

Georgetown Independent School District

Wolf Ranch Elementary

2024-2025 Campus Improvement Plan

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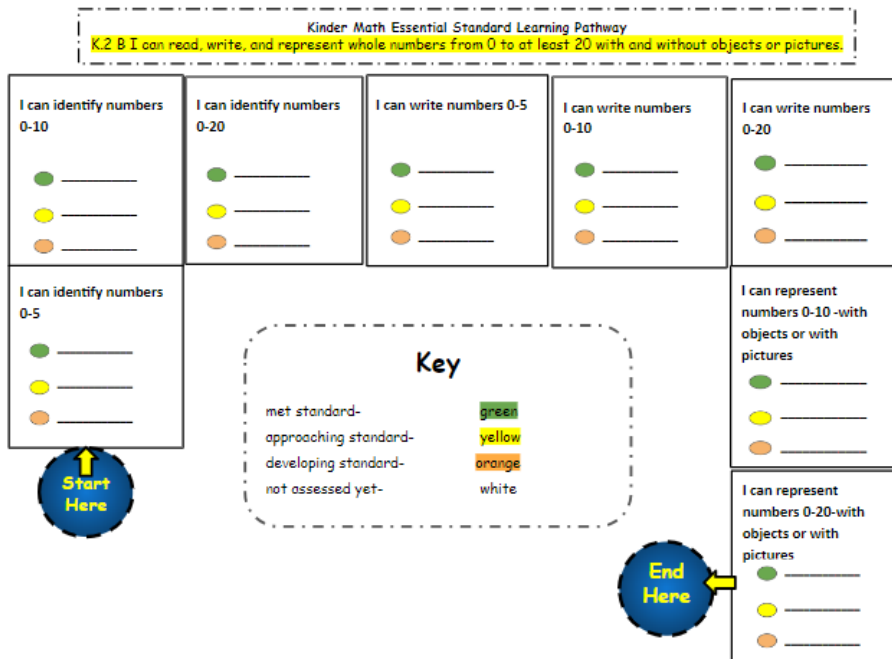
Comprehensive Needs Assessment

Student Learning, Growth and Progress

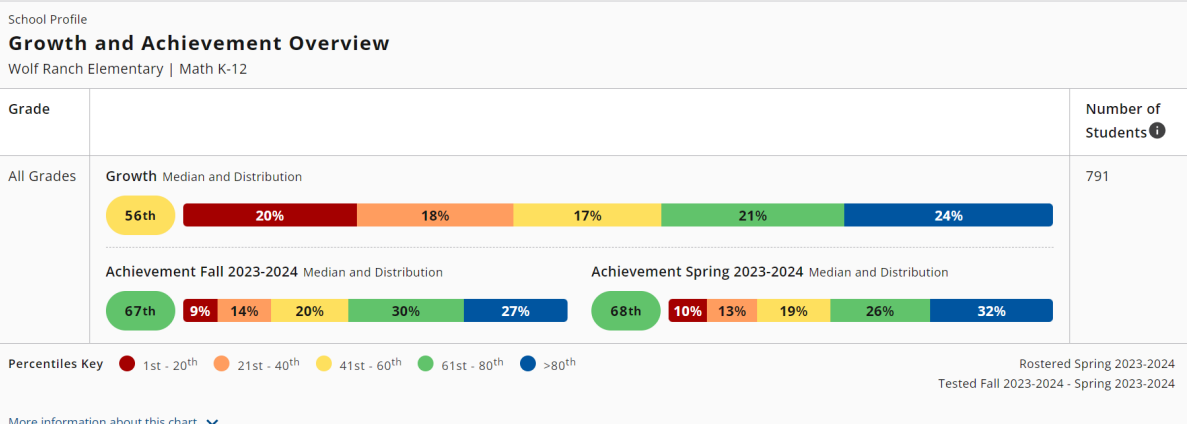
Student Learning, Growth and Progress Summary

Math:

Throughout the 2023-2024 school year, every math grade level met in collaborative teams having discussions around essential intervention standards and the creation of Common Formative Assessments (CFAs) and Learning Progressions. Learning Progressions were created to break apart the learning standard into stepping stones as students progressed their learning to mastery around that specific standard. An example of Learning Progressions are included below.

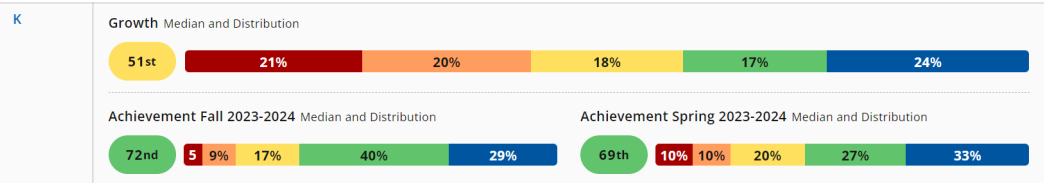


Measure of Academic Progress (MAP) math test data for Wolf Ranch Elementary School shows an overall growth percentage of 56% for the 2023-2024 school year, and an overall achievement percentage from 67% in the fall to 68% in the spring.

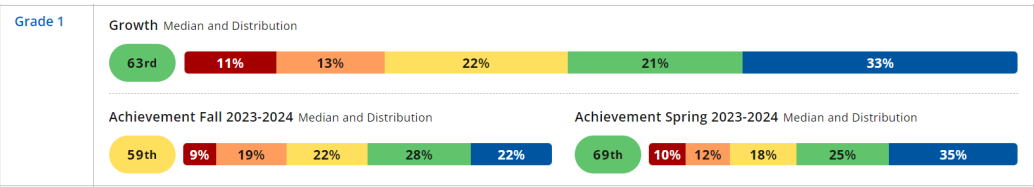


The breakdown by grade level is included below.

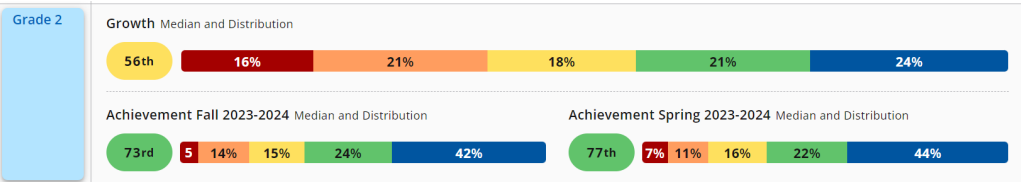
- Kindergarten** scored 33% of students as high achievement, 27% as high average achievement, 20% as average achievement, 10% as low average achievement, and 10% as low achievement. The overall growth percentile in kindergarten was 51%.



- First grade** scored 35% of students as high achievement, 25% as high average achievement, 18% as average achievement, 12% as low average achievement, and 10% as low achievement. The overall growth percentile in first grade was 63%.

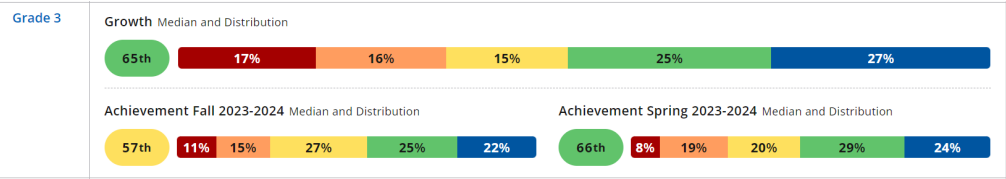


- Second grade** scored 44% of students as high achievement, 22% as high average achievement, 16% as average achievement, 11% as low average achievement, and 7% as low achievement. The overall growth percentile in second grade was 56%.

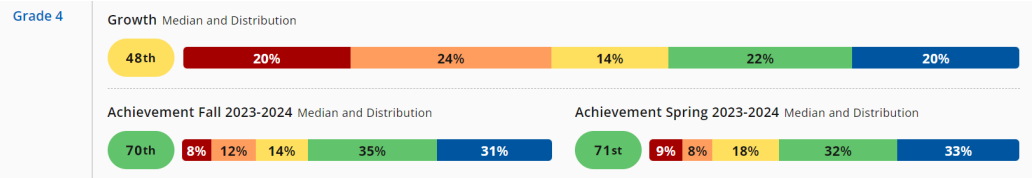


- Third grade** scored 24% of students as high achievement, 29% as high average achievement, 20% as average achievement, 19% as low average achievement, and 8% as low

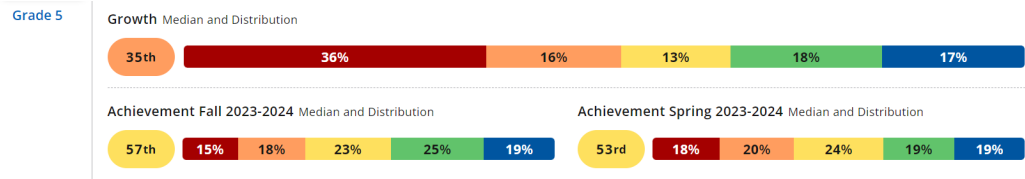
achievement. The overall growth percentile in kindergarten was 65%.



- Fourth grade** scored 33% of students as high achievement, 32% as high average achievement, 18% as average achievement, 8% as low average achievement, and 9% as low achievement. The overall growth percentile in fourth grade was 48%.



- Fifth grade** scored 19% of students as high achievement, 19% as high average achievement, 24% as average achievement, 20% as low average achievement, and 18% as low achievement. The overall growth percentile in fifth grade was 35%.

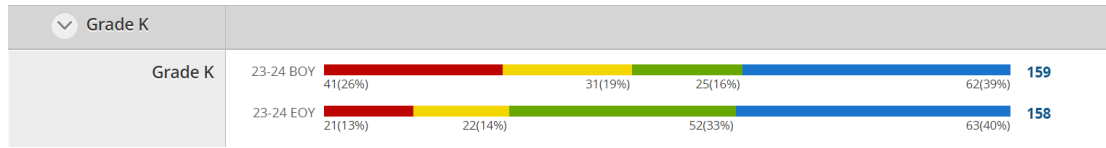


RLA:

Students at Wolf Ranch Elementary School (WRES) took the MCLASS assessment at the beginning, middle, and end of the year. Data regarding each grade level for the beginning of year and end of the year are broken down by grade level below.

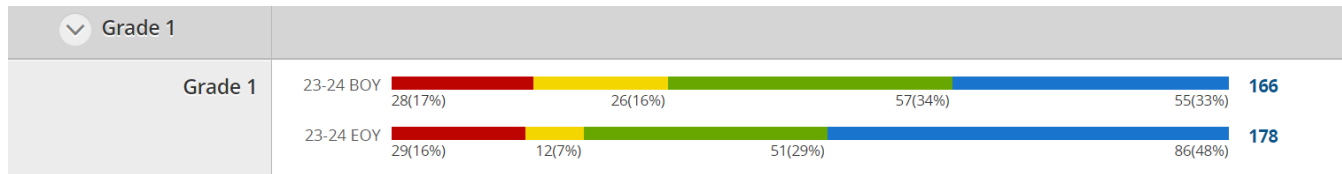
Kindergarten:

Kindergarten students at WRES went from 39% above benchmark to 40% above benchmark, 16% at benchmark to 33% at benchmark, 19% below benchmark to 14% below benchmark, and 26% well below benchmark to 13% well below benchmark on the MCLASS assessment from the beginning of the year to the end of the year.



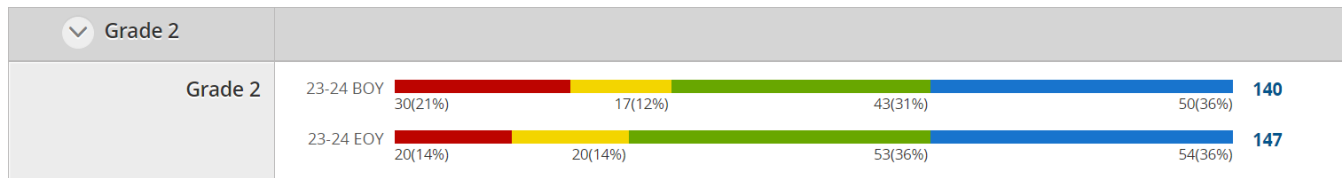
First Grade:

First grade students at WRES went from 33% above benchmark to 48% above benchmark, 34% at benchmark to 29% at benchmark, 16% below benchmark to 7% below benchmark, and 17% well below benchmark to 16% well below benchmark on the MCLASS assessment from the beginning of the year to the end of the year.



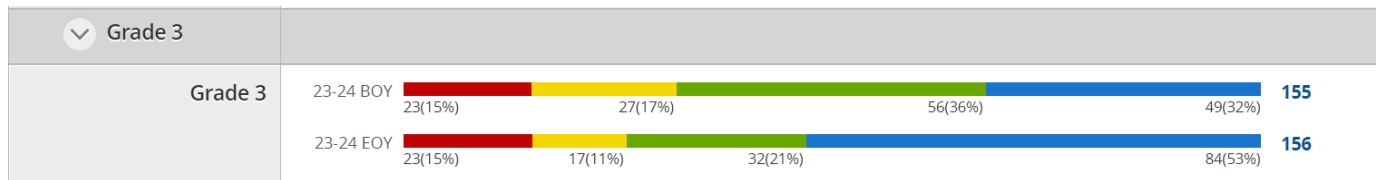
Second Grade:

Second grade students at WRES stayed at 36% above benchmark, went from 31% at benchmark to 36% at benchmark, 12% below benchmark to 14% below benchmark, and 21% well below benchmark to 14% well below benchmark on the MCLASS assessment from the beginning of the year to the end of the year.



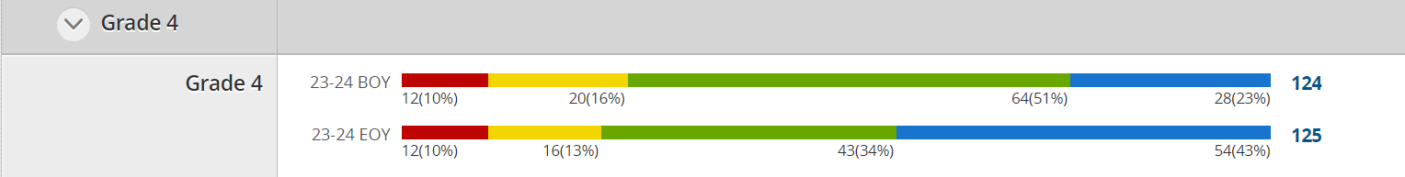
Third Grade:

Third grade students at WRES went from 32% above benchmark to 53% above benchmark, 36% at benchmark to 21% at benchmark, 17% below benchmark to 11% below benchmark, and stayed at 15% well below benchmark on the MCLASS assessment from the beginning of the year to the end of the year.



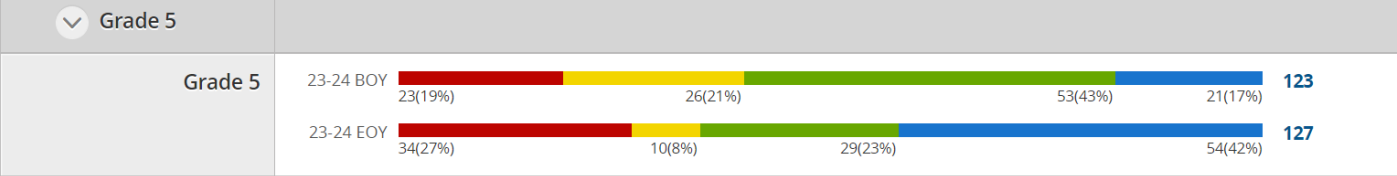
Fourth Grade:

Fourth grade students at WRES went from 23% above benchmark to 43% above benchmark, 51% at benchmark to 34% at benchmark, 16% below benchmark to 13% below benchmark, and stayed at 10% well below benchmark on the MCLASS assessment from the beginning of the year to the end of the year.



Fifth Grade:

Fifth grade students at WRES went from 17% above benchmark to 42% above benchmark, 43% at benchmark to 23% at benchmark, 21% below benchmark to 8% below benchmark, and 19% well below benchmark to 27% well below benchmark on the MCLASS assessment from the beginning of the year to the end of the year.



Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1: The percentage of students experiencing academic growth is too low.
Root Cause: Intervention and enrichment efforts have not been directly connected to essential standards.

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.
 - At this time, the Learner Profile Survey is the best source of data to determine GISD students' feelings towards school and how they are treated at school from grades 3-5. There is currently not an evaluative measure for K-2.
 - According to Learner Profile data from the 2023-2024 school year, overall Wolf Ranch student feel respected at school with alignment to the district average as evident by the answers to the questions (1) 'An adult at my school cares about me.' and (2) 'At school kids are kind to each other.' with data showing for the former question that the average was 2.66 and for the latter the average was 1.74. However, when examining the same questions, the data shows that students that are classified as economically disadvantaged scored significantly lower on both questions with averages being 2.49 for question (1) and 1.62 for question (2). Additionally, students classified as English Language Learners scored significantly below the campus on question (2) with an average of 1.65.
 - The incorporation of an evaluative measure related to student feelings and zones of regulation may be helpful in continuing evaluation of this strategic growth area. Including 1 question on all common formative assessments (CFAs) may be helpful in measuring student's feelings and well-being on a more consistent basis throughout the school year.
2. GISD employees find meaning and value in their work.
 - At this time, there is a Staff Survey to determine how GISD employees feel about their work. There is not currently a measure for staff wellness or overall staff morale.
 - The incorporation of an evaluative measure associated with staff wellness and morale may help to determine better ways to support the staff throughout the year. This could be in the form of a 1-2 question survey at the beginning of each staff meeting to determine staff well-being.
3. Students feel GISD schools and classrooms are physically and psychologically safe.
 - At this time, the Learner Profile Survey is the best source of data to determine GISD students' feelings towards school safety from grades 3-5. There is currently not an evaluative measure for K-2.
 - According to Learner Profile data from the 2023-2024 school year, overall Wolf Ranch students feel safe at school as evident by the answers to the question 'My school is a safe place to learn.' The average was reported as 2.61 which is slightly above the district average. However, the same question when reviewed in terms of economic disadvantage reveals that students that are classified as economically disadvantaged feel significantly less like school is a safe place to learn as evident by the 2.4 average for the question.
 - The incorporation of an evaluative measure related to student feelings and zones of regulation may be helpful in continuing evaluation of this strategic growth area. Including 1 question on all common formative assessments (CFAs) may be helpful in measuring student's feelings and well-being on a more consistent basis throughout the school year.

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1: It is currently not known how students' mood may affect CFA data.

Root Cause: There is currently no data source for determining potential affects of student emotional state on CFA data.

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.

Wolf Ranch Elementary School ended the 2023-2024 school year fully staffed with the exception of one classroom. That position was vacant due to teachers needing to resign for personal matters in the middle of the school year. A new campus set to open for the 2024-2025 school year is zoned to alleviate some of the growth Wolf Ranch Elementary School causing the campus to surplus some staff members due to a decrease in allotments for the projected enrollment for the following school year. Out of the twelve office staff, 11 remained for the 2024-2025 school year due to the surplus. Kindergarten went from a team of 8 teachers to a team of 6 teachers, first grade went from 9 teachers to a team of 7 teachers, second and fourth grade stayed as a team of 7 teachers, third grade stayed as a team of 6 teachers, and fifth grade went from 6 teachers to a team of 5 teachers. Although the campus was allotted a total of 5 less teachers, 2 teachers were surplus, 1 teacher retired, 4 teachers resigned for personal reasons, 2 transferred to different GISD campuses, and 2 left for promotions, resulting in 11 teachers leaving Wolf Ranch Elementary School at the conclusion of the 2023-2024 school year.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: 11 Teachers left Wolf Ranch Elementary School at the conclusion of the 2023-2024 school year.

Community and Connectivity

Community and Connectivity Summary

- **GISD is transparent with reporting progress and providing access to information.**

Wolf Ranch Elementary School communicated with family members and staff members every Friday in the Wolf Ranch Weekly to keep families and staff informed on current and upcoming events. The campus followed all guidelines in regard to sending progress reports and report cards, as well as scheduling parent teacher conferences.

- **GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.**

Wolf Ranch Elementary School communicates and responds with parents and key community leaders in support of students and schools in order to establish positive relationships to support student emotional and academic achievement. The school counselors help support the Mentor program, where various community members are partnered with students as mentors, as well as the PALs program, where high school students are partnered with WRE students.

- **Parents and community members feel welcome and invited in GISD schools.**

Parents and community members have a variety of opportunities to become involved at Wolf Ranch Elementary School. The campus holds various family nights, including Meet the Teacher, Parent Orientation Night, Literacy Night, STEM Night, Art Show Night, as well as grade level music performances. These family nights welcome the parents and community members into the building to interact with the teachers and staff members around the curriculum that the event is showcasing. Additionally, our PTA hosts various events during and after the school day for parents and community members to attend. The events hosted by PTA positively impact the culture and school connections between parents, community members, and staff members. While there are many opportunities to be involved, a low percentage of those opportunities specifically relate to an academic purpose.

Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1: A low percentage of engagement opportunities reflect a direct literacy focus.

Root Cause: Literacy is too rarely the main focus of communication. Event planning does not begin with a literacy purpose.

Priority Problem Statements

Strategic Priority Areas

Strategic Priority Area 1: Student Learning, Growth and Progress

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

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

HB3 Strategic Priority Area

Change Decision: Major Change

Desired State: All teachers administer Common Formative Assessments (CFAs) at the same time dictated by Essential Intervention Standards (EIS) and the year at a glance (YAG). Teachers sort results together during collaborative team meetings (CTMs) according to student misunderstandings, write goal statements for small groups that will happen during intervention and enrichment time (WIN), identify resources to be used during WIN time, engage misunderstandings during WIN time, WIN time goal attainment is tracked by grade level teacher. The campus Multi-Tiered System of Support Team (MTSS) academic team will look at evidence and determine MTSS tiering for students showing lack of growth on grade level or foundational skills as well as make recommendation for additional individualized supports.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: All teachers administer CFAs at the same time dictated by the EISs and the YAG. 66% of teacher teams sort CFA results together during CTMs. 33% of teacher teams write goal statements for WIN time small groups. 70% of teachers' WIN time activities are directly related to evidence gathered from CFA data. No system or structure for tracking WIN time goal attainment has been created and no teachers are tracking WIN time goal attainment. Campus wide academic MTSS structure of looking at CTM evidence to make tiering determinations and recommendations has not yet been designed and is therefore not yet utilized. Evidence of Desired State: All grade levels will identify and enter EIS in the District Essential Standards At a Glance document. CFAs for K-5 Reading and Math are created for each essential standard. Each EIS will have more than one CFA. Each CFA will have a corresponding record of the sort which happened in CTMs.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<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></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Strategy 1: RLA and Math Collaborative Teams will ensure CFAs are aligned to essential standards, assess students at the same time, and sort outcomes together as a team.

Staff Responsible: Classroom teachers, APs, Principal

Collaborating Departments: Teaching and Learning

Balanced Scorecard Strategic Action:

Yes

TEA Priorities:

Build a foundation of reading and math

Strategy 2: RLA and Math Collaborative teams will sort CFA outcomes into misunderstandings and write goal statements for small groups and stations during WIN time.

Staff Responsible: Classroom teachers, LDCs, APs, Principal

Collaborating Departments: Teaching and Learning; Assessment.

Balanced Scorecard Strategic Action:

Yes

TEA Priorities:

Build a foundation of reading and math

Strategy 3: Utilize Campus Wide MTSS to review records kept from collaborative team CFA data sort and report card data to identify students who need Tier 2 or Tier 3 support.

Staff Responsible: Teachers, Interventionists, LDCs, APs, Principal.

Collaborating Departments: Teaching and Learning, Assessment

Balanced Scorecard Strategic Action:

Yes

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

- Change Decision: Minor Change
- Desired State: Students are recognized and celebrated when they demonstrate Learner Profile Attributes. A student is selected to be highlighted district wide each month.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: As part of our campus Tier 1 MTSS behavior system which celebrates students for being safe, respectful, and responsible, students are celebrated for being Pioneer TOUGH. TOUGH is an acronym for Tenacious, Open-minded, Understanding, Generous, and Honorable. Each word in the TOUGH acronym is mapped to Learner Profile attributes. Tenacious is mapped to adapts and perseveres, Open-minded is mapped to communicates, collaborates and applies critical thinking, creates and innovates, obtains knowledge through inquiry and exploration. Understanding is mapped to builds and models respectful relationships. Generous is mapped to builds and models respectful relationships. Honorable is mapped to develops self knowledge and personal responsibility. This mapping is communicated with signs throughout the campus and referred to at each celebration. Students have not yet been highlighted at the district level. Evidence of Desired State: Four school assemblies will be held to celebrate Learner Profile Attributes. Sixteen students will be recognized at school board meetings over the course of the year.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

- Strategy 1: Highlight Tenacious, Open-minded, Understanding, Generous, and Honorable in the morning announcements at least once per week or morning meeting.
- Staff Responsible: GT teacher, classroom teacher.

Strategic Priority Area 1: Student Learning, Growth and Progress

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

- Change Decision: Major Change
- Desired State: Sixty percent of students will perform at "Meets Grade Level" on STAAR tests

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Fifty percent of students performed at "Meets Grade Level" on STAAR tests. Evidence of Desired State: All students will show growth on mClass and MAP from the beginning of the year to the middle of the year.		Formative			Summative
		Oct	Jan	Apr	July
		Adjustments Taking Place	Support Requested		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Strategy 1: Provide professional learning regarding the use of critical reading and critical writing in Math, RLA, Science, and Social Studies.

- Staff Responsible: LDCs, APs, Central Office Staff, Principal
- Collaborating Departments: Teaching and Learning
- Balanced Scorecard Strategic Action: Yes
- TEA Priorities: Build a foundation of reading and math

Strategy 2: Administrators will complete at least 10 collective efficacy walkthroughs per week and provide feedback to teachers.

- Staff Responsible: APs, Principal
- Collaborating Departments: Teaching and learning
- 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 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

- Change Decision:** Minor Change
- Desired State:** All parents receive regular updates regarding their child's progress on the essential standards via a student friendly data tracker which communicates growth along a learning progression at least six times per year.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: 100% of teachers teams have identified Essential Standards for RLA and Math. 75% of teacher teams have created a learning progression for Essential Standards. 30% of teachers have shared students progress with parents one time. Evidence of Desired State: 100% of teachers teams have created the essential standard data tracker and have shared with families.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Adjustments Taking Place		
<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></div>				

- Strategy 1:** Teachers create a student and parent friendly way to communicate Essential Standards and student growth on those standards and obtain feedback from both students and parents regarding the usability of the tool.
- Staff Responsible:** Classroom teachers, LDCs

Strategic Priority Area 2: Student and Staff Well-Being

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

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

Change Decision: Maintain

Desired State: Campus will recognize positive and respectful behaviors through the use of brag boards in 100% of classrooms. Each classroom will have at a minimum of 3 celebrations per semester because they have filled up the class brag boards. Campus will have a positive culture indicated through the student survey.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: In September, 70% of classes have completed at least one brag board, and 40% of classes have had at least one brag board celebrations Evidence of Desired State: Brag boards are collected and entered into the MTSS system.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Maintain

Desired State: 90% of employees report they are completely or mostly satisfied with their current job on the staff survey. 90% of employees report they find their work completely or mostly interesting on the staff survey.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: 85% of employees report they are completely or mostly satisfied with their current job on the staff survey. 85% of employees report they find their work completely or mostly interesting on the staff survey. Evidence of Desired State: 100% of teachers will engage in at least one of the following opportunities: Process Champions, Campus Wide MTSS Behavior and Academics, Learner Profile Team, Guiding Coalition, Vertical Math or RLA team.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Adjustments Taking Place		
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

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: Students report feeling confident to share what they are thinking during group work evidenced by an average of 2.3 on a 0 to 3 scale measured on the learner profile survey. Students report that if they are upset with a friend, they can tell them how they feel and they can work it out evidenced by an average of 2.0 on a 0 to 3 scale measured on the learner profile survey.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: On a 0 to 3 scale, an average of 1.93 was obtained for the question, "I feel confident to share what I am learning during group work," measured on the learner profile survey. On a 0 to 3 scale, an average of 1.78 was obtained for the question, "If I am upset with a friend, I can tell them how I feel and we can work it out," measured on the learner profile survey. Evidence of Desired State: These two survey questions will be provided to students midway through the year to monitor progress from current state to desired state. An intermediate goal is set at 2.1 and 1.9 respectively.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

Strategy 1: Focus lessons on the Capturing Kids' Hearts monthly character trait emphasis will be provided to each class at least 10 times during the school year for 30 minutes each.

Staff Responsible: Dyslexia Teachers, Interventionist, and GT teacher.

Collaborating Departments: Process Champions

Strategy 2: All teachers utilize the Capturing Kids Hearts system to manage the classroom. They create a social contract with student input, greet all students at the door, start the day with good things, end the day with a meaningful launch, utilize the CKH four questions when redirecting, and re-orient students to the social contract regularly.

Staff Responsible: All teachers

Strategic Priority Area 3: Staff Recruitment and Retention

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

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

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

Change Decision: Maintain

Strategic Priority Area 3: Staff Recruitment and Retention

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

Change Decision: Maintain

Strategic Priority Area 3: Staff Recruitment and Retention

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

- Change Decision: Maintain
- Desired State: Wolf Ranch Elementary is organized as a Professional Community with many different Collaborative Teams.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Wolf Ranch Elementary operates as a professional learning community with many collaborative teams all of which focus on advancing the core work of the campus and district. The current collaborative teams include grade level content teams, vertical content teams, campus wide MTSS, Process Champions, Learner Profile team and the Guiding Coalition. Evidence of Desired State: Meeting agendas, action items and work products show efforts that are targeted towards accomplishing the work of the district. Grade level content teams will meet 11 times per year. Vertical content teams, MTSS, Process Champions, Learner Profile Team, and Guiding Coalition will meet at least 5 times this year.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategic Priority Area 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: Weekly emails from Admin and/or Teachers, communication opportunities accessible to all families will happen 100% of the time. The 24-25 parent Survey results will show at least a 5% increase in the strongly agree and agree categories combined for the question, "The school keeps me well informed about my child's progress in school."

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Wolf Ranch Elementary has continued weekly emails from teachers and campus each week since prior to the beginning of school. Evidence of Desired State: Weekly emails show relevant information is shared with parents regarding upcoming events, and school operations.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategic Priority Area 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: Raptor system will show a 10% increase in volunteers.
- Host at least two author visits.
- There will be at least a 10% Increase in PTA meeting participation.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Wolf Ranch Elementary has continued to add volunteers and PTA participation. No Author visits have been completed yet. Evidence of Desired State: The sign in sheet from the first PTA meeting shows more participation than previous year. List of approved volunteers is larger than this time last year.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Maintain

Desired State: Student lead parent conferences, SeeSaw connection report, Mentor data, Watch Dogs, Volunteer Raptor reports, communication opportunity logs- APs/ Counselors

Student attendance will meet the 96% threshold.

The parent survey will display an increase from 45% agreeing that the campus encourages them to be an active partner with the school in educating their children to 50% by the end of the 2024-2025 school year.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: In last year's parent survey, 45% of parents responded they agree and 29% responded that they strongly agree that they feel like an active partner with the school in educating their children. Evidence of Desired State: Information from the previous parent survey.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<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>					