Georgetown Independent School District

Mitchell Elementary School

2024-2025 Campus Improvement Plan

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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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: There will be alignment and agreement in each grade level and content areas on student learning outcomes. Instruction will be aligned to the GISD scope and sequence, and teachers will implement the use of GISD curriculum with fidelity. During collaborative PLCs, teams will engage in collaborative discussions about the instructional cycle. Teachers will identify EIS for each unit and content area, which will drive instruction, the development and implementation of CFAs, and interventions. Teachers will support students through targeted interventions and enrichments during grade level WIN Time. The campus MTSS team will review data and provide additional support and progress monitoring to students who may not be making growth. The instructional leadership team, and teachers will have a system for monitoring student growth through data collection.

Evidence of Progress Toward Objective 1

During the 23-24 school year, teams had identified EIS for each unit. 70% of teachers have an understanding of how to select EIS, but lack clarity on how they inform and drive the instructional cycle. TFAR was used in grades 3-5 for assessments; however, there is not always a response to data analysis to ensure learning of EIS. CFAs have not been designed by every grade and for every unit. Teachers lack clarity on how this data may be used to monitor student progress over time and drive interventions. Data collection was driven by district summative assessments and reviewed by the Instructional Leadership Team. PLCs meet biweekly with Admin and LDC support. Intervention and SPED do not always attend. Campus Learning over the past two years has largely been driven by content area focus. We have one LDC currently coaching staff, all grade levels, and all content areas. Coaching has also been driven by content area, number of years teaching. Intervention time for students has been established and interventionists serve Tier 3 students in reading and math. MTSS meetings are scheduled weekly for academics and behavior with the MTSS team and are on a 6-week rotation for review. About 60% of grade levels implement flex grouping based on assessments during intervention time. During the summer, a focus group of teachers composed of one teacher from each grade level, met in a series of sessions to learn about the implementation of effective PLCs. These teachers now serve as the facilitators of the grade level PLC collaboration. Each grade level team

engaged in a collaboration day to design Unit 1 in ELAR and Math by identifying and unpacking EIS, creation of CFAs, and development of an intervention plan. Teams began the school year by continuing to model this cycle during PLC collaboration. These teams established team expectations for use of the PLC collaboration time.

Formative Reviews

October	January	April	July
On Track	On Track	Effect Achieved	

Strategic Objective 2

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

Change Decision: Maintain

Evidence of Progress Toward Objective 1

Teachers provide daily instruction on learner profile traits and CKH monthly focus. Teachers recognize students for demonstrating learner profile traits and students are celebrated on the daily announcements. Teachers communicate student progress with parents. The 23-24 parent survey indicated that this is an area where parent communication and understanding needs improvement.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

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: Parents will receive and have clear understanding of student learning, growth and progress as indicated by report cards, and assessment information.

Evidence of Progress Toward Objective 1

Parents receive progress reports and a nine weeks report card electronically via Skyward. Teachers meet with parents in the fall for a required parent teacher conference, and on an as needed basis during the school year. Teachers are responsible for communicating additional celebrations or concerns regarding student learning, growth and progress.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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: Students will consistently speak to and exhibit learner profile attributes, and Mitchell Core Values of safe, respectful, responsible behaviors in the classrooms, and common areas. The teachers and staff will model and celebrate these behaviors. Student data will show that students feel they are treated with respect and are respectful to each other, and that they have adults who care for and advocate for them.

Evidence of Progress Toward Objective 1

In the 23-24 school year, Mitchell was recognized as a Capturing Kids Hearts National Showcase Campus. Mitchell also received the CREST award for counseling for the second year in a row. Emergent Tree is in the second full year of implementation. Mitchell Core Values have been established and a behavior systems committee meets monthly. Systems have been created to support students who may need extra support with social skills and regulation by our campus interventionists, counselor and school based therapist. The parent survey indicates that 76% of parents feel their child has a connection to an adult at school, and 82% feel their child is treated wtih respect by adults. Students reported and average score of 2.58 that they had an adult who cares about them at school.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain

Desired State: Teachers will find meaning and value in their work. They will have appropriate resources, training and professional learning to appropriately meet students needs. Teachers will be provided necessary time needed to collaborate and learn with peers.

Evidence of Progress Toward Objective 1

Teachers are supported and coached by a campus LDC and Bilingual Learning Coach, Special Education Coach, Digital Learning Coach, and Behavior Specialist. Campus coordinators provide opportunities for ongoing professional learning through district and professional learning opportunities. Teachers have daily team conference time and a biweekly PLC collaboration time. New Teachers are supported by a campus and district new teacher support team which includes weekly professional learning opportunities and mentor support. Teachers are celebrated weekly through campus affirmations and highlights in weekly newsletters, and through monthly teacher and staff member of the month recognition. Mitchell has a campus culture committee which helps support campus service and culture activities. Teachers are also have opportunities to lead on campus within teacher leadership committees and student extra curricular activities

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain

Desired State: Teachers will provide daily instruction in learner profile skills, create calming corners in their classrooms with regulation tools, and provide instruction and support to students on self regulation, social skills and problem solving.

Students will demonstrate self-regulation, and problem solving skills in the classroom and common areas. They will develop healthy relationships with peers, and feel safe connected and supported in their learning environment as indicated by a reduction in discipline referrals, increased attendance, reduction in counselor referrals for conflict resolution, and positive indicators on student and parent surveys. Teachers will adopt a common language with supporting students.

Evidence of Progress Toward Objective 1

The 23-24 student experience survey indicates students overall feel Mitchell is a safe place to learn (2.38). However, it is noted that this indicator decreases as students move from 3rd-5th grade and it is below the district average. There is notable improvement needed in the area of problem solving, and treating each other with respect as the lowest indicator was kids are kind to each other with an average value of 1.55. Again, this value decreases with age from 3-5th grades. According to the parent survey, 80% of parents agree that Mitchell is a safe place to learn, and 76% of parents indicate that their child feels connected to adults at school.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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 Objective 2

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

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Maintain

Desired State: Teachers will collaborate weekly in grade level PLCs. Our master schedule will allow extended and protected time for teachers to meet. Teams will have a trained PLC facilitator who actively engages teams in collaboration around the 4 PLC questions during this time. Teams will use the time to identify and unpack EIS, develop common formative assessments, analyze student data, and discuss and plan student interventions.

Evidence of Progress Toward Objective 1

In previous years, teachers have had varied levels of professional learning and experiences in PLC. Teams met biweekly in 23-24 school year during their conference or PLC time. Campus administrators and the LDC often created the agenda for the time. During the summer of 2024, a group of teachers composed of one team member from each grade level team met 4 times over the course of the summer to increase their learning in PLC in order to be prepared to be facilitators for the PLC time. Their time was focused on learning about the 4 questions and how to bridge the gap between learning and doing PLC. Our campus leadership team created the master schedule to allow for an extended, protected biweekly PLC collaboration time for teams.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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: Parents will be well informed, active participants in their child's education.

Evidence of Progress Toward Objective 1

Campus leadership emails weekly newsletters to families with important dates, information, and campus opportunities. Teachers provide weekly or monthly communications to parents through various platforms including skyward, email, SeeSaw, and phone applications. Standards based report cards are shared electronically in skyward each nine weeks. Our parent involvement specialist is on campus two times per week to offer supports to parents, and provide learning opportunities to families. The principal provides back to school learning opportunities to families in August. Teachers provide opportunities for a parent conference in the fall, and as needed throughout the school year. The Mitchell Parent Climate Survey a need for improvement in reporting student learning progress (64%) and overall communication regarding their education experience (68%).

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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 Objective 3

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

Change Decision: Maintain

Desired State: Increased partnerships with the community including mentors, volunteers and Watch DOGS. Positive indicators on the Student Experience and Parent Surveys.

Evidence of Progress Toward Objective 1

Mitchell currently provides mentors, and volunteering opportunities through Pet Partners, PALS, Watch D.O.G.S, and PTA volunteer opportunities. Mitchell hosts four family nights per year and these events are heavily attended. Other opportunities for parents and families to visit schools include Veterans Day, Fun Run, daily lunch with students, and field day. 85% of parents report they feel welcomed and invited to their child's school.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Georgetown Independent School District

Richarte High School

2024-2025 Campus Improvement Plan

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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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Maintain but Consider a Change

Desired State: RHS will continue to improve instructional alignment to support student growth. RHS will continue to look for ways to improve alignment so that it will positively affect authentic learning which should mirror assessment.

Strategic Objective 2

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

Change Decision: Maintain but Consider a Change

Desired State: Students participate in lessons on Learner Profile once a week during 3rd period. The lessons are focused on increasing a student's capacity to be successful in all aspects of school, including those that are not reflected in traditional academic settings.

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Major Change

Desired State: Students will perform at a rate for CCMR that is appropriate based on their academic needs and their needs for post-secondary success.

Evidence of Progress Toward Objective 1

Traditionally the focus for student outcomes is credits for graduation and EOC completion. Systems to ensure CCMR are inconsistent and encounter obstacles due to the accelerated

nature of RHS. Additional progress monitoring is necessary for CCMR at RHS.

Formative Reviews

October	January	April	July
On Track	On Track		

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: Student's progress is reflected on report cards. Student's success is also monitored based on their completion percentage in courses, as students seek to complete their courses at RHS in an accelerated model.

Evidence of Progress Toward Objective 1

Currently, student progress is monitored via a student graduation plan. Credits earned by students are not monitored against expected completion benchmarks.

Formative Reviews

October	January	April	July
No Progress			

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 have a culture reflective of individual beliefs and respect for those that differ from one another.

Staff builds positive relationships with students by utilizing a variety of team building activities with students throughout the year as well as when new students enter (student ambassador program).

Evidence of Progress Toward Objective 1

New students to RHS often feel disconnected from the campus and there is a challenging acclamation period due to the small size of the student body as well as their unique differences.

Formative Reviews

No Progress

October	January	April	July

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Minor Change

Desired State: RHS staff will continue to enjoy coming to work, understanding their role in the success of their students.

Evidence of Progress Toward Objective 1

Traditionally, staff have felt connected to one another through faculty meetings that did not have a sense of regularity. There is room to improve the walkthrough process for Teachers and provide meaningful feedback to them.

Formative Reviews

No Progress

October	January	April	July

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain

Desired State: Staff will continue to provide a safe environment for students to learn, ensuring inclusivity for all students. An emphasis is made on Social Emotional Learning for all students.

Strategic Priority Area 3

Staff Recruitment and Retention

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

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

Strategic Objective 1

GISD provides competitive compensation and benefits to employees.

Change Decision: Maintain

Desired State: RHS staff members will be compensated appropriately, including opportunities for additional compensation through extra duties on campus.

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 but Consider a Change

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

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Major Change

Desired State: 100% of staff will regularly participate in PLCs.

Evidence of Progress Toward Objective 1

All Teachers have received training on PLC procedure and PLCs occur regularly.

Formative Reviews

No Progress

October	January	April	July

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: Data is regularly made available to all stakeholders, and encourages feedback in the process.

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 but Consider a Change

Desired State: Staff will continue to interact with parents through learning nights and new student interviews.

Strategic Objective 3

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

Change Decision: Maintain but Consider a Change

Desired State: RHS will continue to host parent learning nights as well as encourage parents to be a part of their student's learning journey.

Georgetown Independent School District

Wolf Ranch Elementary

2024-2025 Campus Improvement Plan

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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

☑ **HB3 Strategic Priority Area**

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

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

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.

Formative Reviews

October	January	April	July
On Track	On Track	Adjustments Taking Place	

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

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.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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

Fifty percent of students performed at "Meets Grade Level" on STAAR tests.

Formative Reviews

October	January	April	July
Adjustments Taking Place	Support Requested	Adjustments Taking Place	

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

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.

Formative Reviews

October	January	April	July
On Track	Adjustments Taking Place	On Track	

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

In September, 70% of classes have completed at least one brag board, and 40% of classes have had at least one brag board celebrations

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

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

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.

Formative Reviews

October	January	April	July
On Track	Adjustments Taking Place		

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

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.

Formative Reviews

October	January	April	July
On Track	On Track		

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 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 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

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.

Formative Reviews

October	January	April	July
On Track	On Track		

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

Wolf Ranch Elementary has continued weekly emails from teachers and campus each week since prior to the beginning of school.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

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

Wolf Ranch Elementary has continued to add volunteers and PTA participation. No Author visits have been completed yet.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

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

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.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

Georgetown Independent School District

Purl Elementary School

2024-2025 Campus Improvement Plan

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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 ☑ HB3 Strategic Priority Area

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

Change Decision: Major Change

Desired State: We want instructional methods to be research based (e.q. UPSE/ Problem Solving Strategies) and utilizing hiqh quality instructional materials that align to the state standards. Standards align to common formative and summative assessments. The data from the formative and summative assessments will be used to group students for intervention.

Rigorous Math instruction needs to occur daily in classrooms and teachers need to have a solid understanding of student mastery for each subject area.

Evidence of Progress Toward Objective 1

Teachers will understand how to use the GISD curriculum guides such as Math Stem Scopes.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2 ☑ HB3 Strategic Priority Area

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

Change Decision: Maintain

Desired State: At Annie Purl Elementary, staff will treat each other with respect, and students will treat staff with respect. Students will treat each other with respect.

Evidence of Progress Toward Objective 1

At the beginning of the year, the staff and students created social contracts. We will continue to review classroom and common area expectations.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Desired State: We will continue using hands-on Science and Math lessons to promote stem lessons.

Evidence of Progress Toward Objective 1

We have new teachers, and we will continue to support and train them.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 4

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

Change Decision: Maintain

Desired State: We will use various platforms to communicate with families.

Evidence of Progress Toward Objective 1

We are using Parent Square, Thursday, and Red folders to communicate with our families.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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: The campus will recognize positive and respectful behaviors by using resources from CKH, and its culture will be reflective of surveys.

Evidence of Progress Toward Objective 1

Whatever the current state.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain

Desired State: All staff will find meaning and value in their work by participating in PLCs.

Evidence of Progress Toward Objective 1

All Staff will understand how to engage in a PLC to find meaning and value in their work.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain

Desired State: All students feel safe to report to a trusted adult using the See Something and Say Something protocol.

Evidence of Progress Toward Objective 1

All students will receive a lesson on how to make reports to a trusted adult or make online reports.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Priority Area 3

Staff Recruitment and Retention

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

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

Strategic Objective 1

GISD provides competitive compensation and benefits to employees.

Change Decision: Maintain

Desired State: We will continue to hire highly qualified teachers and offer competitive compensation to all employees.

Strategic Objective 2

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

Change Decision: Maintain

Desired State: We will continue to hire highly qualified teachers that align with our core beliefs.

Evidence of Progress Toward Objective 1

We will retain new staff by ensuring they have the required training and tools.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Maintain

Desired State: Teachers will participate in learning communities to enhance learning among all learners.

Evidence of Progress Toward Objective 1

We have a Guiding Coalition and Teacher Leaders who lead teams to enhance the professional learning community.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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: Our school will be transparent with school information.

Evidence of Progress Toward Objective 1

We continue to use Parent Square and weekly folders to share information with the community.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

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: Annie Purl and all staff members will establish effective relationships with all stakeholders to support students.

Evidence of Progress Toward Objective 1

Annie Purl will hold 4 parent community events throughout the year to develop parental outreach and support students.

Formative Reviews

October	January	April	July
On Track	On Track		

Strategic Objective 3

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

Change Decision: Maintain

Desired State: Annie Purl's parents feel welcomed and invited to volunteer and visit our school.

Georgetown Independent School District

Tippit Middle School

2024-2025 Campus Improvement Plan

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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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: In all TMS core classes, Tier 1 instruction will be aligned to district curriculum documents and state standards and assessment practices will reflect common formative and summative assessments to inform intervention.

Evidence of Progress Toward Objective 1

We are continuing the work we did last year. We have unpacked standards and identified Essential Intervention Standards for each Unit. We have also created two common formative assessments and a summative assessment that is aligned with how the essential intervention standards were tested on STAAR. We had started planning interventions, but feel like we could improve the quality of interventions/extensions and some learning activities.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 2

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

Change Decision: Maintain

Evidence of Progress Toward Objective 1

TMS selects one Learner Profile Trait a month and has a character lesson around in in Titan Homeroom. Teachers then refer to the trait through the month as things occur in their rooms. At the end of the month, staff nominate one boy and one girl who highlight that trait. We then create a social media post and brag about that student to our campus and community. We also send out a student survey on the LEarner Profile Traits and track students developments on those traits.

Formative Reviews

October	January	April	July
Adjustments Taking Place	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Evidence of Progress Toward Objective 1

Wednesdays are college days at Tippit. Staff show off their alma maters by wearing college t-shirts. During advisory classes, teachers review Google slides featuring a new staff member each week. The slides include information on the teacher's post secondary path and experiences. This is a fun way for students to learn about post secondary options while also getting to know the Tippit staff. Additionally, counselors visit 6th, 7th, and 8th classrooms for CCMR guidance lessons in line with district initiatives. The guidance lessons start with interest inventories, so students can explore high school pathways and endorsements that align with their interests. This information guides students as they develop personal graduation plans and supports intentionality in course selections. The counselors then help students connect pathways and endorsements to post secondary opportunities. Counselors meet with all 8th grade students individually to help them build their personal graduation plans in preparation for high school and post secondary success. This year, the district is introducing a new CCMR software, EduThings, which will be utilized in the guidance lessons.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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 would like a way for parents, students, and staff to easily view how the students are doing on mastering their essential intervention standards in math.

Evidence of Progress Toward Objective 1

We currently have teachers utilize the Formative program to house our student assessments and data. This program can show us where students' achievement was on their math essential intervention standards but does not show growth. It is not visible to parents so parents only see the score that is entered into Skyward and it is not user-friendly for the parents to see the exact standard their student was working on.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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: Tippit will recognize positive and respectful behaviors through brag tickets, brag boards, and learner profile students of the month. We will also acknowledge adults who exhibit these behaviors through Teacher of the Month. The campus will have a culture of being able to hold each other accountable by commonly agreed-upon norms through social contracts.

Evidence of Progress Toward Objective 1

All staff and students create a social contract, which outlines how staff and students want to be treated by each other and how they will treat each other when there is conflict. All teachers are trained in Capturing Kids' Hearts and we implement their program with fidelity. (National Showcase School for the last three years) All classrooms will have brag boards up where they set goals for students behavior in class and reward students when they see the desired behavior. Completely filled brag boards will be turned in by the teacher to the office and give their classes a classroom reward. We will also color in a square on our school-wide reward tracker for each filled brag board submitted. Once we fill in the school wide tracker we get a school wide reward. Staff also have brag tickets that they hand out to students who exhibit the traits of being safe, respectful, and responsible in common areas. Students turn their tickets into the office and we draw three winners every week. Brag ticket winners receive a reward and get a shout out on social media. Our counselors visit classrooms and do character lessons to help be proactive with student behaviors. They also have students fill in a mood meter, weekly, so that they can help intervene with students as they need it. We also utilize Titan Homeroom as a place to teach & re-teach campus-wide expectations to address behaviors as needed.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain

Desired State: At Tippit Middle school 95 % of staff or more feel like their work is valued by their supervisor and they are satisfied with their job.

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain

Desired State: For the 24-25 school year, our goal for the student experiences survey safety indicator is 2.1 or higher. We believe we can reach this goal by continuing our current practices and addressing student and staff concerns.

Evidence of Progress Toward Objective 1

For the 23-24 school year, the student experiences survey data demonstrated a slight increase in the following environmental indicator: "Overall, my campus is a safe place to learn." The 23-24 student rating was a 2.03 (on a scale of 0-3) compared to 1.99 for the 22-23 school year. We will continue to promote Titans' physical and physiological safety in the following ways: Brag tickets are awarded to students for being safe, respectful, and responsible (picking up trash in the hall, walking to class on the right side of the hall, etc.); all teachers are on duty in halls between classes; Capturing Kids Hearts (CKH) is promoted in all classrooms and Tippit Middle School is a CKH National Showcase school (teachers greet students at the door using a handshake of student's choice, all classes start with "good things" where students are encouraged to share positive experiences with the class, etc.); Monday advisory lessons focus on self-awareness, empathy, and kindness; and counselors visit classrooms in the month of September to ensure all students know how to access counselors and report concerns in person or anonymously using district tools such as Let's Talk.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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 Objective 2

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

Change Decision: Maintain

Desired State: Tippit will continue to recruit highly qualified and effective teachers and staff members whose beliefs align with the District's vision, mission, and beliefs.

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Minor Change

Desired State: At TMS PLCs are personalized to the staff attending them and for their content. They are highly effective and the staff finds meaning in value in them.

Evidence of Progress Toward Objective 1

TMS has personalized PLCs for all core contents minus our compounded math courses. (6/7 and 7/8) We have 3 sections of 6/7 with two different teachers so our plan is to focus in on that additional plc.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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: We will relay regular data with our community members through our PTA meetings. We will hold quarterly site-based meetings to review the progress of our CIP.

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: Tippit will continue to invite parents and other key community leaders into our school for campus events, mentoring, and volunteer opportunities. We will seek out ways to be partners in our community.

Strategic Objective 3

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

Change Decision: Maintain

Desired State: Tippit staff will welcome everyone to campus with a smile and ask if they can be of assistance. Tippit will continue to invite parents and other key community leaders into our school for campus events, mentoring, and volunteer opportunities. We will seek out ways to be partners in our community.

Georgetown Independent School District

Village Elementary School

2024-2025 Campus Improvement Plan

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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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: Village Elementary will support high quality and standards aligned instruction and assessment in reading and math so that Village learners are on grade level and making academic growth.

At Village, 75% of our students will be on grade-level according to our MAP and MClass data in math and reading.

Evidence of Progress Toward Objective 1

EOY data? How are your teams doing with CFAs?

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Minor Change

Desired State: At Village, we will recognize students in their learner profile progress monthly. We will routinely discuss and reflect on our learner profile attributes.

Evidence of Progress Toward Objective 1

Currently, we recognize students at the end of each school year. We focus on our learner profile attributes at the beginning of every year to get them familiar with them. Each month we highlight one through morning announcements.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Desired State: At Village, we will promote GISD fairs, events, and extra-curricular activities to give our students and community a variety of exposure to different vocations.

Evidence of Progress Toward Objective 1

Village will continue to promote GISD fairs, events, and extra-curricular activities to give our students and community a variety of exposure to different vocations.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 4

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

Change Decision: Major Change

Desired State: Village will routinely discuss campus and classroom data in our PLCs so that we can effectively communicate each student's growth to their parents/guardians.

Evidence of Progress Toward Objective 1

Parents can find the progress of students' growth online through Skyward Family Access. Village sends a hard copy of the MAP and MClass data at the BOY, MOY, and EOY progress checks.

Formative Reviews

October	January	April	July
On Track	Adjustments Taking Place	On Track	

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: Village will recognize positive and respectful behaviors for students routinely throughout the week. Village will have a culture reflective of a safe, respectful, and responsible campus climate.

Evidence of Progress Toward Objective 1

Village currently uses various Emergent Tree and Capturing Kids Hearts strategies to ensure everyone has a safe learning and work environment.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Minor Change

Desired State: Village will recognize staff members through affirmations and recognition programs for all of their hard work.

Evidence of Progress Toward Objective 1

We are currently recognizing teachers/staff once a month through our district Teacher of the Month/Teammate of the Month program.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain

Desired State: Every student who walks into Village feels safe and supported physically and psychologically.

Evidence of Progress Toward Objective 1

At this time, a majority of our staff is trained in CKH. Our campus counselor does regular SEL lessons with our classes and is available to talk when the need arises.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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 Objective 2

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

Change Decision: Maintain

Desired State: Village Elementary will retain 100% of its staff members. Our only staff losses will be due to retirement after the 24-25 school year.

Evidence of Progress Toward Objective 1

Currently, Village will hire highly qualified teachers. We attend district-wide hiring events and use social media to attract like-minded educators who would like to serve the Georgetown community.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Minor Change

Desired State: At Village, we will move towards a PLC model where teachers are able to facilitate their own grade-level PLCs. They will be able to have intentional team discussions surrounding data, MTSS decisions, build

Evidence of Progress Toward Objective 1

At Village, we currently hold PLCs each week that are led by our LDC. Through these PLCs we make student-centered decisions based solely on data and what is best for the students. New learning practices and tools are discussed as needed.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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: Village Elementary will implement GISD's practices for reporting progress with fidelity.

Evidence of Progress Toward Objective 1

Village Elementary has always followed GISD policies when reporting progress and the ability for parents/community members to access information.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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: At Village, we will build relationships with each one of our families. Through these relationships, they will know that we put students first and our ultimate goal is to help every child grow and find their purpose.

Evidence of Progress Toward Objective 1

Currently, at Village, we take pride in being there to greet our families every afternoon. As best

as we can we greet everyone by name and make a conscious effort to acknowledge our parents. These relationships help us build our school culture and community and it's evident in our parent feedback and participation in our school.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

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

Change Decision: Maintain

Desired State: Village will be a place where parents and community members feel safe and welcome when they step foot on our campus.

Evidence of Progress Toward Objective 1

At Village, we currently welcome parents, volunteers, and other community members every day to support our students and staff. Parents are welcome to eat with their students every day of the week.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Georgetown Independent School District

Wagner Middle School

2024-2025 Campus Improvement Plan

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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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: Our system will have the capacity to deliver standards aligned instruction and utilize assessment data to monitor student learning and provide meaningful, real-time intervention to learners.

Evidence of Progress Toward Objective 1

Currently, core teachers collaboratively identify 1-2 essential standards per unit of study. During PLCs, grade-level teams collaboratively design 2-3 aligned CFAs with accompanying intervention and enrichment. We lack clarity around lesson plan expectations. Additionally, teachers receive minimal feedback on the quality of lesson plans prior to their implementation. As a campus, we lack a system to regularly and collaboratively analyze assessment data, as well as lack a system to track assessment data and student growth towards essential standards as a campus.

Formative Reviews

On Track	Adjustments Taking Place	Adjustments Taking Place	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Minor Change

Desired State: Our system will have the capacity to recognize students' development of Learner Profile attributes each month.

Evidence of Progress Toward Objective 1

Historically students have been recognized for Learner Profile growth at EOY awards ceremonies. We lack a system to consistently recognize student growth towards Learner Profile attributes throughout the year.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Desired State: Counselors will meet with all students to discuss various elective courses, specifically those eligible for high school credit to include: Spanish 1-4, Business Information Management (BIM), Digital Media, Fundamentals of Computer Science, Health, Professional Communications, Principals of Applied Engineering, Teen Leadership, Algebra I.

Strategic Objective 4

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

Change Decision: Minor Change

Evidence of Progress Toward Objective 1

Currently, the primary method for communicating a student's progress to their parents occurs almost exclusively through posting grades in Skyward. While each student completes a BOY, MOY, and EOY MAP assessment and a Fall and Spring STAAR Interim, math and reading teachers have not historically provided information to parents about their student's performance and/or growth.

Formative Reviews

October	January	April	July
Adjustments Taking Place	On Track	On Track	

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: Our system will have the capacity to positively impact and support student behaviors.

Evidence of Progress Toward Objective 1

All teachers have received professional learning with Capturing Kids' Hearts and Emergent Tree strategies. Teachers participate in monthly department meetings focused on professional learning and support around these strategies. Currently, the implementation of these strategies is inconsistent across classrooms as evidenced by classroom walkthroughs. Core interdisciplinary teams meet regularly, every Tuesday and Thursday. All teams use a campus provided agenda as they implement the MTSS process. Currently, core teams progress with the MTSS process varies.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain

Desired State: Campus priority work and initiatives clearly connect to our Wagner Commitments. This include a focus on relationships, collaboration, and effective instruction. Staff receive affirmation and feedback, as well as intentional learning, collaboration, and support towards our campus priority work and initiatives.

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain

Desired State: All staff will leverage Capturing Kids' Hearts and Emergent Tree strategies to develop authentic relationships with/amongst students and to build a positive campus culture. Counselors will provide quarterly classroom guidance to help students build the skills needed for self-regulation, conduct small groups, and support equipping staff with trauma informed practices.

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 Objective 2

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

Change Decision: Maintain

Desired State: Wagner will continue to utilize a hiring process that focuses on identifying prospective employees that are deeply connected to our Wagner Commitments (i.e. relationships, collaboration, and effective instruction). All newly hired Wagner staff and interested returning Wagner staff will participate in a professional learning opportunity (Wagner Academy) to deepen their understanding of and alignment to the GISD Vision, Mission, Beliefs, Learner Profile, and our Wagner Commitments. All staff will continue to receive regular support and collaboration through routine faculty and department meetings.

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Major Change

Desired State: Our system will have the capacity to foster a collaborative campus culture through the implementation and support of professional learning communities (PLCs).

Evidence of Progress Toward Objective 1

All teachers are part of a designated department. Departments have weekly meetings that serve

as PLCs to engage in a variety of learning and/or collaboration. Departments meet once per month for focused learning on strategies that support positive behaviors and twice per month for focused learning on strategies that support effective instruction. All teachers have a scheduled conference period with a colleague that teaches the same or similar courses allowing for collaboration. Specifically, core teachers have two designated PLC periods - one for the design process and one for the teaming process. Design PLCs occur with departmental peers every Monday, Wednesday, and Friday and are dedicated to the collaborative process of designing and delivering effective instruction. Teaming PLC occur with interdisciplinary team peers every Tuesday and Thursday and are dedicated to the collaborative MTSS process. Currently, the effectiveness of our design PLCs varies across departments. While our campus includes collaboration as one of our three Wagner Commitments, we lack clarity around PLC expectations and lack supports such as PLC norms, agendas, and a data review protocol that are necessary for effective PLCs.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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: Our campus will continue and enhance ongoing communication efforts to keep stakeholders informed, connect decisions to the vision/mission/beliefs to the district and our campus, and gather input. Our campus will continue to leverage social media, our campus website, and weekly communication with our staff and parents with an emphasis placed on providing clarity on how our campus works towards our Wagner Commitments (i.e. relationships, collaboration, and effective instruction).

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: Wagner staff will continue to leverage our partnership with our Wagner PTA to ensure our families feel informed, connected, and valued, as well as collaborate with our families to increase opportunity for campus-community engagement.

Strategic Objective 3

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

Change Decision: Maintain

Desired State: Our campus will continue to invite and actively encourage the attendance of our families and community to events showcasing student participation in campus organizations and/or events celebrating student success.

Georgetown Independent School District

S.T.E.P.
Successful Transition Education Program
IN PARTNERSHIP WITH WILLIAMSON COUNTY JUVENILE SERVICES

Successful Transition Education Program

2024-2025 Campus Improvement Plan

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February 03, 2026 at 10:14 AM

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

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.

Formative Reviews

On Track	On Track	Adjustments Taking Place	
October	**January**	**April**	**July**

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

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.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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.

Formative Reviews

Adjustments Taking Place	On Track	On Track	
October	**January**	**April**	**July**

Evidence of Progress Toward Objective 3

Provide instruction on character development, social skills, and service learning to all students.

Formative Reviews

On Track	Adjustments Taking Place	On Track	
October	**January**	**April**	**July**

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

Increased support for college entry testing/readiness; industry-based skill exposure and

practice; enhanced technology integration in classrooms.

Formative Reviews

October	January	April	July
On Track	Adjustments Taking Place	On Track	

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 Objective 2

GISD employees find meaning and value in their work.

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

Create a classroom and campus environment that is calm and provide tools for regulation in each classroom to encourage self-directed coping skills.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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.

Formative Reviews

Adjustments Taking Place	On Track	On Track	
October	**January**	**April**	**July**

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 Objective 2

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

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 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 Objective 3

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

Georgetown Independent School District

Georgetown High School

2024-2025 Campus Improvement Plan

Generated by Plan4Learning.com
February 03, 2026 at 10:13 AM

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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

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

Evidence of Progress Toward Objective 1

We have trained 100% of our teachers in how to identify essential standards, assess essential standards, then proceed to intervene for students who aren't learning at proficiency or higher, and to extend learning opportunities for those learning at proficiency or higher. Our PLC teams are actively working to identify, assess, and intervene on the essential standards for every unit of study in our math, science, reading, and social studies classes. Our electives PLC teams are working the same process with an essential standard each nine week period.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Major Change

Evidence of Progress Toward Objective 1

We have a team of teachers who are working to incorporate Learner Profile attributes into our class lessons with greater intentionality. We want our teachers to design experiences where students have to engage the attributes in a setting that we can help to guide them. The team has created mini lessons and a rubric by which to measure how students are progressing with their experiences with the learner profile attributes.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain but Consider a Change

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

Evidence of Progress Toward Objective 1

Enrollment in AP courses is steady from last year, and incentives have been communicated to students. TTESS goals reflect AP participation and/or performance expectations. CTE courses that offer IBC's have begun sharing which certifications are available and will be preparing them for passing throughout the semester. TSI testing dates are posted and communicated.

Formative Reviews

October	January	April	July
On Track	On Track	Effect Achieved	

Strategic Objective 4

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

Change Decision: Minor Change

Desired State: We want all parents and stakeholders to understand our progress data and interpret it with

relative ease.

Evidence of Progress Toward Objective 1

The EIS document will be our internal document to guide teachers, but the intervention lessons will be such that parents and other stakeholders can see what was taught, how it was assessed, what was offered to extend learning for those who were proficient or greater, and what was done for those who did not achieve proficiency.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Priority Area 2

Student and Staff Well-Being

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

Strategic Objective 1

GISD students are treated with respect and are respectful to each other and to adults.

Change Decision: Minor Change

Desired State: GHS will recognize positive and respectful behaviors through student and staff spotlights when learner profile attributes are positively exemplified. Campus GHS will have a culture reflective of our Eagle Fight Never Dies mentality, and of our learner profile attributes.

Evidence of Progress Toward Objective 1

We are currently developing how we will recognize learner profile growth attributes in our students.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain but Consider a Change

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

Evidence of Progress Toward Objective 1

Classroom walkthroughs/visits are happening at high volumes allowing for multiple opportunities to recognize and affirm work, and to provide feedback designed to grow teachers and admin their work.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Minor Change

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

Evidence of Progress Toward Objective 1

Safety drills are routine and expectations of how to remain safe are routinely communicated to students and staff.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Priority Area 3

Staff Recruitment and Retention

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

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

Strategic Objective 1

GISD provides competitive compensation and benefits to employees.

Change Decision: Maintain

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

Evidence of Progress Toward Objective 1

Our master schedule reflects time for teachers to engage in Professional Learning Communities across math, reading, science, and social studies. We have schedule meeting within contract hours for teams that do not have common conference time to engage the PLC process. 100% of staff have been trained on the EIS process and are engaging said process.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Maintain

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

Evidence of Progress Toward Objective 1

Nurture relationships at Georgetown High School by recognizing the individual and not just the position. We understand our colleagues are human and have human issues require compassion, direction, and forgiveness; so we talk about that and offer that to each other. Include teachers and paras in the planning process for master schedule, school strategies for addressing behaviors/discipline, and school functions.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Minor Change

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

Evidence of Progress Toward Objective 1

Our master schedule reflects time for teachers to engage in Professional Learning Communities across math, reading, science, and social studies. We have scheduled meetings within contract hours for teams that do not have common conference time to engage the PLC process. 100% of staff have been trained on the EIS process and are engaging said process.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Priority Area 4

Community and Connectivity

Picture of Success: Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Strategic Objective 1

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

Change Decision: Maintain but Consider a Change

Desired State: Georgetown High School will make information and progress on our goals/objectives available and accessible.

Evidence of Progress Toward Objective 1

Working to communicate with parents in a way not necessarily done before here about academics, attendance, arts, athletics, etc. We intend to show what impacts attendance can have on graduation, scores, grades, etc.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Maintain

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

Evidence of Progress Toward Objective 1

GHS teachers, programs and organizations communicate often and effectively with parents in a variety of mediums. Our relationship with other schools in the area is important to us and we have positive communication with all of them.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

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

Evidence of Progress Toward Objective 1

We invite parents to attend all of our events. Pep Rally days, academic celebrations, meet the eagles, sporting events, FFA and CTE events, fine arts performances, state send offs, PTA meetings, Open Houses, and many more events are well attended by our parents and community members.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Georgetown Independent School District

Forbes Middle School

2024-2025 Campus Improvement Plan

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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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: The Forbes staff will participate in collaborative team meetings to understand the GISD curriculum documents, create and implement common formative assessments, and plan for intervention and enrichment.

Evidence of Progress Toward Objective 1

Campus departments have a shared meeting time built in the master schedule. Department chairs are leading collaborative team meetings to focus on identifying essential intervention standards

Formative Reviews

On Track	On Track	Adjustments Taking Place	
October	**January**	**April**	**July**

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 for learner profile attribute attainment.

Evidence of Progress Toward Objective 1

Each nine-weeks, students are recognized for SOAR awards related to learner profile.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Desired State: Students understand their post-high school opportunities and begin planning for their future.

Evidence of Progress Toward Objective 1

Some students may have an idea of what options and opportunities are available in high school and post-high school.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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.

Change Decision: Minor Change

Desired State: Campus will instill and recognize core values of respectful, responsible, and safe.

Evidence of Progress Toward Objective 1

Students receive tier one instruction on core values and the brag board structure is set up to recognize students on the individual level, classroom level, and school level.

Formative Reviews

October	January	April	July
On Track	On Track	Adjustments Taking Place	

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Minor Change

Desired State: The campus is national showcase school for Capturing Kids Hearts, which focuses building relationships.

Evidence of Progress Toward Objective 1

There is low relational capacity on campus.

Formative Reviews

On Track	On Track	Crisis	
October	**January**	**April**	**July**

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Minor Change

Desired State: The campus meets the district attendance goal of 96%.

Evidence of Progress Toward Objective 1

23-24 school year attendance rate was 94%

Formative Reviews

On Track	On Track	Support Requested	
October	**January**	**April**	**July**

Strategic Priority Area 3

Staff Recruitment and Retention

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

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

Strategic Objective 1

GISD provides competitive compensation and benefits to employees.

Change Decision: Maintain

Desired State: Staff receive stipends for leading priority work on campus.

Evidence of Progress Toward Objective 1

Leadership teams are developed and stipends allocated to lead PLC and Multi-Tiered Student Support (MTSS) work.

Formative Reviews

October	January	April	July
On Track	On Track	Adjustments Taking Place	

Strategic Objective 2

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

Change Decision: Maintain

Desired State: Staff find meaning and value in their work and feel like their input is used to make campus decisions.

Evidence of Progress Toward Objective 1

New systems and structures are being defined and implemented.

Formative Reviews

October	January	April	July
On Track	Adjustments Taking Place	Adjustments Taking Place	

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Major Change

Desired State: PLC work is lead by teacher teams with support from campus and district leadership.

Evidence of Progress Toward Objective 1

Collaborate team meeting time is allocated on the Master Schedule for horizontal and vertical alignment within each core content department.

Formative Reviews

October	January	April	July
On Track	On Track	Adjustments Taking Place	

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: Parents feel informed about campus events and their students academic performance.

Evidence of Progress Toward Objective 1

Parent surveys indicate that 62% feel we are transparent on progress regarding priority work.

Formative Reviews

On Track	On Track	Adjustments Taking Place	
October	**January**	**April**	**July**

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: The campus hosts a monthly coffee with the principals for parents to receive updates and ask questions.

Evidence of Progress Toward Objective 1

Monthly coffee with the principals are scheduled.

Formative Reviews

October	January	April	July
On Track	No Progress	Adjustments Taking Place	

Strategic Objective 3

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

Change Decision: Maintain

Desired State: Parents report they feel welcome and invited at Forbes through events like coffee with the principals, opening lunch for visits, and campus events.

Evidence of Progress Toward Objective 1

Parent survey results indicate that 69% of parents feel welcome and invited at the campus.

Formative Reviews

October	January	April	July
On Track	On Track	Support Requested	

Georgetown Independent School District

Frost Elementary School

2024-2025 Campus Improvement Plan

Generated by Plan4Learning.com
February 03, 2026 at 10:12 AM

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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: Teacher teams and collaborative partners will utilize Design Days and PLC to create and reflect upon backwards design unit plans. The unit plans will encompass the understanding and unpacking of the rigor of essential standards, the unpacking of prerequisite skills needed for focus TEKs and formative assessment timing and response strategies needed in order to respond to students.

Within the backwards design unit plan, an intentional focus will be placed on the creation and analysis of unit summative and formative assessments. The teams will ensure the rigor of the assessment and the TEK are comparable. Once the assessment is created, teachers will routinely administer formative assessments according to their unit assessments. Following the administration, teachers will record and utilize the data in order to make informed decisions on student progress as well as intervention and extension opportunities. Teachers will work collaboratively with their teams to identify areas of strength and areas of growth in order to address the needs of students collectively.

Evidence of Progress Toward Objective 1

Teachers teams alongside support staff have initiated backwards design unit plans for the first unit of the year using a specific backwards design unit template. The template has built in systems to check for the level of rigor of the instruction and the assessment to the TEK. The backwards design template also provides a plan for teachers to plan out when common formative assessments take place and ensure they are targeting specific skills. Teacher teams with support staff are working towards examining the data after the assessment is given and then providing the appropriate intervention or extension. Currently, 48% of Frost Elementary students are reading below grade level according to end of the year mClass data. 55% of Frost Elementary students are performing below grade level according to end of the year MAP data.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 2

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

Change Decision: Major Change

Desired State: Teacher teams will examine the focus TEKS for each unit of study. Teams will then determine a minimum of three prerequisite skills needed for mastery of grade level TEKS. The prerequisite skills will be represented in the form of questions within the formative assessments in each unit. Teachers will utilize high engagement strategies and differentiated instruction to meet, assess and progress monitor students towards mastery.

Evidence of Progress Toward Objective 1

Currently, teacher teams examine the focus TEKS however, have had minimal training and experience holistically as to how to break down the TEK into various parts and pull out the prerequisite or formative skills. Teacher teams traditionally have taught to the rigor of the students rather than the rigor of the TEK. Progress monitoring strategies as well as what is being assessed has been varied and not consistent. Focused on the "what" and now we need to focus on the "how" Higher order learning experiences for students. Teacher needs to facilitate this learning.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Desired State: Staff will host opportunities and experiences for students to explore various careers and post secondary education settings.

Evidence of Progress Toward Objective 1

Frost currently hosts a career day for students to explore various careers as well as students participate in various counseling lessons that assist them in exploring which careers they may like to participate in.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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 general education teachers will share a minimum of two assignments or assessments with all appropriate stakeholders in the areas of math and reading per week in order to communicate a student's learning progress.

Evidence of Progress Toward Objective 1

Currently, parents are provided work samples at will of the teacher and not on a consistent basis. Formal reporting on student progress is reported to parents at each nine weeks via the student's report card.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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: Students will have strong intrapersonal skills such as coping strategies, self confidence and self discipline as well as strong interpersonal skills such as effective conflict resolution techniques and the ability to listen to others differing perspectives. This is all in efforts for students to have respectful relationships with their peers and with adults.

Evidence of Progress Toward Objective 1

Currently, students reported in the Learner Profile survey that areas of growth could be that students are not kind to one another. The second area of growth from the survey is that when students are feeling angry or upset, they are not utilizing calming strategies. Frost holistically is not explicitly teaching these behaviors and methods in which to deploy these behaviors.

Formative Reviews

October	January	April	July
On Track	On Track	No Progress	

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain

Desired State: Collaboratively create and implement processes for instructional rounds/walkthroughs and feedback loops which focus on primarily positive feedback and affirmations for all teachers. Identify and recognize staff on a weekly basis for implementing campus goals effectively.

Evidence of Progress Toward Objective 1

Currently, we are conducting walkthroughs and providing teacher teams feedback through Strive or via email. A Spring 2024 staff survey revealed that teachers were desiring more in the moment feedback from Administration. Feedback on current lesson plans was collectively deemed too late in the process and not always practical.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain

Desired State: Students at Frost Elementary will have a strong understanding of the school wide expectations (Safe, Respectful and Responsible) as it pertains to the various areas around the school. Additionally, students will demonstrate this behavior and be reinforced using school wide incentives such as PAWS stickers, brag boards, school wide puzzle, wheel of names, spirit sticks and Polar Bear Awards.

Evidence of Progress Toward Objective 1

Majority of students are able to identify the school wide expectations to adults as well as what it should look like in each particular setting. Students are incentivized to "Earn their PAWS" and work towards their goal. Students are learning how their individual class brag board works towards the overall school wide incentive.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Priority Area 3

Staff Recruitment and Retention

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

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

Strategic Objective 1

GISD provides competitive compensation and benefits to employees.

Change Decision: Maintain

Desired State: Provide professional development opportunities or shadowing opportunities for staff who are interested in stepping into roles that offer additional compensation.

Evidence of Progress Toward Objective 1

We currently do not have a lot of staff that are looking to move roles, however the staff members that do want to move positions vertically have been identified. These individuals have been provided additional leadership opportunities and others have been recommended to be part of the G.R.E.A.T program.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 2

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

Change Decision: Maintain

Desired State: Foster a positive culture by establishing a campus on boarding system to guide and support new to profession and new to district staff.

Evidence of Progress Toward Objective 1

Prior to school starting, a "New to Frost Meet and Greet" was held for all new staff. This was for the staff to get to know one another and engage with the Leadership Team and one another. We also have a mentor and buddy for each teacher, host a bi-weekly 0-5 year teacher round table discussion group and provide weekly check ins from our Learning Design Coach for the new to profession teachers.

Formative Reviews

October	January	April	July
Effect Achieved	Effect Achieved	Effect Achieved	

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Minor Change

Desired State: Teacher teams meet in weekly Collaborative Team Meetings to objectively examine student data, determine next steps for instruction and learn and grow alongside one another.

Evidence of Progress Toward Objective 1

Teacher teams meet weekly for the purpose of examining student data and determining various ways to respond to the data presented.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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: Minor Change

Desired State: Frost Elementary teachers will share student assignments and assessments with parents on a weekly basis via SeeSaw in the content areas of reading and math. Through the sharing of assignments parents will be able to monitor students progress, see feedback to students provided by teachers and overall student growth. Parents will also have access to more formal progress monitoring measures with district progress reports, renewed district report cards and IEP progress reports (if applicable).

Evidence of Progress Toward Objective 1

According to the 2023-2024 Parent Climate Survey completed in May 2024, 66% of Frost parents agree or strongly agree that the school keeps them well informed of their student's learning progress. 19% of parents feel neutral to this statement. Parents primarily monitor their students progress through progress reports and report cards provided by GISD. Additionally, teachers communicate through Skyward gradebook, phone calls, emails and a small portion utilize SeeSaw. Currently, some Frost teachers actively use SeeSaw as a way to track and monitor student progress and share with parents. Teachers are continuing to be trained in SeeSaw and have not engaged parents in the process of accessing their student's work. Teachers are able to produce data to share with parents however, the platform in which they share is varied throughout each grade level and teacher.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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: Continue to partner with community organizations (i.e. The Georgetown Junior Forum) in order to support students, families and teachers. Continue to work with community members and organizations such as Education Connection to bring in volunteers and mentors to read with students and build relationships and a love for learning. Additionally, have community organizations be present at family events in order for parents to have additional resources and connections with the resources available to them.

Evidence of Progress Toward Objective 1

Education Connection readers, lawyers from a local lawyers office and Georgetown Area Junior Forum volunteers will be present weekly or bi-weekly to read and make connections with students.

Formative Reviews

October	January	April	July
On Track	No Progress	On Track	

Strategic Objective 3

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

Change Decision: Maintain

Desired State: In order for all families to feel welcome and invited into Frost elementary, we will continue to provide opportunities for families to become more involved and included in events at school (i.e. lunch with their student, WatchDOGS, PTA meetings, Title nights, etc.) by communicating events and volunteer opportunities through Polar Bear Blast, Parent Square and increased social media presence. Additionally, teachers will host volunteer opportunities for parents to volunteer inside of their classrooms or remotely.

Evidence of Progress Toward Objective 1

Currently, parents have opportunities to be involved in their students learning by being active participates with Parent Square and social media. Parents also are welcome to come to several during school day events and several after school/evening events. There are also several volunteer opportunities to assist with the running of these events. Our PTA is active and thriving. Parents can volunteer to assist with committees and can elect to volunteer their time to assist the events that we run.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Georgetown Independent School District

East View High School

2024-2025 Campus Improvement Plan

Generated by Plan4Learning.com
February 03, 2026 at 10:12 AM

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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: Continue to align instruction, assessment and intervention through content specific professional leaning communities using the 4 guiding questions of PLC. Identify essential intervention standards for all content areas to guide professional learning communities in instruction, assessment and intervention.

Evidence of Progress Toward Objective 1

Professional learning communities in EOC content areas and other core areas have been established. They meet weekly using the 4 guiding questions of PLC to guide instruction, assessment and intervention planning. These PLC's have meeting time built into the master schedule.

Formative Reviews

On Track	Adjustments Taking Place	Adjustments Taking Place	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Maintain

Desired State: Students show attributes of the learner profile in their learning and behavior. Teacher and

student are able to articulate the attributes of the learner profile.

Evidence of Progress Toward Objective 1

Students are recognized for exhibiting learner profile attributes by teachers, staff and each other bi weekly.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Minor Change

Desired State: By graduation, 75% of East View seniors will be college, career, or military ready.

Evidence of Progress Toward Objective 1

At the beginning of the year, 47% of EVHS seniors have met the requirements to meet CCMR.

Formative Reviews

October	January	April	July

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: Administrators, teachers, students and parents can all access progress of all students in essential intervention standards.

Evidence of Progress Toward Objective 1

Most teachers utilize Schoology as their learning management system. Students are proficient in the use of schoology. Currently we have not launched the parent access of schoology as it is still in implementation.

Formative Reviews

October	January	April	July
On Track	On Track	Adjustments Taking Place	

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 affirmations and campus recognition. Campus will have a culture reflective of the Patriot Way.

Evidence of Progress Toward Objective 1

Currently 80% of students feel safe according to survey data.

Formative Reviews

October	January	April	July
On Track	On Track	Effect Achieved	

Strategic Objective 2

GISD employees find meaning and value in their work.

Evidence of Progress Toward Objective 1

99% of teachers stated they agreed that their work was satisfying.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain

Desired State: 100% students feel physically and psychologically safe at EVHS.

Evidence of Progress Toward Objective 1

75% of all students feel that the campus is a safe environment to learn and 80% feel they have an adult on campus they can trust.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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 Objective 2

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

Change Decision: Maintain

Desired State: EVHS retains all employees (with exception of those retiring or promoting) and supports their growth in the vision, mission, and beliefs.

Evidence of Progress Toward Objective 1

EVHS recruited and hired high quality employees to replace vacancies and are committed to supporting their professional growth.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Major Change

Desired State: PLCs drive instructional decisions in the classroom that are based on monitored student progress.

Evidence of Progress Toward Objective 1

PLCs in all core content areas meet weekly and focus on the 4 critical questions.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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

Evidence of Progress Toward Objective 1

Campus Improvement Plan will continue to be posted on campus website.

Formative Reviews

October	January	April	July
Effect Achieved	Effect Achieved	Effect Achieved	

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: Major Change

Evidence of Progress Toward Objective 1

A weekly newsletter to parents and community is sent out weekly. Social media accounts provide multi weekly communication of what is happening at East View High School.

Formative Reviews

October	January	April	July
Effect Achieved	Effect Achieved	Effect Achieved	

Strategic Objective 3

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

Change Decision: Minor Change

Desired State: EVHS parents and community are connected to EVHS through a strong culture and school spirit. All parents and community feel welcome on campus and at events.

Evidence of Progress Toward Objective 1

Over 70% of parents feel welcomed and informed at EVHS.

Formative Reviews

October	January	April	July
On Track	On Track	Adjustments Taking Place	

Georgetown Independent School District

Everette L. Williams Elementary

2024-2025 Campus Improvement Plan

Generated by Plan4Learning.com
February 03, 2026 at 10:12 AM

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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Summative Evaluation: 90% of students will make at least a year's worth of growth as indicated on mClass and MAP assessments from BOY to EOY (Grades 2-5).

Desired State: Williams Elementary grade level teams will utilize the professional learning community process to engage in collaborative discussions informed by data to create instructional routines aligned with state standards and district resources so students will achieve success on state and district assessments.

Evidence of Progress Toward Objective 1

Williams Elementary grade level teams engage in common collaborative time every two weeks supported by administration, learning and design coaches, as well as campus support team specialist when requested.

Formative Reviews

October	January	April	July
On Track	On Track	✓ Effect Achieved	

Strategic Objective 2

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

Change Decision: Minor Change

Desired State: Williams Elementary will continue to implement Capturing Kids Hearts, and Emergent Tree Solutions to lay a solid foundation of attributes of the learner profile.

Evidence of Progress Toward Objective 1

Williams Elementary has implemented Capturing Kids Hearts and Tier 1 MTSS behavior supports as trained by Emergent Tree Solutions. The 24-25 school year will bring fidelity to this work with administration support and follow-through.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Desired State: Williams Elementary lays a foundation for postsecondary education and workforce exposure through representation of colleges outside staff members doors, career fairs, and community partnerships.

Evidence of Progress Toward Objective 1

This objective is a maintenance objective for WES. We celebrate postsecondary education by displaying banners of colleges attended outside staff doors, support of EVHS as our feeder pattern school, and a career fair in the Spring.

Formative Reviews

October	January	April	July
On Track	On Track	Effect Achieved	

Strategic Objective 4

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

Change Decision: Major Change

Desired State: Parents and key stakeholders (including students) will understand the current academic, social, and emotional well-being of students in a way that is clear, concise, and timely.

Evidence of Progress Toward Objective 1

Currently, parents receive regular progress reports and report cards along with a parent conference each semester. This year, parents receive a weekly folder, weekly email from the teacher, and a weekly update from the Principal. Additionally, an academic feedback form is

being created to communicate key assessment information, classroom performance information, as well as the attributes of the learner profile.

Formative Reviews

October	January	April	July
On Track	On Track	Adjustments Taking Place	

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 the use of brag boards, TRAXX meetings, and schoolwide celebrations as suggested in Tier 1 MTSS Behavior guidelines. The campus will have a culture reflective of a safe, respectful, and responsible community where everyone is valued and everyone has a voice.

Evidence of Progress Toward Objective 1

All classrooms follow the Emergent Tree Solutions Tier 1 Behavior guidelines and utilize scaffolded supports within Tier 2 & 3. All classrooms have calm down corners, social contracts, and brag boards to recognize positive choices and outstanding work.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Major Change

Desired State: 100% of classroom teachers will feel valued and that their work is meaningful as indicated by staff climate surveys at the end of each semester.

Evidence of Progress Toward Objective 1

During the 23-24 school year, staff surveys indicated a desire for greater accountability and stronger communication between administration and the classrooms/departments. This year staff participate in extended planning sessions and have protected conference time as much as possible. Additionally, affirmation meetings, staff brag boards, and monthly recognitions are utilized to increase morale. Communication in the form of walkthroughs with timely feedback as well as more informal conversations about daily life and instructional practices help foster value for all.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Minor Change

Desired State: Students and staff will feel physically and psychologically safe at school.

Evidence of Progress Toward Objective 1

Previous year surveys indicated some staff and students felt unsafe at school. Using Capturing Kids Hearts as well as Emergent Tree Solutions to foster attributes of the learner profile, the school has created systems of support to ensure a safe learning environment. Additionally, school safety drills as well as the school Marshall program establish a sense of physical safety at school.

Formative Reviews

October	January	April	July
Adjustments Taking Place	On Track	On Track	

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 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: Williams elementary will create a positive work environment whereby employees eagerly support the vison, mission, beliefs and norms of GISD thus increasing staff retention.

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Major Change

Desired State: Collaborative teams meet weekly using PLC protocols and documents to hold themselves accountable for creating robust instructional experiences anchored in best practices for teaching and learning.

Evidence of Progress Toward Objective 1

Williams has utilized PLCs loosely over the last few years. This year the PLC process is being utilized with fidelity by collaborative teams with a focus on data analysis and collegial conversations about instruction.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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: Minor Change

Desired State: To enhance student development and track academic progress, staff will implement a standardized document designed to highlight areas of growth and improvement based on student data.

Evidence of Progress Toward Objective 1

Currently parents receive standard progress report and report cards but at times it seems they have a lack of clarity regarding their students true performance.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Minor Change

Desired State: Williams Elementary will increase connections with parents and community stakeholders through Principal Town Hall meetings, parent workshops on site, and community partnerships.

Evidence of Progress Toward Objective 1

Community partnerships have been limited to supplies for events. By leveraging strategic community partners who help to resource parents in meeting tangible needs, Williams Elementary hopes to be a trusted resource for the community.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

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

Change Decision: Minor Change

Desired State: Parents feel welcomed and valued as a partner in their child's education.

Evidence of Progress Toward Objective 1

Currently a small group of parents volunteer with the PTA for events but very few are regular volunteers each week participating in the life of the school.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Georgetown Independent School District

Georgetown Alternative Program

Accountability Rating: Not Rated

2024-2025 Campus Improvement Plan

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February 03, 2026 at 10:13 AM

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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Minor Change

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

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

Evidence of Progress Toward Objective 1

Reading and writing across the curriculum is in the beginning stages of training and implementation. GAP has observed instruction and assessment alginment across the district as somewhat inconsistent between middle school and high school groupings; this has necessitated GAP's focus on district documents for planning and sequencing. Professional development activites will focus on materials and practices indicated on the districts GATE webpage and will be supported by campus administration, LDCs, and district coordinators.

Formative Reviews

Adjustments Taking Place	Support Requested	Adjustments Taking Place	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Minor Change

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

Evidence of Progress Toward Objective 1

Currently the GAP campus collects individual student data via Daily Behavior Report Cards over 8 areas that students experience during the school day. A campus level recognition system exists at GAP via "Student of the Week". This could be changed to align to a greater degree with the GISD Learner Profile, with recognition of GISD Learner Profile Awards.

Formative Reviews

October	January	April	July
Adjustments Taking Place	On Track	Adjustments Taking Place	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Major Change

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

Evidence of Progress Toward Objective 1

All student will meet with the counselor upon enrollment and prior to the transition meeting. GAP will follow the Academic Transition Plan for all students and reach out to counselor if there are any questions. Students will receive instruction as described in their crosswalk - the MDRs/ ARDs/504/EB plans aligned regarding services. All students will have a transition meeting from GAP to their home campus. All GAP student will participate in Interim testing. GAP administrators will coordinate any testing that is not offered at GAP on a student-by-student basis- such as TSI, PSAT, SAT, and AP testing. GAP teachers will reach out via email when student are enrolled in an AP or advanced course where home campus teacher provide instruction, to ensure efficient and open communication of work between home campus and GAP teachers. GAP will improve their ADA from 86% to 91% for the 2024-25 school year.

Formative Reviews

October	January	April	July
On Track	Support Requested	Support Requested	

Strategic Objective 4

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

Change Decision: Maintain

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

Evidence of Progress Toward Objective 1

Parents will be given choice in intake options to meet their needs regarding the GAP intake process and DAEP program. Students will receive instruction as described in their crosswalk - the MDRs/ARDs/504/EB plans aligned regarding services. Credit recovery assigned and accomplished will continue to be tracked via Google doc, transcribed to transcript by GAP, and communicated to home campus counselor via email.

Formative Reviews

On Track	Adjustments Taking Place	On Track	
October	**January**	**April**	**July**

Strategic Priority Area 2

Student and Staff Well-Being

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

Strategic Objective 1

GISD students are treated with respect and are respectful to each other and to adults.

Change Decision: Maintain but Consider a Change

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

Evidence of Progress Toward Objective 1

GAP will recognize positive and respectful behaviors through PBIS such as student of the week. Consider more directly tying these PBIS recognitions to Learner Profile;

Formative Reviews

Adjustments Taking Place	Adjustments Taking Place	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain

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

Evidence of Progress Toward Objective 1

GAP staff regularly meet to create pathways for open and honest communication. If there are interpersonal staff concerns then team members follow the social contract regarding how to handle misunderstandings.

Formative Reviews

October	January	April	July
On Track	On Track	Adjustments Taking Place	

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain

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

Evidence of Progress Toward Objective 1

This summer, a perimeter fence and metal detector was installed at the campus. All teachers rotate classrooms to minimize transitions to increase student safety. All classrooms have been repurposed for uniformity and to maximize the footprint to allow students to spread out to decrease proximity to another another to support safety and security measures.

Formative Reviews

October	January	April	July
On Track	Adjustments Taking Place	On Track	

Strategic Priority Area 3

Staff Recruitment and Retention

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

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

Strategic Objective 1

GISD provides competitive compensation and benefits to employees.

Change Decision: Maintain

Summative Evaluation: School board to determine

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

Evidence of Progress Toward Objective 1

Researching online programs that supports the needs of a multi-grade level classroom in a high mobility environment

Formative Reviews

October	January	April	July
Adjustments Taking Place	On Track	Adjustments Taking Place	

Strategic Objective 2

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

Change Decision: Maintain

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

Evidence of Progress Toward Objective 1

Staff feel supported and successful in their role at GAP and this increases retention of employees as evidences on staff surveys.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Maintain but Consider a Change

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

Strategic Priority Area 4

Community and Connectivity

Picture of Success: Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Strategic Objective 1

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

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

Evidence of Progress Toward Objective 1

Currently GAP does not have access to longitudinal data only data for currently enrolled students. Principal House has placed technology tickets requesting the following data types for GAP: academic data, demographics, state testing, attendance, and behavior/discipline. At this time GAP students are only issued and "G" indicator upon enrollment, which is removed once they transition to home campus.

Formative Reviews

Support Requested	On Track	Adjustments Taking Place	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Minor Change

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

Evidence of Progress Toward Objective 1

Update new website with key GAP information to help assist parent/guardians on smoothly transitioning to GAP and answering questions. Consistent use of Parent Square by GAP administration and teacher to convey information on a regular and efficient basis.

Formative Reviews

Support Requested	Adjustments Taking Place	Adjustments Taking Place	
October	**January**	**April**	**July**

Strategic Objective 3

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

Change Decision: Maintain

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

Evidence of Progress Toward Objective 1

Staff will ensure signage for access to the building posted. GAP will expand its relationship with the community by continuing to increase its substitute teacher pool. GAP administrators maintain regular communication with parents/guardians. Intake processes with remain flexible to meet parents/students needs.

Formative Reviews

On Track	Adjustments Taking Place	On Track	
October	**January**	**April**	**July**

Georgetown Independent School District

Carver Elementary School

2024-2025 Campus Improvement Plan

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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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Summative Evaluation: Overall, we made gains in many areas as a campus; however, there are still areas for growth.

Desired State: Teachers use district provided resources that align to the state standards. Teachers review each unit's focus TEKS (Texas Essential Knowledge & Skills) to determine which standards should be deemed essential to intervene on during the unit. Teachers create and use common formative assessments to understand where students are currently performing. Common formative assessments are based on essential intervention standards. Teachers use an aligned format to monitor progress of student growth in the essential intervention standards. Teachers use backwards design to plan their units, first finding a summative assessment to then drive instruction within the units.

Evidence of Progress Toward Objective 1

Some of the district's curriculum is being used. Many teachers use outside resources that may or may not be research based practices to supplement curriculum. Common Formative Assessments are being introduced to grade levels based on Focus TEKS in district curriculum documents. Progress monitoring is undefined and sporadic. Intervention occurs for some students, based on classroom performance. Small groups were inconsistent. Most data that was looked at was Beginning of the Year, Middle of the Year, and End of the Year MAP and mClass assessments.

Formative Reviews

Adjustments Taking Place	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Minor Change

Summative Evaluation: We did not concentrate our efforts in this area in a measurable way. We did not have an aligned tool to use to track and monitor students' progress in developing attributes in the Learner Profile.

Desired State: Students and parents will understand their development in the learner profile attributes. Students and parents will know what areas students are excelling and areas that more focus should be applied.

Evidence of Progress Toward Objective 1

Brag boards, MTSS certificates based on learner profile and academic growth, Learner Profile Progress Report

Formative Reviews

Adjustments Taking Place	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Summative Evaluation: NA

Strategic Objective 4

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

Summative Evaluation: NA

Strategic Priority Area 2

Student and Staff Well-Being

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

Strategic Objective 1

GISD students are treated with respect and are respectful to each other and to adults.

Change Decision: Maintain but Consider a Change

Summative Evaluation: Our Spring 2025 Learner Profile Survey data showed an improvement in two of the five targeted areas. We came very close to meeting our goal in two areas and dipped below last year in one area. This will continue to be a focus for us into next year.

Desired State: When we have reached the goal the students will show respect to each other and adults even when things are not going their way.

Evidence of Progress Toward Objective 1

Spring 2024 Student Experience Survey data showed that students feel respected at school to some degree, as demonstrated by the score of 2.7 (out of a possible 3) for both "an adult at school cares about me" and "I have a friend at school who cares about me." On the measure of "kids are kind to each other" (another way of perceiving respect), the score was a 1.9. (This is likely affected by students' ability to self-regulate when things don't go their way, which scored 1.94 "when angry" and 1.93 "when sad.")

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Minor Change

Summative Evaluation: We were successful in the area; however, there are areas of the staff survey to be addressed. This work will continue into next year.

Desired State: Faculty and staff are positive and excited about doing hard things. They are supportive of the direction of the district and campus, its values and beliefs, and the desire to collaborate and work together to meet student needs. They are more open-minded and willing to grow and change, and are more unified with a shared focus on learning goals and objectives. Communication is good.

Evidence of Progress Toward Objective 1

According to the end of the year staff survey, faculty and staff are experiencing high stress levels, tears, and irritability. They are also frustrated with the lack of behavioral support from the district.

Formative Reviews

October	January	April	July
On Track	Adjustments Taking Place	Adjustments Taking Place	

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain but Consider a Change

Summative Evaluation: Students continue to feel physically and psychologically safe in their school according to the Spring 2025 learner profile survey, even more so than last year.

Desired State: Students will feel safe to attempt to solve conflicts with peers and participate in class discussions (small group & whole group). Maintain the physical safeness that students currently feel at school.

Evidence of Progress Toward Objective 1

In the end of year survey from 2024, the students reflected that they were hesitant to solve a problem with another student on their own (1.8), and felt less confident sharing during group work (1.98). The survey reflected that students feel physically safe while at school.

Formative Reviews

October	January	April	July
	On Track	On Track	

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.

Summative Evaluation: NA

Strategic Objective 2

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

Summative Evaluation: NA

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Summative Evaluation: NA

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: Minor Change

Summative Evaluation: Parents noted an improved access to information.

Desired State: Communication with parents can be translated to multiple languages for ease of access. Parents and families show up to school events when they can because they are informed. Parents are in communication with teachers and understand how their child is performing academically.

Data tracking that shows what was sent to parents and how it was received.

Evidence of Progress Toward Objective 1

Teachers use various apps/email to communicate with parents which can be frustrating for parents with multiple students. Parent attendance was low for school events.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 2

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

Change Decision: Minor Change

Desired State: School board members, staff and superintendent will be visible at school activities and events.

Volunteers will be welcomed and provided with meaningful interactions with students and teachers.

Evidence of Progress Toward Objective 1

School board members, district staff, and superintendent will be visible at school activities and events. Volunteers will be welcomed and provided with meaningful interactions with students and teachers.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

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

Change Decision: Major Change

Summative Evaluation: The parent survey showed that an average of 91% of respondents felt welcome and invited at our school (+11 percentage points over Spring 2024).

Desired State: We want Carver to be a place where everyone belongs. We want families to want to attend events. We also want volunteers to feel welcomed and appreciated.

Evidence of Progress Toward Objective 1

Many parents had complaints about the atmosphere and culture on our parent survey. We have limited volunteers - it is always the same handful of people. Communication was lacking.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Georgetown Independent School District

Mccoy Elementary School

2024-2025 Campus Improvement Plan

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February 03, 2026 at 10:13 AM

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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: 1. By the end of the 2024-25' school year, McCoy scholars will demonstrate a 75% overall growth rate in all data points across the average growth component scores in mClass and NWEA MAP from Fall to Spring testing periods.

With this projected and desired growth, there will be an apx. 5% increase in overall scores per grade and subject on STAAR in the spring of 2025.

2. All Scholars will demonstrate a year's worth of growth through academic writing and discourse.

Evidence of Progress Toward Objective 1

1. For mClass this will be accomplished by increasing growth scores 22% (going from 53% to 75%) and increasing growth scores for NWEA MAP 16% (going from 59% to 75%). 2024 STAAR scores for grade/content at Approaches or higher are: 3rd: rdg-80%, m-69% 4th: rdg-86%, m-80% 5th: rdg- 81%, m- 81%, sci-64% 2. Currently, scholars are composing their beginning of the year writing samples and scored through the use of a common rubric.

Formative Reviews

October	January	April	July
On Track	On Track	Adjustments Taking Place	

Strategic Objective 2

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

Change Decision: Maintain but Consider a Change

Summative Evaluation: Student awareness of the learner profile grew through the usage and tracking of learner profile bucks. Monthly lessons were provided and when asked, scholars could articulate what each attribute looks like.

Desired State: Scholars will continue to be recognized for their demonstration of the learner profile throughout the McCoy community by earning Learner Profile bucks. Secondly, we will recognize 5-7 scholars and 1-2 teachers every month on a district level based on that month's selected attribute.

Evidence of Progress Toward Objective 1

Based on the 2024 student experience profile survey, McCoy scholars articulated that they feel string connections and have built relationships with all stake holders with a data point of 2.7 on a 3 point scale. Scholars however scored lower than district average on questions that are directly correlated to the learner profile attribute of creates, innovates, and obtains knowledge through inquiry

Formative Reviews

October	January	April	July
Adjustments Taking Place	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Summative Evaluation: Mccoy's career fair was a success. this year we were able to add in high school students from the future ready complex to speak on certifications available before you graduate to help in your desired career path.

Desired State: McCoy Scholars will gain an understanding of the importance of reading and math and how it directly relates to becoming a successful grownup.

Evidence of Progress Toward Objective 1

At the beginning of the year, scholars discuss the importance of community helpers, discuss real world connections in robotics, learn about influential people in their readings, and write about future aspirations.

Formative Reviews

October	January	April	July
		On Track	

Strategic Objective 4

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

Change Decision: Maintain but Consider a Change

Summative Evaluation: Through student conferences, 3rd -5th graders wre able to speak to their progress on MAP and mClass.

Desired State: McCoy families and Scholars will understand their individual performance data. They will understand how current data drives next steps within the classroom and intervention and enrichment opportunities.

Evidence of Progress Toward Objective 1

McCoy utilizes 2 forms of consistent data tracking. District/state testing is tracked on a data wall where we track not only current levels but growth patterns and desired growth. The second form of tracking is through a campus data tracker. Within this tracker, teachers inout data on how scholars perform for the essential intervention standards (EIS) per unit. Externally, all of this is communicated to parents through the revised standards based report card.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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

Summative Evaluation: We were awarded CKH showcase school for the 7th year. This is a direct result to the relationships built within the McCoy community
Positive referrals had a large increase. There was also a notable increase in "brag boards" being fille din.

Desired State: McCoy will earn the recognition of being a Showcase Campus for Capturing Kids Hearts for the 7th year in a row.
McCoy scholars will show a .16% increase in reporting they feel that they have an adult who cares for them at school. This will result in a minimum overall scale score of 2.75 (out of a 3 point reporting scale) on the 2025 Learner Profile Student Survey.

Evidence of Progress Toward Objective 1

According to the 2024 student Learner Profile survey, students reported a score of 2.59 (out of a 3 point scale) that they feel there is an adult who cares for them at school. This was a .09 increase from the 2023 survey. McCoy has been recognized as a showcase Campus through Capturing Kids hearts for 6 years.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain

Summative Evaluation: In the Spring 2025 staff survey, there was an increase in areas such as "I find value in my work", "I feel supported by my supervisor", and"I feel welcomed/safe at work"compared to the fall 2024 staff survey

Desired State: 95% of higher of staff will report they find value in their daily work on the GISD Staff Experience Survey at the end of the 2024-25' school year.

Evidence of Progress Toward Objective 1

According to the 2023-24' Staff Experience Survey, 91% of McCoy staff report that they strongly or completely agree that their work has value.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain but Consider a Change

Summative Evaluation: In the Spring 2025 parent survey, 89% of families report a sense of belonging, 94% feel safe, and 96% say they feel all adults are connected to their students

Desired State: Scholars will report that they feel safe in all areas of the school building and community. This is to include areas such as the playground and cafeteria where more unstructured social interactions occur.

Evidence of Progress Toward Objective 1

According to the 2024 GISD Parent Experience Survey, 82% of parents report that their child feels a sense of belonging in their school with an addition 9% reporting a neutral feeling. In the same survey, 88% of parents with an additional 6% report that McCoy is a safe place

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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 Objective 2

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

Change Decision: Maintain

Summative Evaluation: On the teacher survey, we did go down in this area, but there is evidence that we upheld our collective commitments through kidwatch data entries and PLC agendas/discussions

Desired State: McCoy teachers will continue to feel connected to the district's and campus' missions.

Evidence of Progress Toward Objective 1

During the summer leadership team meetings, McCoy leadership team wrote out collected commitments that all staff would agree to and uphold throughout their daily work. These commitments are also directly tied to our campus social contract.

Formative Reviews

October	January	April	July
On Track	On Track		

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Maintain but Consider a Change

Summative Evaluation: Feedback on teacher planning days and design days were nothing but positive. Teachers were able to accomplish whole unit planning and discuss upcoming assessments.

Desired State: Staff will feel supported in their daily instructional and assessment implementation.

Evidence of Progress Toward Objective 1

All McCoy teachers will continue to feel supported through opportunities to plan together with their grade level and content teams. Grade/content level teams have PLCs based on their units assessment pacing and data. These PLCs are occurring every mid unit assessment and end of unit assessment. Every month, teachers will meet based on their focus content to discuss hard to teach standards and how they are assessed vertically. This will allow and gaps in instruction to be identied and addressed.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

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

Summative Evaluation: Teachers met with parents twice as well as provided full printouts of each students mClass and MAP reports for each assessment window

Desired State: McCoy families and community members will be provided accurate and up to date academic information regarding student academic and SEL progress

Evidence of Progress Toward Objective 1

Currently, McCoy families report they feel connected and know where their scholar is academically.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

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

Summative Evaluation: McCoy grew in the number of tutors, readers and PALs from the High school

Desired State: McCoy will maintain its positive relationship between school and families.

Evidence of Progress Toward Objective 1

McCoy families report they feel welcome within the school community and have acknowledged the different modes of volunteering and mentoring for our scholars.

Formative Reviews

October	January	April	July
On Track	On Track		

Strategic Objective 3

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

Change Decision: Maintain

Summative Evaluation: McCoy maintained its positive relationship within the community and with families.

Desired State: McCoy will see an increase of volunteers on campus throughout the year.

Evidence of Progress Toward Objective 1

Currently, McCoy has a steady group of volunteers and campus wide readers.

Formative Reviews

October	January	April	July
On Track	Adjustments Taking Place		

Georgetown Independent School District

Benold Middle School

2024-2025 Campus Improvement Plan

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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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: Instructional focus reflects EIS identification with the use of GISD curriculum documents complimenting teacher creativity.
CFA's are created, vertically vetted, implemented and tracked to identify individual student response including extension and/or prevention during tier I instruction.
CSA's are reviewed, implemented and tracked to identify individual student response for intervention as a tier II and III measure.
Intervention refined through sequencing all four core subjects as equally important, cycling intervention supports at a cadence that maintains pace with the district YAG's and corresponding EIS's, tracking that guides individual student response by teachers beyond standard tier II and III opportunities and utilizes technology to maximize efficiency in transitions.

Evidence of Progress Toward Objective 1

Benold will utilize the change engine process to implement, sustain, monitor and refine systems for the identification of essential intervening standards, the assessments used to determine mastery of these standards in advance of the current unit and a process for providing extension opportunities as part of tier I instruction and intervention/remediation through tier II instruction.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Minor Change

Desired State: Benold will maintain an campus-wide multi-tiered support system for all students.

Evidence of Progress Toward Objective 1

Benold will maintain an campus-wide multi-tiered support system for all students.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Evidence of Progress Toward Objective 2

Benold will maintain individual goals for student learning in each department.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Desired State: Benold students display high school and postsecondary success.

Evidence of Progress Toward Objective 1

Benold will provide high school credit courses.

Formative Reviews

October	January	April	July
Effect Achieved	Effect Achieved	Effect Achieved	

Evidence of Progress Toward Objective 2

Benold will provide students and parents with information about high school learning opportunities.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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: Benold will systemically assess, review and refine practices to maximize student learning and progress.

Evidence of Progress Toward Objective 1

Benold will systemically assess student learning and progress.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

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: Benold students are treated with respect and are respectful to each other and to adults

Evidence of Progress Toward Objective 1

Benold will recognize systemically recognize students and staff.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Evidence of Progress Toward Objective 2

Counselors are expected to implement a Comprehensive School Counseling Program framework.

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Evidence of Progress Toward Objective 3

Benold maintains a Student Well-Being Team.

Formative Reviews

October	January	April	July
Effect Achieved	Effect Achieved	Effect Achieved	

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain but Consider a Change

Desired State: Benold staff express ownership, excitement and confidence with their work.

Evidence of Progress Toward Objective 1

Benold provides faculty meetings.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Evidence of Progress Toward Objective 2

Benold will maintain a Staff Well-Being team.

Formative Reviews

October	January	April	July
On Track	Effect Achieved	Effect Achieved	

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain but Consider a Change

Desired State: Benold students express confidence and excitement in using our new space.

Evidence of Progress Toward Objective 1

Benold is allocated an SRO for security support.

Formative Reviews

October	January	April	July
On Track	Effect Achieved	Effect Achieved	

Evidence of Progress Toward Objective 2

Benold will maintain a campus-based crisis management team and threat assessment team.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Evidence of Progress Toward Objective 3

Benold will maintain an expectation for practicing emergency drills.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Evidence of Progress Toward Objective 4

Benold recognizes the dynamics associated with the new facility layout.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Priority Area 3

Staff Recruitment and Retention

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

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

Strategic Objective 1

GISD provides competitive compensation and benefits to employees.

Change Decision: Maintain

Desired State: Benold is able to attract and retain high quality employees because of reasons including compensation and benefits.

Strategic Objective 2

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

Change Decision: Maintain

Desired State: Benold will recruit, hire and retain high quality staff who model the vision, mission, beliefs and norms of the district successfully.

Evidence of Progress Toward Objective 1

Benold will sustain and strengthen decision-making and workflow processes through empowered decision-making teams (Student Learning and Progress, Student Well-Being, Staff Well-Being and Community and Connectivity).

Formative Reviews

On Track	On Track	On Track

October	January	April	July

Evidence of Progress Toward Objective 2

Sustain and strengthen a district-wide opportunity to identify relevant areas of need and address them on District Grow learning time.

Formative Reviews

October	January	April	July
On Track	On Track	Effect Achieved	

Evidence of Progress Toward Objective 3

Benold will successfully implement a stipend plan utilizing the local (199) budget that provides compensation for additional department chairs beyond what the district designates and pays for, MTSS lead teachers, and four campus teams led by facilitators (also the representatives of the Solution Tree Guiding Coalition) and team members.

Formative Reviews

October	January	April	July
Effect Achieved	Effect Achieved	Effect Achieved	

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: Parents, students and staff express satisfaction with information sharing throughout the school year.

Evidence of Progress Toward Objective 1

Standardized Test Results Reporting Including STAAR, MAP, PSAT

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Evidence of Progress Toward Objective 2

Community Communications Via Skyward, Parent Square and Social Media Regarding Specific Circumstances

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

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: Community members express satisfaction with the relationship maintained with GISD staff and school board trustees.

Evidence of Progress Toward Objective 1

Periodic Events Coordinated/Attended to Maintain Connections to Other Stakeholders in GISD

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Evidence of Progress Toward Objective 2

Continue collaborative efforts with Benold Dads through Bear Watch

Formative Reviews

October	January	April	July
On Track	On Track	Effect Achieved	

Evidence of Progress Toward Objective 3

Utilize the Site Based Decision Making Team to vet district and campus initiatives.

Formative Reviews

October	January	April	July
Effect Achieved	Effect Achieved	On Track	

Evidence of Progress Toward Objective 4

Benold will provide a District Performance Committee representative to engage in collaborative solutioning at the district level.

Formative Reviews

October	January	April	July
On Track	Effect Achieved	Effect Achieved	

Strategic Objective 3

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

Change Decision: Minor Change

Desired State: Parents and community members express satisfaction with their experiences with Benold.

Evidence of Progress Toward Objective 1

Periodic Events Held on Campus for Parents and Community Members to Attend

Formative Reviews

On Track	On Track	On Track	
October	**January**	**April**	**July**

Georgetown Independent School District

Cooper Elementary School

2024-2025 Campus Improvement Plan

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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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: Students at Cooper Elementary evidence progress toward benchmark goals on district benchmarks, universal screeners, and state assessments.

Evidence of Progress Toward Objective 1

Student data on universal screeners and interim data will reflect progress toward campus goal of 75% approaching; 40% meets; and 15% masters with 63% student growth.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

Strategic Objective 2

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

Change Decision: Maintain

Desired State: Cooper Elementary will continue to focus on ensuring students and teachers understand the Learner Profile and how to monitor each student's development of the GISD Learner Profile Characteristics.

Evidence of Progress Toward Objective 1

Students will understand and identify attributes of the Learner Profile in their work as they set personal and academic goals for themselves. Students will articulate how they are working toward developing one Learner Profile attribute per semester.

Formative Reviews

October	January	April	July
On Track	Adjustments Taking Place		

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Evidence of Progress Toward Objective 1

Cooper Elementary will ensure every student equitably receives access to an aligned, viable curriculum which supports individual student goals toward student selected interests and hobbies which support postsecondary education and workforce readiness.

Formative Reviews

October	January	April	July
On Track	On Track		

Strategic Objective 4

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

Change Decision: Maintain

Desired State: Cooper Elementary will communicate student progress in meaningful ways by understanding the standard and how to support each student in their academic progress.

Evidence of Progress Toward Objective 1

Teachers will engage in student conferences and goal-setting meetings with student at least every nine weeks to support students in understanding their progress toward meeting academic goals.

Formative Reviews

October	January	April	July
On Track	Adjustments Taking Place		

Strategic Priority Area 2

Student and Staff Well-Being

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

Strategic Objective 1

GISD students are treated with respect and are respectful to each other and to adults.

Change Decision: Maintain but Consider a Change

Desired State: Cooper Elementary will recognize positive and respectful behaviors through the use of Emergent Tree solutions, specifically the use of Brag Boards which highight the campus Core Values. Additionally, Cooper Elementary will continue to build student capacity in identied Capturing Kids Hearts Leadworthy Character Traits and recognize one student in each classroom who has persisted and persevered in modeling and living the Leadworthy Character Trait each month.

Evidence of Progress Toward Objective 1

Students will engage with peers, teachers, and staff respectfully, demonstrating the campus Core Values and Capturing Kids Hearts Leadworthy Characteristics to add to a culture or respect and responsibility at Cooper Elementary.

Formative Reviews

October	January	April	July
On Track	On Track		

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain

Desired State: Each employee at Cooper Elementary will understand how their work compliments the priorty work of the campus, engage in personalized learning to support their work, and advocate for the needs of their grade-level and students.

Evidence of Progress Toward Objective 1

Cooper Elementary employees will demonstrate greater attendance and engage in activities which enhance and support the culture and climate at Cooper Elementary.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Minor Change

Desired State: Students and staff will interact positively and in accordance with the campus CKH Social Contract to ensure the physical and psychological safety of all students and personnel at campus through shared experiences which teach self-regulation and social-emotional learning.

Evidence of Progress Toward Objective 1

Students will self-report feeling physically and psychologically safe at Cooper Elementary through the use of the CKH Student Survey at the middle and end of the school year.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

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 Objective 2

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

Change Decision: Maintain

Desired State: Cooper Elementary will be recruit, attract, and retain educators who support the vision and work of the campus to ensure all students are growing in their academic progress.

Evidence of Progress Toward Objective 1

Cooper will recruit and retain educators who support the vision and work of the campus.

Formative Reviews

On Track	Adjustments Taking Place		
October	**January**	**April**	**July**

Strategic Objective 3

In GISD, professional learning communities thrive across the organization.

Change Decision: Minor Change

Desired State: All grade level and department professional learning communities focus on building a community of professionals who reflect on data to identify focus work and engage in decision-making and consensus building to collaboratively support the campus work of supporting all learners.

Evidence of Progress Toward Objective 1

Cooper Teachers and Staff will engage in professional learning community meetings to support continued growth and professional development.

Formative Reviews

On Track	Adjustments Taking Place		
October	**January**	**April**	**July**

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: Cooper will provide parents with communication in various modalities to ensure parents know what is occurring at school and have the information they need to work in collaboration with the campus.

Evidence of Progress Toward Objective 1

Cooper Elementary will communicate progress toward academic goals, individual progress, and development of GISD Learner Profile Attributes to parents and stakeholders regularly.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

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: Cooper Elementary will seek to establish relationships with parents, community organizations, and schools to support student growth and agency.

Evidence of Progress Toward Objective 1

Parents and stakeholders will actively participate in events which support students at Cooper Elementary.

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

Strategic Objective 3

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

Change Decision: Maintain

Desired State: All parents and community members feel welcomed and invited to be part of the Cooper community.

Evidence of Progress Toward Objective 1

Parents and stakeholders will feel welcome and part of the Cooper Elementary Community

Formative Reviews

On Track	On Track		
October	**January**	**April**	**July**

Georgetown Independent School District

Ford Elementary School

2024-2025 Campus Improvement Plan

Generated by Plan4Learning.com
February 03, 2026 at 10:12 AM

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

☑ **HB3 Strategic Priority Area**

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

Change Decision: Major Change

Desired State: Daily instruction, intervention, enrichment and student achievement/growth will reflect the utilization of the Georgetown ISD written, taught, and tested curriculum that is aligned to state standards and informed by data and students academic needs. Teachers will utilize the use of CFAs to drive intervention and extension for students during WIN time to ensure all students are showing progress. Students will understand what they the learning objective is and be able to articulate their learning target and refer to it within the classroom. SPED and Intervention supports will be aligned to the Essential Intervention Standards. Student data will be regularly reviewed by the leadership team, intervention team, and grade level teams to ensure students are meeting targets.

1. By the end of the 24-25 school year, 90% of the Ford Elementary students will be reading on grade level as determined by EOY mClass data reports. With 90% of our students performing at approaches or above on STAAR Reading.

2.By the end of the 24-25 school year, 85% of the Ford Elementary students will perform on or above grade level as determined by EOY MAP data reports. With 90% of our students performing at approaches or above on STARR Math.

Evidence of Progress Toward Objective 1

The district curriculum YAG is utilized by teachers to plan lessons using resources determined by individual teachers/grade levels that may or may not be researched based or aligned to state standards and expected rigor. Teachers utilize or create their own assessments to monitor progress or mastery of a Unit. Tier 2 intervention is sporadic, lacks a focus or intention and does not have a system for progress monitoring students. Tier 3 intervention is based on Beginning, Middle and End of year data and teacher input only. Special Education, Gifted & Talented, and Intervention systems are not be aligned to Essential Standards for a grade level. Some students are informed of the learning objective or expectations prior to the lesson but are not able to articulate what mastery of the targets are or able to refer to a posted learning target.

Formative Reviews

October	January	April	July
On Track	On Track	On Track	

Strategic Objective 2

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

Change Decision: Minor Change

Desired State: All stakeholders will be knowledgeable of the Learner Profile and its attributes. Staff and students are recognized for demonstrating attributes of the Learner Profile.

Evidence of Progress Toward Objective 1

Majority of the Ford Staff, and some of the students are somewhat familiar with the Learner Profile. Ford does not currently track student progress of the Learner Profile.

Formative Reviews

October	January	April	July
Adjustments Taking Place	Adjustments Taking Place	Adjustments Taking Place	

Strategic Objective 3

GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Desired State:
Students are able to articulate the options, opportunities and interest that include the workforce/careers and post secondary education. Students will participate in a variety of events that bring real world connections to their learning and interests.

Evidence of Progress Toward Objective 1

Counselor provides lessons and activities around post secondary opportunities. Ford will continue to participate in career week led by the Counselor.

Formative Reviews

October	January	April	July

Strategic Objective 4

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

Desired State: Parents feel well informed of the academic growth or achievement of their students throughout the school year. At each nine weeks parents will better understand the learning and progress of their student through the use of the new report card. Parent Conferences are encourage, attended and incorporated through out the year to keep open communication of student progress.

Evidence of Progress Toward Objective 1

Parents are provided work or assessments at the discretion of the teacher that may or may not have a grade aligned to the grades on the standards based report card. Teacher monitor student progress at will on state standards using a rubric developed by Georgetown ISD. Then a digital report card is shared in skyward that reports to parents how students are progressing at each nine weeks.

Formative Reviews

October	January	April	July

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: Major Change

Desired State: Students are observed being respectful to each other and to adults. Students can articulate what respectful means and teachers and staff reinforce the behaviors. Students report feeling respected by staff, and feel a sense of belonging at school.

Evidence of Progress Toward Objective 1

Currently 88% of Ford Students feel a sense of belonging at school. 89% of parents feel their students are treated with respect.

Formative Reviews

October	January	April	July

Strategic Objective 2

GISD employees find meaning and value in their work.

Change Decision: Maintain

Desired State: Teachers will have access to needed resources, training and professional learning to meet the needs of students. Teachers will be provided a daily conference time as well as an additional PLC time biweekly

to collaborate, learn and design meaningful learning for students.

Evidence of Progress Toward Objective 1

Teachers have an embedded conference time in the master schedule where they meet with their teams to plan, collaborate, and prepare for lessons and activities. PLC's have been inconsistent across the campus with a lack of focus and intentionality. Ford staff have an affirmation station (CKH) setup to affirm each other. The campus has a committee that plans culture building activities and gatherings.

Formative Reviews

No Progress

October	January	April	July

Strategic Objective 3

Students feel GISD schools and classrooms are physically and psychologically safe.

Desired State: All students feel physically and psychological safe at school. All students have an understanding and will demonstrate the school wide expectations of Safe, Respectful, Responsible.

Evidence of Progress Toward Objective 1

Currently 80% of our students reported they look forward going to school, 81% feel connected to adults at school, and 95% feel it is a safe place to learn.

Formative Reviews

October	January	April	July

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 Objective 2

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

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.

Desired State: Communication with parents and the community to be consistent and streamlined so parents feel well informed of activities, events, and understand how their child is performing academically.

Evidence of Progress Toward Objective 1

Weekly parent newsletters are emailed out with important dates, information about school events, and opportunities to volunteer at the school. Teachers provide weekly or monthly news letters to parents about learning in the classroom, however teachers utilize different platforms for communicating with parents.-skyward, Class Dojo, Remind, SeeSaw, Email, etc. Teachers and staff communicate individually with parents through inconsistent platforms as well. Standards based report cards are shared in skyward every nine weeks.

Formative Reviews

October	January	April	July

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: GISD staff from all departments as well as the board of trustees would be visible at school activities and events. Volunteers and community members participate in activities and events on campus

Evidence of Progress Toward Objective 1

School board members, staff and superintendent will be visible at school activities and events. Volunteers will be welcomed and provided with meaningful interactions with students and teachers.

Formative Reviews

October	January	April	July

Strategic Objective 3

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

Change Decision: Maintain

Desired State: Parents, community members, students, teachers and staff all feel connected to Ford Elementary. Events are heavily attended by all stakeholders. Parents and community members volunteer, mentor and are active in PTA, watch dogs, classroom activities, library events and activities, as well as other opportunities.

Evidence of Progress Toward Objective 1

Parents have opportunities to volunteer and be involved in PTA. We have a strong watch dog program on campus where Dads and Grandparents volunteer around the campus. We have Sun City volunteers that come consistently to support in our workroom. Parents volunteer in the library and in classroom on a consistent basis. PTA is involved in all campus events and collaborates with teachers and staff.

Formative Reviews

October	January	April	July