to increase. More students receive modified curriculum, have resource class placement, inclusion minutes in multiple subjects, or behavior intervention plans. Our facility has also begun to accept students in need of Life Skills classrooms/curriculum.

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.

Students generally describe our facility/campus as a safe environment with far fewer peer issues than their home campuses. Staff (100%) express that the facility is safe and positive. The tone of the school is influenced by all components of the program: mental health staff, education, community, treatment team, Trust-Based Relational Intervention (TBRI), Capturing Kids Hearts (CKH), volunteers, Youth Engagement Specialists, and service learning programming. Peer pressure is greatly reduced relative to student attire (uniforms) and our high degree of structure to include building a culture of acceptance through the No Place For Hate (NPFH), TBRI, Capturing Kids' Hearts, Service Learning Initiatives within the education program, and the 40 Developmental Assets, which is the foundation for Juvenile Services. All of these initiatives are ongoing annually, and it will be important to continue to build and enhance these programs with supplemental materials and resources. TBRI revolves around a trauma-informed care approach to working with youth to help retrain their brains and help them grow emotionally / socially. CKH is all about student engagement and building positive relationships. TBRI and CKH compliment each other, working together toward assisting our youth with moving forward with their lives in a healthy manner. Teachers build positive relationships with students through engagement, activities, discussions, counseling, No Place For Hate, Service Learning, and social contracts focused on our 5 Core Values (Respect, Responsibility, Reliability, Resilience, Relationships) within the classrooms. Teachers and staff are able to differentiate their approach to individual students in order to meet their needs. Treatment Teams involving all invested parties (case management, counseling, attorneys, education, floor staff) meet regularly to ensure all student needs are addressed; teachers are given summaries of these meetings which give them information to further solidify their relationships and manage their approach with the students. Teacher advocates are assigned to students in CORE and JJAEP who further dig into the supports needed for those individual students and help to ensure their smooth transition back to their home campus/environment.

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1: Students placed in our facility often distrust adults, display negative attitudes toward peers, authority figures and rules, and have difficulty accepting differences in others. Students do not display traditionally acceptable classroom behavior.

Root Cause: Our students (90%+) have experienced multiple Aces/trauma in their lives that has affected their decision-making, emotional and social level/skills, coping skills, and self-regulation.

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.

S.T.E.P. staff has 15 content teachers, 1 educational aide, 1 character education coach, 2 administrative assistants, and 1 administrator. All faculty are highly qualified education professionals that hold a total of 18 Bachelor's degrees, 6 Master's degrees, 1 Juris Doctorate, and multiple teaching certifications from pre-K through 12th grade. The education staff have been teaching for an average of 21.5 years. Staff development will be revisited annually to determine highest areas of need, with a focus on engagement, relationship building & collaboration, and cross-curricular education via the design process. The average longevity of teachers at this facility is 8+ years, which indicates a very low turnover rate (75% of teachers who have left in the last 5 years retired or moved long-distance, 13% were non-renewed). Longevity of the education staff is a strength as it enhances the quality and stability of the programs in our facility. The focus on building quality relationships is also a strength of our staff. This process improves student attitudes toward their academic progress. The S.T.E.P. staff is a high-functioning team, and their ability to work as a positive, cohesive unit has a lasting effect on overall job satisfaction. Staff are recruited based upon their experience and desire to work with a high risk population in an alternative setting as well as areas of certification. SPED certification, in addition to at least 2 areas of certification, is preferred for each teaching position.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: It is difficult to find teachers, especially those with multiple certifications, to fill open positions as needed. There is a false perception of the juvenile justice environment and many teachers are unwilling to entertain the idea of working here, much less visit and learn the reality and unique opportunities it presents.

Root Cause: Our campus is small and relatively unknown. Due to the nature of our facility, assumptions are made and there is a lack of public information regarding our specific program and trauma-informed environment. In larger schools, teachers do not necessarily need multiple certifications as they do not need to be as flexible in their coursework.

Community and Connectivity

Community and Connectivity Summary

1. In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.
2. In GISD, we monitor progress toward students' developing attributes of the GISD Learner Profile.
3. GISD students are prepared for postsecondary education and the workforce.
4. GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

Parenting classes, drug and alcohol counseling, individual counseling, family counseling, group counseling, and anger management counseling are provided by Juvenile Services. Only about 25% of the students live with both biological parents, and several are in custody of the State. Residential students perform community service in collaboration with various organizations in the county on a regular basis. Parents are encouraged to participate with their students during several community service events. The Reset Mentor program provides volunteer mentors for CORE students for positive adult role modeling and support both during and after their placements. Local churches provide volunteers who offer an opportunity for students to talk about religious principles and Bible study. Austin Classical Guitar volunteers teachers to teach a music course for credit. Our Service Learning program partners with various community members and/or organizations in an effort to provide needed services within the community, and develop youth assets. Guest speakers and presentations are encouraged and offer real life experiences and guidance that address current situations and needs of our students (i.e. human diversity, bullying & harassment, sex education, financial planning, motivational, vocational). Finally, parents are invited to participate in various activities both in and out of the school setting; Back to School Night, CORE Graduations, GED Completion Ceremonies, High School Graduation Ceremonies (small individual ceremonies as needed), student birthdays, parent conferences, and family counseling. The Locker also is an active partner with our organization, helping to provide students with needed school supplies and school attire when they are preparing to be released back into the community and their home schools.

Between S.T.E.P. and Williamson County Juvenile Services, students and their families receive support and guidance regarding the whole child. These services begin immediately, and are continued beyond release.

Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1: Prior to entry into our program, a large percentage of our students lack a positive connection to the community and engage in less than desirable activities that are detrimental to themselves and the community in general.

Root Cause: Often our students lack positive, meaningful relationships with appropriate peers and adults at school which tends to produce a lack of a positive connection to school and the community.

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
- 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

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures 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.

Change Decision: Minor Change

Desired State: Students needs are individualized by program, grade, and outcome objective as determined by the education team in conjunction with the home campus, ARD/504/LPAC committees, WCJS court/treatment teams.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Teachers are trained regarding curriculum individualization, including tools to manage multi-grade level/ability classrooms. Students receive the appropriate level of support by trained personnel. Evidence of Desired State: S.T.E.P. teachers in core subject areas are SPED and/or ESL certified. Student IEP supports mirror those in place at the home campus.		Formative			Summative
		Oct	Jan	Apr	July
		No Review			
<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 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

- Change Decision:** Major Change
- Desired State:** Students will demonstrate progress in reading and math levels, course recovery and completion. Students will have improved educational experiences with individualized instruction. Students will smoothly reintegrate to their home campus and community with needed supports in place.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Provide prescriptive instruction to all students relative to their individual academic needs in reading and math. Utilize federal funds (Title I, 2-D) to support curriculum enhancement, special education services, instructional support and materials, and provide training to teachers in the areas of instructional design and student engagement. Evidence of Desired State: At least 80% of the students: 1.) that pre-test below grade level will increase by at least 1 grade level in reading and math from pre to post assessment; 2.) enrolled for at least 2 consecutive grading periods will earn 3 or more credits towards graduation; 3.) enrolled for a least 2 consecutive grading periods and in need of credit recovery will complete at least one recovery course.	Formative			Summative
	Oct	Jan	Apr	July

Strategy 1: Provide prescriptive instruction to all students relative to their individual academic needs in reading and math. Utilize federal funds (Title I, 2-D) to support curriculum enhancement, special education services, instructional support and materials, and provide training to teachers in the areas of instructional design and student engagement.

- Staff Responsible:** Principal, Special Programs Coordinator
- TEA Priorities:**
Build a foundation of reading and math

Strategy 2: Increase classroom walk throughs and give documented feedback regarding reading and math literacy strategies.

- Staff Responsible:** Principal
- TEA Priorities:**
Build a foundation of reading and math

Strategy 3: Increase the level of support given to ESL/EB students through case management, teacher training, and embedded curricular supports.

- Staff Responsible:** Principal, ESL/EB Coordinator
- Collaborating Departments:** Language Acquisition

TEA Priorities:

Build a foundation of reading and math

Evidence of Progress Toward Objective 2 Details		Reviews			
Evidence of Progress Toward Objective 2: Partner with Williamson County Juvenile Services and county school districts to provide enhanced and extended support to CORE/JJAEP students transitioning back to their home campus setting. Evidence of Desired State: Improved academic and social student skills; more effective communication of individual needs and supports necessary to successfully reintegrate back into the home campus setting upon release from the program; reduced truancy-related issues; reduced program recidivism.		Formative			Summative
		Oct	Jan	Apr	July
Evidence of Progress Toward Objective 3 Details		Reviews			
Evidence of Progress Toward Objective 3: Provide instruction on character development, social skills, and service learning to all students. Evidence of Desired State: Students will learn appropriate ways to interact with staff and other students, as well as connect with and impact their community in a positive manner. They will begin to develop a more in-depth sense of self and gain a skill set that will increase their ability to eventually get and hold jobs, be responsible adults, and be positive societal influences.		Formative			Summative
		Oct	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>					

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: S.T.E.P. students will demonstrate academic, practical life, and social skills readiness to enter postsecondary education and the workforce.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Increased support for college entry testing/readiness; industry-based skill exposure and practice; enhanced technology integration in classrooms. Evidence of Desired State: 100% of graduating students will be given the opportunity to become TSI complete prior to release. In-house industry-based certification opportunities will be offered to upper-phase CORE residents. Incoming students will remain in the offered electives to match their home-campus schedule.	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Strategy 1: Provide opportunities for PSAT, SAT, and TSI completion testing on our campus.

- Staff Responsible: Principal, Lead Teacher, Testing Coordinator
- Collaborating Departments: Testing
- TEA Priorities:
Connect high school to career and college

Strategy 2: Provide opportunities to work on industry-based skills that prepare them for the workplace.

- Staff Responsible: Principal, electives teachers
- TEA Priorities:
Connect high school to career and college

Strategy 3: Review current technology device inventory, determine technology needs, and develop a plan for technology device/equipment replacement and/or upgrades relative to campus needs. Provide materials to allow for technology integrated learning across the curriculum.

- Staff Responsible: Principal, Technology Coordinator
- Collaborating Departments: Technology

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.

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.

Strategic Priority Area 2: Student and Staff Well-Being

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

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: S.T.E.P. classrooms are calm, emotionally-regulated spaces where students feel connected to safe adults and are able to engage in their learning without distraction.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Create a classroom and campus environment that is calm and provide tools for regulation in each classroom to encourage self-directed coping skills. Evidence of Desired State: Increased student capacity to remain in class and focus on academic work, ability to self-regulate without adult intervention.		Formative			Summative
		Oct	Jan	Apr	July
Evidence of Progress Toward Objective 2 Details		Reviews			
Evidence of Progress Toward Objective 2: Provide trauma-informed training to staff including understanding the effects of trauma on brain development and behavior, identifying triggers, regulation skills, and best-practices in a trauma-informed classroom. Evidence of Desired State: Increased skills in working with students from hard-places, fewer classroom disruptions, students' felt safety.		Formative			Summative
		Oct	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>					

Strategic Priority Area 3: Staff Recruitment and Retention

Picture of Success: Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Strategic Objective 1: GISD provides competitive compensation and benefits to employees.

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 2: Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Strategic Priority Area 3: Staff Recruitment and Retention

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

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.

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.

Strategic Priority Area 4: Community and Connectivity

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
(designated employee)	Case Manager	Williamson County Juvenile Services	0
Elroy Green	Specialist	Title I, 2-D	1.0