

In Georgetown ISD, We Believe...

Public education is the foundation of our community.

Our actions should be student-centered.

It is our responsibility to prepare students for their future.

Developing leaders is vital to our success.

Instruction should be designed based on the needs of the learners.

Community engagement enhances educational experiences.

The Georgetown ISD Learner... communicates, collaborates, and applies critical thinking; creates and innovates; obtains knowledge through inquiry and exploration; adapts and perseveres; develops self-knowledge and personal responsibility; builds and models respectful relationships.

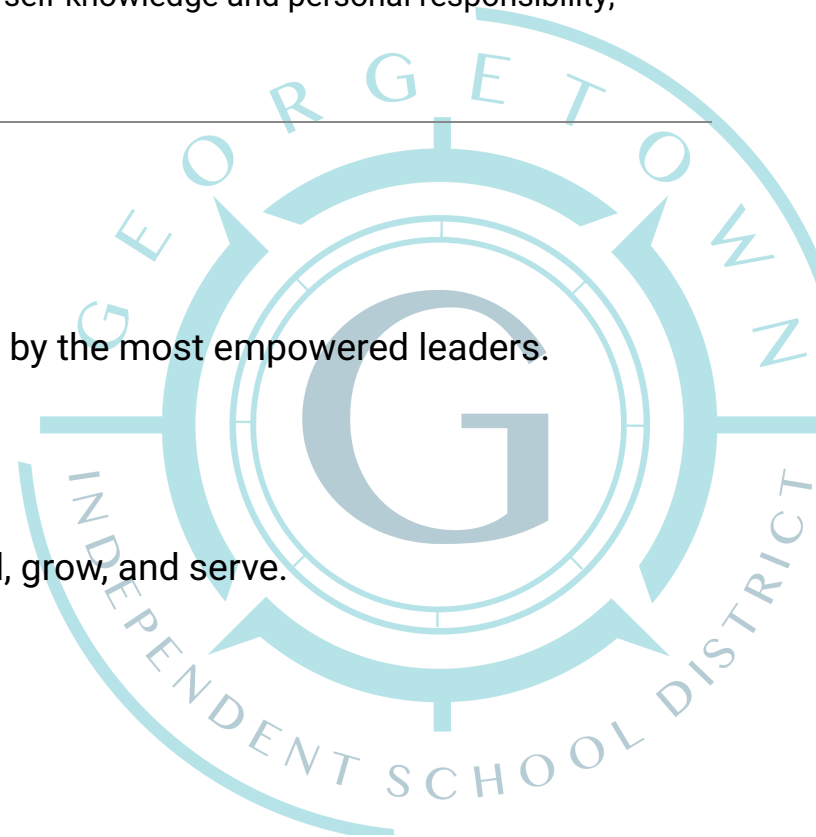
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Vision

Georgetown ISD is home to the most inspired students, served by the most empowered leaders.

Mission

Inspiring and empowering every learner to lead, grow, and serve.



Strategic Priority Area One - Excellence in Academics

Vision 2030: To be the district families seek, educators choose, and students thrive in - defined by excellence in academics, deep student belonging, and opportunities that shape the future.

STRATEGIC OBJECTIVES: "What do we want?"	KEY STRATEGIC ACTIONS: (INPUT) "What are we going to do?"	PROGRESS MEASURE: "Are we getting what we thought we'd get?"	LONG TERM OUTCOMES "What District-level outcomes do we aspire to achieve?"
1.1 In GISD, every student engages with high-quality instruction, purposeful assessment, and timely supports that help them reach their full potential.	The District will utilize the District Instructional Priorities to provide professional learning for every teacher and other support systems to ensure consistent implementation of the GISD-aligned curriculum. The District will assess and support Campus Instructional Leadership Team (CILT) progress by responding to data through a structured Campus Support Team (CST) schedule throughout the academic year. The District will improve the overall challenge/rigor of student tasks to better align daily instructional work with learning standards and end-of-year assessments. This will be done through targeted professional development and instructional walkthrough feedback. Implement an academic and behavioral MTSS process for timely intervention based on evidence from campus and district assessments. The Teaching, Learning and Assessment Team will create a system of "loose or tight" support based on needs related to previous-year assessment results.	Classroom walkthroughs demonstrate: • Instruction and assessment are aligned to the appropriate level of academic challenge for the standard and age of student • Active engagement for deeper learning • Timely and meaningful feedback • Responding to data for intervention purposes BOY/MOY data from MClass/MAP reading and math assessments by unique student group Professional learning provided to staff is aligned to campus needs based on principal feedback and district-identified instructional priorities. Campus projections based upon universal screener data, campus assessments, and district assessments.	Board Goal: All Georgetown ISD schools will perform in the top 50% of their comparable schools across Texas in Student Academic Growth by May of 2026 and will perform in the top 25% of their comparable schools across Texas in Student Academic Growth by May of 2028. The District will outperform the state average on at least 70% of accountability measures by May of 2026 and all accountability measures in May of 2028. Board Goal: The percentage of students on grade level in literacy on MClass will rise from 64% in June 2025 to 80% by June 2028. This will result in a goal of 72% for 2027. Board Goal: The percentage of students on grade level in math on MAP will rise from 59% in June 2025 to 80% by June 2028. This will result in a goal of 80% for 2027. Board Goal: The percentage of mini-observations demonstrating rigorous, appropriately challenging learning tasks aligned to grade-level standards will be at 85%.
1.2 GISD educators empower students to cultivate the Learner Profile attributes daily, turning every classroom experience into a stepping stone for personal and academic development.	The District will curate Learner Profile instructional activities aligned to the curriculum and rigor of the standard. The district will expand, support, and participate in systems for Learner Profile-targeted recognitions of students and staff.	Professional learning and resources exist to help ensure Learner Profile attributes are intentionally demonstrated. Student and staff recognition efforts celebrate utilization and growth in the Learner Profile attributes.	By 2028, various data sources indicate that 90% of students report that they and others experience opportunities to utilize Learner Profile traits. By 2028, 100% of GISD teachers report that they intentionally create and implement opportunities for students to grow in the Learner Profile attributes.

		Recognition of students for Learner Profile attributes is evident in the school environment.	
1.3 All GISD students have the skills and confidence to be successful in postsecondary education and the workforce.	The Teaching, Learning and Assessment Team will facilitate and support new strategies for increasing student success in TSI, including: a TSI Academic Support Class for 12th graders and TSI Bootcamps, and testing for all 10th graders. GISD will offer intervention and growth opportunities for students requiring TSIA and PSAT support. Non-EOC tested teachers will be included in CCMR through College Readiness testing. All GISD students are provided access to SAT/ACT preparation opportunities to improve SAT performance. GISD identifies and removes barriers to expand participation in Advanced Placement, Dual Credit, and OnRamps. Advisors, CCMR specialists, and counselors create and monitor student PGP progress and CCMR outcomes. Opportunities to earn certifications exist in all CTE pathway areas GISD will grow high-wage, high-demand CTE Programs of Study by aligning new and existing pathways to regional workforce data, expanding industry partnerships and advisory input, and increasing access to Programs of Study across all high school campuses.	Increased TSI completion to show college readiness Increased and diversified representation of students who take an AP exam Increased certifications in high wage/high demand career paths Increased student retention rates in pathways Increased participation and performance on PSAT Early identification preparation system for TSI completion exists AP Ambassador and student performance identification at each high school CTE Advisory Group is meeting and forming partnerships Progress monitoring systems indicate alignment and progress to long-term goals	By 2028, average SAT performance is in the Top 25% of Central Texas Suburban Districts.. By 2028, TSI completion in both math/reading increases: • reading 53% to 70% • math 53% to 70% Board Goal: By 2028, students earning the CCMR indicator will increase from 73% to 90% overall. By 2028, 75% of students earn college credit by graduation. By 2028, a pathway to 60 college credit hours exists in Georgetown. By 2028, 80% of 9th-11th graders in GISD express confidence in their academic pathways, personal graduation plans, and postsecondary plans. Increase student participation in work-based learning experiences (internships, apprenticeships, clinicals, job shadowing, and mentorships) by 10% annually. Increase “completers” in high-wage, high-demand CTE Programs of Study by 5% annually, aligned to regional workforce needs

Strategic Priority Area Two - Student Connection and Belonging

Vision 2030: To be the district families seek, educators choose, and students thrive in - defined by excellence in academics, deep student belonging, and opportunities that shape the future.

STRATEGIC OBJECTIVES: "What do we want?"	KEY STRATEGIC ACTIONS: (INPUT) "What are we going to do?"	PROGRESS MEASURE: "Are we getting what we thought we'd get?"	LONG TERM OUTCOMES "What district level outcomes do we aspire to achieve?"
2.1 GISD students experience and create positive, respectful interactions with each other and with adults.	Campus behavior support will be facilitated through implementation of our locally developed Multi-Tiered Systems of Support (MTSS). Principal supervisors and district staff will set clear expectations with campus administrative teams to refine and maintain strong, tightly monitored tiered support systems to ensure effective campus and classroom transitions, procedures, and supervision. The Superintendent's Student Advisory Council will provide input to ensure a respectful and safe culture at our schools. Professional development and coaching will increase staff capacity to improve respectful interactions amongst students.	Principal Supervisor observations reflect the implementation of tight routines, procedures, and supervisory expectations. Data sources such as surveys, campus fidelity reviews, discipline referrals, and attendance indicate a positive and respectful school environment.	By 2028, 85% of students surveyed report a favorable perception of respect and safety at their campus. By 2028, discipline referrals pertaining to mistreatment of others will reduce by 20%. By 2028, 75% of staff will report that students in GISD are respectful to adults. By 2028, 85% of campuses will score within the scale or sustain level of implementation for skill building through Tier 1 Summative Campus Reviews.
2.2 GISD's students are engaged in experiences that allow them to deepen connections, explore their interests, gain confidence, and discover their passions.	Expand Career and Technical Student Organization participation options at all grade levels Expand work-based learning placements at all grade levels Expand career exposure experiences at all grade levels Increase recruiting and communication efforts around opportunities for students to participate in extracurricular and cocurricular activities	Increases in year-over-year student participation in career exploration activities before graduation Increases in year-over-year student participation in work-based learning experiences before graduation Increases in year-over-year participation in extracurricular and cocurricular activities	By 2028, 80% of GISD students will report a favorable experience in a high-interest learning environment where they actively acquire new knowledge and develop strong feelings of academic success. By 2028, 80% of GISD students will report a favorable experience in being engaged in diverse, exciting learning environments that spark interest in potential career pathways and celebrate different styles of learning. By 2028, the number of students participating in extracurricular or cocurricular activities will increase to 80%, or by 20% at each GISD secondary campus.

			By 2028, 100% of GISD students will participate in at least one career exploration, work-based learning, or leadership experience over high school
2.3 Students in Georgetown ISD feel valued, invested in, and have a sense of belonging at their school.	Fostering connections within the community and providing options to families to meet student personal/social needs. Counseling services in GISD will work toward implementing a comprehensive school counseling program that aligns to the Texas Model for Comprehensive School Counseling. The Superintendent's Student Advisory Council will provide input to create the conditions for a sense of belonging for every student.	CKH, Learner Profile, and Senior Survey results indicate increasingly favorable student responses on questions assessing student perceptions of value, investment, and belonging Increases in year-over-year participation in extracurricular and cocurricular activities	By 2028, 90% of Georgetown ISD's students report they want to come to school. By 2028, 90% of GISD students will report having a trusted, safe adult relationship at school and feeling that an adult on campus deeply cares about their well-being, as measured by the corresponding indicators. By 2028, 90% of GISD students will report a strong sense of school belonging, peer respect, and mutual acceptance on their campus, as measured by corresponding indicators. By 2028, 80% of GISD students will report having an active, motivating connection to campus life—such as Fine Arts, Athletics, CTE, Advanced Academics, etc.

Strategic Priority Area Three - Exceptional Staff Experience

Vision 2030: To be the district families seek, educators choose, and students thrive in - defined by excellence in academics, deep student belonging, and opportunities that shape the future.

STRATEGIC OBJECTIVES: "What do we want?"	KEY STRATEGIC ACTIONS: (INPUT) "What are we going to do?"	PROGRESS MEASURE: "Are we getting what we thought we'd get?"	LONG TERM OUTCOMES "What district level outcomes do we aspire to achieve?"
3.1 Georgetown ISD recruits and retains high-quality employees through competitive compensation and benefits to all employees.	GISD will develop a fiscally responsible compensation plan to offer pay competitive with neighboring districts within a balanced budget By July 30, 2027, the Human Resources Department will benchmark and adjust all district salary schedules into the top third (top 33%) of peer districts, while maintaining a zero-deficit budget. By August 2026, the Human Resources Department will enhance total rewards offerings by launching and fully integrating specialized health services through Next Level clinics for all employees enrolled in district health benefits—providing no/low-cost, comprehensive health and wellness coverage—to support employee well-being and drive overall district staff retention. GISD will implement recruitment strategies to attract and recruit quality employee candidates. Human Resources will work with campuses and departments to communicate and market the new health care coverage options. HR will track utilization rates monthly.	GISD has compensation that is competitive with neighboring districts while maintaining a sustainable fund balance. The staffing study is used as one resource in determining opportunities to improve staffing efficiencies. Number of hires at job fairs Number of GREAT candidates eligible for full certification The district health plan will show overall financial stability and sustainability	Board Goal: Compensation for all staff will be in the top 1/3 as compared to peer districts By 2028, 75% of staff indicate that GISD provides competitive compensation and benefits By 2028, 80% of staff members choose to remain in GISD By 2028, 85% of teachers choose to remain in GISD By 2028, 50% or more of employees enrolled in our health plan will utilize the no/low-cost comprehensive benefits offering

3.2 Georgetown ISD employees continuously grow in their craft and model the values that shape our culture.	The Superintendent's Teacher Advisory Committee provides recommendations to improve recruitment and retention efforts. District Leadership Team (DLT) will identify key values that align to our culture. The Human Resources Department will collaborate with the Teaching & Learning Department to design and execute a comprehensive Professional Growth and Career Pathway Framework that provides employees with role-aligned learning, personalized pathways for career advancement, and targeted formal and informal leadership opportunities. A mentoring and induction program for new staff exists and covers GISD's vision, mission, beliefs, and values. Leadership development opportunities, including mentoring, internships, coaching structures, internally developed academies, and partnerships with external leadership resources, are created and implemented throughout all levels of the district. Build systems to identify leadership potential and recruit leaders into development pathways.	Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. The mentor/mentee program in GISD aligns to the needs of new to profession teachers and includes induction into the GISD culture. GISD's strategic staffing coordinator provides onsite support through collaboration and coaching with leadership and new-to-profession teachers Participants in GISD leadership development programs report that the program grew their skills as a leader Increased opportunities exist for GISD staff to develop as a leader	By 2028, 85% of staff indicate that GISD offers opportunities to grow professionally By 2028, fewer than 12% of staff indicate through exit surveys that they are leaving for neighboring districts By 2028, 95% of staff express an alignment to the mission, vision, and beliefs of our school district. By 2028, the number of TIA designated teachers in GISD will increase by 25%. By 2028, 80% of staff will report that they receive meaningful feedback from their supervisor. By 2028, the number of GISD staff members participating in leadership development programs will increase by 50%. By 2028, the number of GISD staff expressing career development growth will increase by 50%.
3.3 GISD employees find meaning and value in their work through a culture of voice, collaboration, recognition, respect, and belonging.	GISD will provide opportunities for GISD staff to grow in the profession. Opportunities and routines exist for every employee to share input on the district work and to collaborate with colleagues in a meaningful way. Increase opportunities for employees to be recognized for quality work.	Feedback indicates that GISD's professional learning experiences are engaging to adult learners Multiple opportunities for professional growth and leadership advancement are evident Action Teams/PLCs/Task Forces are used across GISD to make decisions, share information Increased use in systems that allow for staff to give input Increased use in systems for staff recognition	By 2028, 90% of staff indicate peer connection, support, empowerment, and collaboration are evident. By 2028, 80% of GISD staff indicate that good work is recognized in their department.

Strategic Priority Area Four - Partnering with Community

Vision 2030: To be the district families seek, educators choose, and students thrive in - defined by excellence in academics, deep student belonging, and opportunities that shape the future.

STRATEGIC OBJECTIVES: "What do we want?"	KEY STRATEGIC ACTIONS: (INPUT) "What are we going to do?"	PROGRESS MEASURE: "Are we getting what we thought we'd get?"	LONG TERM OUTCOMES "What district-level outcomes do we aspire to achieve?"
4.1 Parents and community members engage in GISD schools.	The district and campuses offer and communicate multiple ways to get involved or be nominated for participation Refine the elementary and secondary parent involvement plans to allow for additional opportunities for parents to engage in campus events or activities Gather information on the current state, including barriers, of community member participation in GISD events and activities	RAPTOR and Relatrix reports indicate increased presence of parents and community members on campus and/or at campus events. Campus/District calendars and communications reflect an increase in opportunities for parents and community members to participate in GISD schools.	By 2028, 90% of parent survey responses indicate that they feel welcomed and have feelings of belonging at their child's school Parent and community member participation at district and campus events will increase by 25% by 2028
4.2 GISD actively seeks input from families and builds partnerships with businesses and community organizations to expand opportunities for students and staff.	Expand employer engagement, build structured pipelines for internships, apprenticeships, mentorships, and clinical placements, and align partnership development with high-wage, high-demand CTE pathways Evaluate current state, including barriers, in opportunities for community members to partner with the district and campuses Incorporate additional opportunities for families to give specific, timely input on district work and issues	Number of active, documented business/community partnerships (tracked toward doubling by 2028) and number of students placed in work-based learning experiences annually (tracked toward 10% annual growth), reviewed jointly with tracking data Refined or new systems exist in support of community partnerships Increased opportunities for input from families on district and campus matters	The superintendent and GISD staff establish effective relationships with parents, stakeholders, and other key community leaders By 2028, GISD will increase the number of active business and community partnerships supporting student needs and learning by 50% Increase student participation in internships, apprenticeships, mentorships, clinical experiences, and other work-based learning opportunities by 10% annually By 2028, 80% of GISD parents report that they have opportunities to give input on matters impacting the district
4.3 GISD is transparent with reporting progress and providing access to information in a manner that's easily understood.	Restructure the district-wide system for managing and utilizing campus/department websites and social media Adjust and refine systems to ensure that timely, easy-to-understand delivery of academic progress (grades and MAP/MClass) updates to parents occurs	Parent Square communication reports/logs indicate active engagement, outreach, and connection rates Agendas, Calendars, Presentation Artifacts indicate strategic audiences reached on strategic topics	By 2028, 90% of GISD parents will report that they feel their child's principal and teachers keep them well-informed about what is happening at their child's school

	The district implements effective, strategic, proactive communication approaches to keep staff and community informed about issues the district faces	Midyear surveys indicate high satisfaction OnFlow Feedback and Reports show timely responses and positive feedback	By 2028, 90% of GISD parents and community members report feeling that the district is transparent regarding its progress on priority work By 2028, 85% of GISD parents report feeling well-informed about their child's learning progress in school.
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