

Georgetown Independent School District

San Gabriel Elementary School

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

We are a brand new campus establishing structures to support aligned instruction, assessment, and intervention. We are also identifying systems by which we will monitor progress toward students' developing attributes in the Learner Profile, including celebrating that progress.

Student performance in reading was high on both STAAR and district mCLASS assessments this spring. We also saw high growth from the fall of 2023 to the spring of 2024 in our mClass data.

In the area of math, student performance was also high. However, in our district MAP assessment this spring, the overall data doesn't show as high a level of growth, specifically in grades 1 and 4.

The updated GISD Standards Based Report Card will bring clarity to parents as they seek to understand their students' learning, growth, and progress. We are identifying needs for teacher and parent education regarding the implementation of this new tool.

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1 (Prioritized): Students who performed high on GISD math assessment, MAP, did not show a high level of growth from fall 2023 to spring 2024.

Root Cause: Students need more opportunities to extend their learning beyond the grade level expectations.

Problem Statement 2 (Prioritized): As a new organization, all of our systems and structures are unproven in their effectiveness.

Root Cause: San Gabriel Elementary is a brand new school.

Student and Staff Well-Being

Student and Staff Well-Being Summary

San Gabriel is new, with a strong inaugural team that recognizes the commitment it takes to open a new school. We have implemented Capturing Kids' Hearts (CKH) campus-wide, which has set a foundation of practices among colleagues. This models the practices for teachers to implement CKH with fidelity in every classroom. Social Contracts are being established in every classroom and as a staff so that a respectful approach to collaboration is the norm. Systems by which students and staff members can provide feedback and ask for support are being set. Our first well-being surveys will be sent out mid-year, which will serve as strong evidence about our current state. We are working collaboratively with our new campus safety personnel to ensure the physical security of our building.

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1 (Prioritized): There is currently no evidence to refer to regarding student and staff well-being.

Root Cause: San Gabriel Elementary is a new school with staff and students who haven't worked together in the past.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

San Gabriel's inaugural team is composed of in-district transfers and new-to-district staff who relocated from four different states. Our team includes a wide array of experience, from veteran teachers with more than twenty years to two recent college graduates beginning their first year in the classroom. One strategy used to attract these new teammates was attending multiple college job fairs as well as the GISD job fair. We also implemented interview practices that intentionally provided the applicant information about GISD and the vision for San Gabriel Elementary while we learned about them. Our primary focus this year is the establishment of community. We are identifying ways to make sure our brand new team has a true sense of belonging and a desire to remain loyal to our GISD mission, vision, and beliefs.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1 (Prioritized): We need to find ways to inspire a sense of belonging.

Root Cause: We are a brand new team.

Community and Connectivity

Community and Connectivity Summary

Early on, we learned through conversations with parents of future San Gabriel Elementary students that there was a general desire to be more involved in their school. Their past experiences had left them with the impression that their involvement wasn't welcome. Although we do not have true evidence to that end, we have responded to this sentiment by communicating clearly every opportunity for parent involvement.

San Gabriel is in the beginning stages of establishing partnerships with community groups such as mentors, Education Connection, the Santa Rita Community, high school student organizations, and friends of our local PTA.

We are planning in-person opportunities for parents in the areas of understanding grading and progress reports, a day in the life of their student, and our academic goals for the year.

Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1 (Prioritized): We are still identifying the right opportunities for parent and community involvement that will enrich the educational experience of San Gabriel students.

Root Cause: San Gabriel Elementary is a new campus in a new community.

Problem Statement 2 (Prioritized): We need to get to know the unique cultural differences that are present in our school community.

Root Cause: San Gabriel Elementary is a new campus with a diverse population.

Priority Problem Statements

Problem Statement 1: Students who performed high on GISD math assessment, MAP, did not show a high level of growth from fall 2023 to spring 2024.

Root Cause 1: Students need more opportunities to extend their learning beyond the grade level expectations.

Problem Statement 1 Areas: Student Learning, Growth and Progress

Problem Statement 2: As a new organization, all of our systems and structures are unproven in their effectiveness.

Root Cause 2: San Gabriel Elementary is a brand new school.

Problem Statement 2 Areas: Student Learning, Growth and Progress

Problem Statement 3: There is currently no evidence to refer to regarding student and staff well-being.

Root Cause 3: San Gabriel Elementary is a new school with staff and students who haven't worked together in the past.

Problem Statement 3 Areas: Student and Staff Well-Being

Problem Statement 4: We need to find ways to inspire a sense of belonging.

Root Cause 4: We are a brand new team.

Problem Statement 4 Areas: Staff Recruitment and Retention

Problem Statement 5: We are still identifying the right opportunities for parent and community involvement that will enrich the educational experience of San Gabriel students.

Root Cause 5: San Gabriel Elementary is a new campus in a new community.

Problem Statement 5 Areas: Community and Connectivity

Problem Statement 6: We need to get to know the unique cultural differences that are present in our school community.

Root Cause 6: San Gabriel Elementary is a new campus with a diverse population.

Problem Statement 6 Areas: Community and Connectivity

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Strategic Priority Areas

Strategic Priority Area 1: Student Learning, Growth and Progress

Picture of Success: Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Strategic Objective 1: In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

HB3 Strategic Priority Area

Change Decision: Major Change

Desired State: San Gabriel Elementary has established systems, structures, and procedures that will ensure the alignment of instruction, assessment, and intervention.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: With a brand new campus comes the fact that every staff member is new and we have never worked as a team. San Gabriel is in need of established structures and procedures that will ensure the alignment of instruction, assessment, and intervention in support of student learning and growth. Evidence of Desired State: Walkthrough forms and trackers Teacher goals PLC Observations Problem Statements: Student Learning, Growth and Progress 1, 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Strategy 1: Create a digital form with which we can track walkthroughs.

Staff Responsible: Administration

Collaborating Departments: Teaching and Learning

Strategy 2: One of each teacher's goals will tie directly to priority area one.

Staff Responsible: Teachers, LDC, administration
Collaborating Departments: Teaching and Learning

Strategy 3: Administrators will increase presence in classrooms and PLC meetings.

Staff Responsible: Administration
Collaborating Departments: Teaching and Learning

Strategic Objective 1 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 1: Students who performed high on GISD math assessment, MAP, did not show a high level of growth from fall 2023 to spring 2024. Root Cause: Students need more opportunities to extend their learning beyond the grade level expectations.
Problem Statement 2: As a new organization, all of our systems and structures are unproven in their effectiveness. Root Cause: San Gabriel Elementary is a brand new school.

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.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: We are a brand new campus where no systems currently exist to support progress monitoring of the Learner Profile attributes. Evidence of Desired State: -Learner Profile nomination form is being used -List of monthly staff and student recognition - Kid Language and visual format of Learner Profile Problem Statements: Student Learning, Growth and Progress 2		Formative			Summative
		Oct	Jan	Apr	July
		Adjustments Taking Place	On Track		
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>					

Strategy 1: We will create, share, and implement the use of a campus-wide Learner Profile staff/student nomination form.

Staff Responsible: Administration

Strategic Objective 2 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 2: As a new organization, all of our systems and structures are unproven in their effectiveness. Root Cause: San Gabriel Elementary is a brand new school.

Strategic Priority Area 1: Student Learning, Growth and Progress

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

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 support implementation of the new Standards Based Report Card with staff and parent/guardian training.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: As a brand new campus, wour staff and parents/guardians have come from multiple backgrounds and don't have a common understanding of our standards based grading system. Evidence of Desired State: Staff and parents/guardians understand the feedback they receive on student progress. Problem Statements: Student Learning, Growth and Progress 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Strategic Objective 4 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 2: As a new organization, all of our systems and structures are unproven in their effectiveness. Root Cause: San Gabriel Elementary is a brand new school.

Strategic Priority Area 2: Student and Staff Well-Being

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

Strategic Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Change Decision: Minor Change

Desired State: Campus will recognize positive and respectful behaviors through Brag Boards and other celebrations such as House Points.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: We are a new campus; therefore, we do have have any data to support whether students are treated with respect and are respectful to each other and adults. Evidence of Desired State: Student survey data Problem Statements: Student and Staff Well-Being 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategic Objective 1 Problem Statements:





Student and Staff Well-Being
Problem Statement 1: There is currently no evidence to refer to regarding student and staff well-being. Root Cause: San Gabriel Elementary is a new school with staff and students who haven't worked together in the past.

Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Minor Change

Desired State: San Gabriel teachers and staff find their work fulfilling and believe they are seen and valued by their supervisors.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: We are a new team and have not yet identified the various ways in which we can support and affirm the work of teachers and staff. Evidence of Desired State: Staff survey Problem Statements: Student and Staff Well-Being 1		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Strategy 1: We will conduct a survey that allows us to identify the ways in which to support and affirm the work of teachers and staff.

Staff Responsible: Administration

Strategy 2: We will conduct a minimum of ten walkthroughs each week in order to identify the areas where support or celebration is needed.

Staff Responsible: Administration, LDC

Collaborating Departments: Teaching and Learning

Strategic Objective 2 Problem Statements:

Student and Staff Well-Being
Problem Statement 1: There is currently no evidence to refer to regarding student and staff well-being. Root Cause: San Gabriel Elementary is a new school with staff and students who haven't worked together in the past.

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: We will implement the position of school marshall under the guidance of GISD leadership.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: This is a new campus and we are implementing a new position as required by the state of Texas, and under the guidance of GISD leadership. Evidence of Desired State: -Feedback from San Gabriel's safety person -Staff, student, and family survey data Problem Statements: Student and Staff Well-Being 1	Formative			Summative
	Oct	Jan	Apr	July
	Effect Achieved	Effect Achieved	Effect Achieved	Effect Achieved
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategic Objective 3 Problem Statements:

Student and Staff Well-Being
Problem Statement 1: There is currently no evidence to refer to regarding student and staff well-being. Root Cause: San Gabriel Elementary is a new school with staff and students who haven't worked together in the past.

Strategic Priority Area 3: Staff Recruitment and Retention

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

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

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

Strategic Priority Area 3: Staff Recruitment and Retention

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

Change Decision: Minor Change

Desired State: San Gabriel teachers and staff has a turnover rate below 25%.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: This is our first year working as a team because we are a brand new campus. Evidence of Desired State: -Staff survey -Turnover rate Problem Statements: Staff Recruitment and Retention 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Effect Achieved		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: We will implement interview processes that intentionally inquire about and point to the mission, vision, and beliefs of GISD and our campus.

Staff Responsible: Administration

Strategic Objective 2 Problem Statements:

Staff Recruitment and Retention
Problem Statement 1: We need to find ways to inspire a sense of belonging. Root Cause: We are a brand new team.

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.

Change Decision: Maintain

Desired State: San Gabriel Elementary School will implement GISD's practices for reporting progress with fidelity.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: San Gabriel is a new campus; therefore we do not have a history of implementation of GISD's practices for reporting progress. Evidence of Desired State: -Family survey Problem Statements: Community and Connectivity 1, 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	Effect Achieved		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategic Objective 1 Problem Statements:

Community and Connectivity
Problem Statement 1: We are still identifying the right opportunities for parent and community involvement that will enrich the educational experience of San Gabriel students. Root Cause: San Gabriel Elementary is a new campus in a new community.
Problem Statement 2: We need to get to know the unique cultural differences that are present in our school community. Root Cause: San Gabriel Elementary is a new campus with a diverse population.

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.

Desired State: San Gabriel staff has established effective relationships with parents and other key leaders in our school community in support of our students.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: As a brand new school, we are identifying opportunities for effective collaboration with parents and community. Evidence of Desired State: -student survey data -staff survey data -parent survey data -Parent Square Implementation Problem Statements: Community and Connectivity 1, 2	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Strategic Objective 2 Problem Statements:

Community and Connectivity
Problem Statement 1: We are still identifying the right opportunities for parent and community involvement that will enrich the educational experience of San Gabriel students. Root Cause: San Gabriel Elementary is a new campus in a new community.
Problem Statement 2: We need to get to know the unique cultural differences that are present in our school community. Root Cause: San Gabriel Elementary is a new campus with a diverse population.

Strategic Priority Area 4: Community and Connectivity

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

- Change Decision: Major Change
- Desired State: Parents have a clear picture of how they can get involved in their students' learning and how to visit or volunteer at school.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: As a new campus, we have no way of knowing parent or community member's perception of their status with our school. Evidence of Desired State: -Parent survey data Problem Statements: Community and Connectivity 1, 2	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Effect Achieved		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategic Objective 3 Problem Statements:

Community and Connectivity
Problem Statement 1: We are still identifying the right opportunities for parent and community involvement that will enrich the educational experience of San Gabriel students. Root Cause: San Gabriel Elementary is a new campus in a new community.
Problem Statement 2: We need to get to know the unique cultural differences that are present in our school community. Root Cause: San Gabriel Elementary is a new campus with a diverse population.