

# **Georgetown Independent School District**

## **District Improvement Plan**

### **2021-2022 Goals/Performance Objectives/Strategies**



**GEORGETOWN ISD**

*Home of the most inspired students, served by the most empowered leaders...*

# Mission Statement

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

## Vision

*Home of the most inspired students, served by the most empowered leaders.*

## Value Statement

### Beliefs

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.

### Goals

Develop a future ready learning experience that reflects student voice, choice and ownership.

Engage the community to become champions and advocates for student success and the future of the District.

Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

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# Goals

**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 1:** All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (2025-year goal).





**Evaluation Data Sources:** Board Target Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Learner Profile Action Team will develop prototype assessment instrument(s) for piloting at campus level to inform revision and finalization of the instrument. <b>Strategy's Expected Result/Impact:</b> Teachers and students are better equipped to assess Learner Profile growth and provide specific feedback. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment & Feedback, Chief Strategist for Learning Design	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Current efforts around assessing Learner Profile via Standards Based Grading will be reviewed, revised and/or calibrated across campuses and grade levels. <b>Strategy's Expected Result/Impact:</b> Current implementation efforts will be aligned resulting in consistent assessment and reporting of student growth in Learner Profile for grades PK-4. <b>Staff Responsible for Monitoring:</b> Director of Assessment and Feedback, Director of Teaching and Learning	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 2:** Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

**Evaluation Data Sources:** Board Target Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The third cohort will onboard during the '21-'22 academic school year. This will complete Social Emotional Learning (SEL) onboarding for all elementary and middle school campuses. The third cohort, as well as new-to-district staff, from prior cohorts will proceed through the SEL academy which has six learning sessions. These include (a) Overview of SEL, (b) Relational & Technical Sides of SEL, (c) Trauma Sensitivity, (d) Parent Engagement, (e) Micro-expressions, and (d) Academic Mindfulness.  <b>Strategy's Expected Result/Impact:</b> As a result of the SEL Academy, participants have a unified language of SEL and will be prepped to set goals around SEL on the campus.	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campuses for the first and second cohorts of SEL onboarding will have campus level committees that are supported by the SEL specialist. These committees will deepen their learning around SEL and will work to establish campus goals. Campus goals will be gathered using a common format which allows the campus with the autonomy to set goals as well as our district to be knowledgeable and support the work.  <b>Strategy's Expected Result/Impact:</b> Through the goal setting process, campuses will begin to implement SEL strategies within the classroom. <b>Staff Responsible for Monitoring:</b> Counseling Services	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase use of analytics and reporting from student online safety systems such as Gaggle and Lightspeed Relay to monitor student activity/behavior online (internet use) and Google Apps for the purposes of determining potential SEL issues and helping to formulate strategies for response.  <b>Strategy's Expected Result/Impact:</b> By analyzing student online behaviors through safety alerts and trends in use, we will have better insight into concerning trends that will inform SEL conversations and planning. <b>Staff Responsible for Monitoring:</b> GISD Network Services and GISD Counseling Services	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 3:** All students will meet College, Career, & Military Readiness (as defined by TEA indicators) by 2025.

67% of graduates in GISD will graduate meeting the state's CCMR criteria by August of 2022.

27% of graduates in GISD enrolled in an AP course will successfully complete the AP exam with a score of 3 or higher.

20% of graduates in GISD will earn college credit by successfully completing dual credit courses and/or OnRamps courses.





11% of graduates in GISD will meet the threshold for CCMR through earning an Industry Based Certification by August of 2022.

54% of GISD graduates will meet the threshold for CCMR through TSI Reading and Math standards by August of 2022.

### HB3 Goal

**Evaluation Data Sources:** 1. CCMR Data from the State and OnData Suite and 2. Eduphoria Workshop Attendance. 3. Board Target Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Align GISD offered CTE IBCs to local industry in greater Georgetown area. <b>Strategy's Expected Result/Impact:</b> Increased cooperative potential with surrounding employers and industry partners. Increase the number of reported IBCs to the state via PEIMS. <b>Staff Responsible for Monitoring:</b> Chief Strategist of Systems and Operations and CTE Coordinator and CTE teachers.	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide curriculum writing training for CTE teachers. <b>Strategy's Expected Result/Impact:</b> CTE Teachers are supported by having a comprehensive curriculum. <b>Staff Responsible for Monitoring:</b> Chief Strategist of Systems and Operations, CTE Coordinator, and curriculum coordinators.	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement a professional learning plan for all CTE teachers in their pathway's culminating IBC options. <b>Strategy's Expected Result/Impact:</b> Increase knowledge among teachers for available options and increase number of earned IBCs. <b>Staff Responsible for Monitoring:</b> Chief Strategist of Systems and Operations and CTE Coordinator.	Formative			Summative
	Dec	Mar	May	Aug

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create intervention matrixes and supports for reading and math. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who meet the threshold for CCMR for TSI Reading and Math standards. <b>Staff Responsible for Monitoring:</b> Chief Strategist of Systems and Operations and Advanced Academics Coordinator, Future Readiness Coordinator, and curriculum coordinators.	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Complete curriculum writing and resource development for high school reading and math intervention courses. <b>Strategy's Expected Result/Impact:</b> Increased number of students who meet the threshold for CCMR for TSI Reading and Math standards. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning and Design, Director of Teaching and Learning, and Curriculum Coordinators	Formative			Summative
	Dec	Mar	May	Aug
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement a Middle School Pathway and Elective Fair for all middle school students to be introduced to career pathways in all five high school endorsements. <b>Strategy's Expected Result/Impact:</b> Students will walk away knowing more about the college, career, military, and student involvement options available in GISD; should be better equipped to make informed choices during graduation planning and course selection; and should know who to contact for more information. <b>Staff Responsible for Monitoring:</b> CCMR Team, High School and Middle School Counselors, Coordinator for School Counseling	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 4:** 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade.

Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

70% of grade 3 students will demonstrate grade level numeracy as determined by STAAR, NWEA MAP, or Standards Based Assessments by August 2022.

60% of grade 3 students will demonstrate passing standard on the STAAR assessment by August 2022.





64% of grade 3 students will demonstrate passing equivalent on the MAP Growth Assessment by August 2022.

28% of grade 3 students will demonstrate Met Standard on all identified numeracy standards by August 2022.

### HB3 Goal

**Evaluation Data Sources:** NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Special Education Department (through IDEA B, CEIS funds) will provide funding and support in professional learning for teachers of general education students in an effort to increase quality of first instruction in numeracy for grades K-3.  <b>Strategy's Expected Result/Impact:</b> Teachers will be better equipped to deliver quality first instruction in numeracy for general education students. <b>Staff Responsible for Monitoring:</b> Special Education Director, Elementary Coordinator for Math  <b>Funding Sources:</b> IDEA-B, CEIS funds - 224 IDEA B, SpEd	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement Math Lab Professional Learning in which teachers receive embedded classroom feedback, witness model teaching, and practice strategies in front of experts.  <b>Strategy's Expected Result/Impact:</b> Improved classroom math instructional practices aligned to standards. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Elementary STEM Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide strategic professional learning for teachers and campus administrators around differentiated math instruction for number sense, operations, reasoning, and word problems.  <b>Strategy's Expected Result/Impact:</b> Greater implementation of math workshop model in elementary classrooms. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Elementary STEM Coordinator	Formative			Summative
	Dec	Mar	May	Aug

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide district-supported math intervention resources and continual training for elementary math interventionists on implementation and best practices. <b>Strategy's Expected Result/Impact:</b> Greater growth on NWEA MAP student performance measure. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Elementary STEM Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide professional learning and training for developing standards aligned assessments and follow up support for data analysis. <b>Strategy's Expected Result/Impact:</b> Teachers will be better equipped to develop standards (TEKS) aligned assessments to better measure learning progress against the TEKS. Teachers will have specific information for which to design follow up instruction (enrichment or remediation). <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment and Feedback, Director of Assessment and Feedback, Coordinator of Assessment & Feedback, Data Analyst	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 5:** 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR, DRA & Standard Based Teacher Assessments.

75% of grade 3 students will demonstrate grade level numeracy as determined by STAAR, NWEA MAP, DRA or Standards Based Assessments by August 2022.

71% of grade 3 students will demonstrate passing standard on the STAAR assessment by August 2022.

62% of grade 3 students will demonstrate passing equivalent on the MAP Growth Assessment by August 2022.

17% of grade 3 students will demonstrate Met Standard on all identified literacy standards by August 2022.





Baseline data will be established for DRA assessments for all students at 3rd grade.

### HB3 Goal

**Evaluation Data Sources:** NWEA MAP, STAAR, Skyward Standards Based Grades, Eduphoria (DRA)

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Dual Language coordinator and coach (in coordination with ELAR coordinator and campus learning design coaches and administrators) will implement literacy labs (3 minimum) and follow up with targeted coaching (weekly) on shared reading with phonics and "dictado" writing strategies for teachers of second language learners.  <b>Strategy's Expected Result/Impact:</b> Teachers will grow in their capacity to provide high quality shared reading and writing experiences that focus on developing decoding and encoding skills for second language learners. This in turn will lead to an increase in student literacy levels as measured by DRA/EDL, Mclass, and other formative assessment measures.  <b>Staff Responsible for Monitoring:</b> Fed programs director, Dual Language Coordinator, Dual Language Coach  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Equity Plan <b>Funding Sources:</b> - 261 Title III		Formative			Summative
		Dec	Mar	May	Aug
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Special Education Department (through IDEA B, CEIS funds) will provide funding and support in professional learning for teachers of general education students in an effort to increase quality of first instruction in literacy for grades K-3.  <b>Strategy's Expected Result/Impact:</b> Teachers will be better equipped to deliver quality first instruction in a balanced literacy program for general education students.  <b>Staff Responsible for Monitoring:</b> Special Education Director, Coordinator for Elementary ELAR  <b>Funding Sources:</b> IDEA-B, CEIS funds - 224 IDEA B, SpEd		Formative			Summative
		Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement English Literacy Lab Professional Learning in which teachers receive embedded classroom feedback, witness model teaching, and practice strategies in front of experts. <b>Strategy's Expected Result/Impact:</b> Improved classroom reading/language arts instructional practices aligned to standards. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Elementary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide strategic professional learning for teachers and campus administrators around differentiated reading/language arts instruction for balanced literacy. <b>Strategy's Expected Result/Impact:</b> Greater implementation of balanced literacy framework in elementary classrooms. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Elementary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide district-supported reading/language arts intervention resources and continual training for elementary RLA interventionists on implementation and best practices. <b>Strategy's Expected Result/Impact:</b> Greater growth on NWEA MAP student performance measure. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Elementary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize data from universal screeners (mClass, DRA, EDL, NWEA MAP) to better inform instructional practices and guide PLC conversations. <b>Strategy's Expected Result/Impact:</b> Greater growth on RLA assessment student performance measures. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Elementary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Continue implementation of TEA Reading Academy requirement. <b>Strategy's Expected Result/Impact:</b> Completion of Academy by 100 additional teachers/administrators this academic year resulting in improved reading instructional practices. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning and Design, Director of Teaching and Learning, Elementary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide professional learning and training for developing standards aligned assessments and follow up support for data analysis.  <b>Strategy's Expected Result/Impact:</b> Teachers will be better equipped to develop standards (TEKS) aligned assessments to better measure learning progress against the TEKS. Teachers will have specific information for which to design follow up instruction (enrichment or remediation).  <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment and Feedback, Director of Assessment and Feedback, Coordinator of Assessment & Feedback, Data Analyst	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Goal 1: Student-Centered:** Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 6:** GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.

**Evaluation Data Sources:** Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School Counselors align their work to the Texas Model of Comprehensive Counseling which includes K-12 competencies. Delivery of competencies are personalized based on student needs through either large group, small group, and/or individual interactions with students. School counselors K-12 will utilize a variety of qualitative and quantitative data resources including the Student Experience Survey (SES) to personalize their approach to meeting the social and emotional needs of the student. This personalization will be included within each campus's Comprehensive Counseling Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselors will make informed programming decisions and provide supports to students based on their personal needs.</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Services</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> "Mpowrd" is a group that was piloted at GAP during the '20-'21 academic school year. The purpose of Mpowrd is to provide group members with a means to change any self-destructive behaviors as well as providing members with the empowerment for prevention and intervention. The opportunity for students to participate in the Mpowrd group will be expanded to all three high schools in GISD. The Mpowrd group experience provides a layer of personalization based on the unique needs of the participants. The Mpowrd groups will be co-facilitated by our School Based Therapy Team.</p> <p><b>Strategy's Expected Result/Impact:</b> The group will provide students with prevention and intervention, promote healing, and decrease behaviors that do not support the student's future goals.</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Transition Specialist will provide professional development and collaborate with case managers to develop and review transition plans that prepare students with disabilities for out-come based results in the areas of post-secondary education, competitive integrated employment, community living, and self-determination. Success will be measured by Transition Specialist conducting SPP 13 audits every 9 weeks to ensure students with disabilities have results-oriented post-secondary transition plans and that the plans meet federal and state compliance requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% compliance on SPP 13, higher quality transition plans that support students SPIN (strengths, preferences, interests and needs), aligns better with the Moonshot for personalized education for each student</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, Transition Specialist</p>	Formative			Summative
	Dec	Mar	May	Aug





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a proof of concept study for Schoology to replace Google Classroom and Performance Matters to replace Eduphoria aware as a comprehensive solution or online course management, assessment and feedback management and tracking student progress against standards and competencies, identifying learning gaps, and setting personalized learning objectives. <b>Strategy's Expected Result/Impact:</b> By the end of the school year, one hundred GISD teachers and staff will have strategically implemented these new resources, documented findings, and develop a plan for a district-wide roll out in fall of 2022 <b>Staff Responsible for Monitoring:</b> Chief Strategists	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Recognizing the importance and need for a long-term solution for students to be connected to the internet for learning at home. We will review innovative options and conduct a feasibility study to assess the practicality of delivering WiFi internet, safely and securely, to GISD devices in low socioeconomic homes near our school facilities. <b>Strategy's Expected Result/Impact:</b> Chief Strategist for Technology and Innovation <b>Staff Responsible for Monitoring:</b> Investing a smaller amount of time and money in discovery, ultimately will help determine the direction and scope of the district-wide initiative before larger resources and commitments are made.	Formative			Summative
	Dec	Mar	May	Aug
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Deploy Personalized Learning Inquiry Collaborative to grow teacher's understanding and implementation of elements of personalized learning. <b>Strategy's Expected Result/Impact:</b> Greater understanding and implementation of elements of personalized learning, including student agency and learning progressions. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Personalized and Professional Learning Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Continue work with Personalized Learning Design Team to explore district pathway to greater implementation of elements of personalized learning. <b>Strategy's Expected Result/Impact:</b> Greater understanding and implementation of elements of personalized learning, including student agency and learning progressions. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning and Design, Director of Teaching and Learning, Personalized and Professional Learning Coordinator	Formative			Summative
	Dec	Mar	May	Aug

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Develop implementation strategy for a Learning Management System and academic/social emotional data inputs in order to provide personalized information to support personalized learning. <b>Strategy's Expected Result/Impact:</b> Students, teachers, counselors, principals, and teachers will be equipped with specific learning data to be used to support personalized learning. <b>Staff Responsible for Monitoring:</b> Chief Strategists, Technology, Teaching & Learning	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





**Performance Objective 7:** GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Counselors align their work to the Texas Model of Comprehensive Counseling which includes K-12 competencies. School counselors working in grades K-5 will develop a shared resource of developmentally appropriate lessons that align to the TX Model competencies, the GISD Learner Profile Traits, and the American School Counseling Association Competencies. Counselors will be provided with learning experiences to create this resource. <b>Strategy's Expected Result/Impact:</b> Alignment to competencies provides intentionality to the work of the school counselor. It ensures that students receive a well-rounded experience that is also personalized based on the level of need. As a result, counselors can provide students with preventative tools to reduce the need for remediation.	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus and district leaders and members of design teams and departments will attend the 2021 Aurora Symposium on competency-based and personalized learning. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of effective practices in competency-based systems and personalized learning; Action steps identified; Increased organizational knowledge <b>Staff Responsible for Monitoring:</b> Chief Strategists	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide collaboration and calibration opportunities for PK-4 teachers to share best practices and techniques for Standards Based Grading. <b>Strategy's Expected Result/Impact:</b> Strengthened standards based learning practices, consistent standards based assessment practices, increased student learning aligned to standards <b>Staff Responsible for Monitoring:</b> Chief Strategists for Assessment and Feedback, Learning Design, Director of Teaching and Learning, Director of Assessment and Feedback	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Embark on a learning journey with secondary district leaders on Restorative Practices to determine if the strategies align with student need and district priorities, mission, vision and beliefs. <b>Strategy's Expected Result/Impact:</b> Increased understanding of the potential impact of Restorative Practices on student behavior. <b>Staff Responsible for Monitoring:</b> Director of Operations, Chief Strategist for Systems and Operations	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Communication: Engage the community to become champions and advocates for student success and the future of the District.

**Performance Objective 1:** Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)





**Evaluation Data Sources:** Board Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus and District teams will continue to build the pilot CBAS. Current efforts will finish building the remaining pillars of the CBAS with Key Questions, System Responses, and Evidences. <b>Strategy's Expected Result/Impact:</b> Campuses and District departments will have identified areas for which to provide accountability in addition to and beyond state and federal requirements. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment & Feedback	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus leaders, campus teams, and district leaders will participate in learning opportunities about accountability, effective assessment and feedback practices, and processes for creating community-based accountability systems. <b>Strategy's Expected Result/Impact:</b> Campuses and District departments will finish building the remaining pillars of the CBAS with Key Questions, System Responses, and Evidences. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment & Feedback	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus and district leaders will continue participation in the Texas Public Assessment Consortium (TPAC) in order to learn and collaborate with other Texas school districts that are building and implementing community-based accountability systems. <b>Strategy's Expected Result/Impact:</b> Campuses and District departments will finish building the remaining pillars of the CBAS with Key Questions, System Responses, and Evidences. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment and Feedback	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Communication: Engage the community to become champions and advocates for student success and the future of the District.

**Performance Objective 2:** Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Federal Programs department will offer parent and family engagement opportunities throughout the year to provide resources about district and community programs and resources, as well as activities for math and literacy that families can use at home to support the academic progress of their emergent bilingual or economically disadvantaged child. These include parenting classes through the "Ready Rosie" program for parents with students in PK-3rd grade, adult ESL classes at HCLL for parents, community/district information fairs, and collaboration with special education parent education nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will gain a better understanding of district programs and resources. Families will have strategies to support math and reading at home, increasing the academic engagement and success of their child.</p> <p><b>Staff Responsible for Monitoring:</b> Federal programs director and team (PK/Title 1 Coordinator, Dual Language Coordinator, ESL Coordinator, Parent/Family Engagement Specialists)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - Equity Plan</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Special Education team will create a design team consisting of staff and parents to generate topics of interest for parents of students with disabilities. The team will then provide monthly training opportunities for parents on topics of interest, will provide technology resources, community resource information and make and take opportunities each month.</p> <p><b>Strategy's Expected Result/Impact:</b> Our desire is to increase parent participation and engagement among our parents that will positively impact student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, Special Education Coordinators</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue and enhance ongoing communication efforts to keep stakeholders informed, connect decisions to the vision/mission/beliefs/priorities of the district, and gather input. Weekly communication efforts with staff and parents, quarterly efforts with staff through Fred's 4, ongoing feedback opportunities, and outreach opportunities with community groups will continue and be revised for improvements as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased input and feedback opportunities from stakeholders; Increased connection to the work and decisions of the district</p> <p><b>Staff Responsible for Monitoring:</b> Chief Strategist for Leadership and Culture; Executive Director for Communication and Community Engagement; Chief Strategists and Superintendent</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Expand opportunities to engage our community, leveraging a volunteer portal to facilitate and connect our community to district opportunities. <b>Strategy's Expected Result/Impact:</b> Efforts to continue to expand how we use this portal to connect with and engage volunteers in our schools. <b>Staff Responsible for Monitoring:</b> Communications and community engagement team in partnership with district staff who may help facilitate partner relationships that serve students.	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Create more robust opportunities for community members to partner and serve the students of GISD. <b>Strategy's Expected Result/Impact:</b> More community members, parents and staff are engaged, serving and acting as champions for GISD. <b>Staff Responsible for Monitoring:</b> Communication staff in partnership with district staff	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Communication: Engage the community to become champions and advocates for student success and the future of the District.

**Performance Objective 3:** Communicate SRO duties and responsibilities in the District Improvement Plan per SB 1707 (TEC 37.081(d))

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Duties and responsibilities of the SRO: Protection of the lives and property of the students, teachers, staff members and visitors of the GISD school campuses as directed.</p> <p>Enforcement of Federal, State, and Local criminal laws and ordinances.</p> <p>Investigations of criminal activity and accidents occurring at assigned campuses.</p> <p>Provide traffic control during the arrival and departure of students on an as-needed basis, based upon a law enforcement determination of need.</p> <p>Provide assistance to other law enforcement officers with outside investigations concerning GISD students or in matters regarding their school assignment.</p> <p>The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.</p> <p>Make the principal of the school aware of any law enforcement action taken, as soon as practicable.</p> <p>At the principal's request, take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law.</p> <p>Advise the principal before requesting additional police assistance on campus when practicable.</p> <p>Coordinate their activities with the principal and staff members concerned.</p> <p>Seek permission, advice, and guidance prior to enacting any program within the School.</p> <p>Encourage individual and small group discussions with students, to further establish rapport with the students.</p> <p>Make themselves available for conference with students, parents and faculty members in order to assist them with problems of law enforcement or crime prevention nature.</p>	Formative			Summative
	Dec	Mar	May	Aug

Become familiar with all community agencies offering assistance to youths and their families, such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary thereby acting as a resource person to the students, faculty, and staff of the school.

Coordinate all security efforts at their assigned campuses including the coordination of a safety audit of the campus and develop a long-range plan for campus safety. The plan will incorporate input from campus staff, students and parents.

Assist the principal in identifying situations or school protocol, on campus or during school-sponsored events, which have a potential for becoming dangerous situations, and develop action plans, through long term problem solving, in an attempt to prevent or minimize their impact.

Maintain detailed and accurate records of the operation of the School Resource Officer Program.

School Resource Officers are not to be used for routine administrative duties such as lunchroom duty, hall monitor, bus duty, or other monitoring duties. If there is a problem in one of these areas, the SRO may assist the school until the problem is solved.

Instructional responsibility of the SRO at the secondary schools:  
All instruction by the SRO shall be as a guest speaker. The Principal or a member of the faculty may request the SRO to provide instruction. The SRO shall not be asked to teach on a full-time basis.

Make a variety of specialized, short-term law related presentations available to the high school faculty and students.

Develop expertise in various subjects that can be presented to the students. Such subjects should include a basic understanding of the laws, the role of the police officer and the police mission, and other topics that relate to students or school safety.

Duties and Responsibilities of Supervisor  
Program development and administration.

Approving reports, overseeing problem solving efforts, providing leadership, training, direction, evaluations,

Establishing rapport with the school Principals and GISD staff.

Performing scheduled and non-scheduled visits to the school campuses.

Liaison with School Principals.

**Strategy's Expected Result/Impact:** This strategy will create clarity for a positive partnership between Georgetown Police Department and Georgetown ISD.

**Staff Responsible for Monitoring:** Director of Campus Operations and School Safety



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 3: Leadership:** Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

**Performance Objective 1:** GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

**Evaluation Data Sources:** Design Team and Action team rosters; stakeholder feedback





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design Teams and Action Teams will be utilized to research, design, gather input, recommend, problem-solve and advance work on topics and tasks related to the priority work of the district. These teams will use representatives from stakeholder groups impacted by the work and staff that are passionate or have backgrounds in the work, regardless of title. <b>Strategy's Expected Result/Impact:</b> High quality plans & products; Increased collaboration across departments and the district; Plans & products that reflect voice and have ownership of many; Advancement of district's goals & priority work <b>Staff Responsible for Monitoring:</b> Chief Strategists & Executive Directors	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement and support PLC and other collaboration opportunities and routines among principals, assistant principals, Building 2 directors, and other leadership groups. <b>Strategy's Expected Result/Impact:</b> Increased collaboration in decision-making; Improved workflow; Increased ownership of work throughout groups; Leaders growing leaders <b>Staff Responsible for Monitoring:</b> Chief Strategist of Leadership and Culture	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue the use of key stakeholder groups like DPC, SHAC, the PTA Council, the Chamber of Commerce's Cornerstone group for collaboration, input, and feedback around district decisions and work. <b>Strategy's Expected Result/Impact:</b> Improved decisions and work; Positive relationships between the district and the stakeholder groups; Better understanding of our stakeholders <b>Staff Responsible for Monitoring:</b> Chief Strategist of Leadership Development and Culture	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 3: Leadership:** Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.





**Performance Objective 2:** Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue implementation of the Hammerlun Leadership Academy, which targets the personal leadership development of GISD employees regardless of role or title in the district. Conclude the first cohort, gather feedback and make revisions as necessary, and launch the second cohort at the end of the 21-22 school year. <b>Strategy's Expected Result/Impact:</b> Leadership behaviors and habits cultivated in people across the district <b>Staff Responsible for Monitoring:</b> Chief Strategist for Leadership and Culture	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create an Action Team to research, recommend, and initiate work that targets the leadership development of PK-12 students in GISD. <b>Strategy's Expected Result/Impact:</b> Plans for the 2022-2023 school year for leadership development at the student level. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Leadership and Culture	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement a routine, ongoing coaching model for district leaders that centers around leadership goals, pathway work, and advancement of district goals and priorities. Principals will participate in weekly coaching sessions. Directors participate in bi-weekly coaching sessions. <b>Strategy's Expected Result/Impact:</b> Growth in leadership behaviors of district leaders; Improved pathway work; Progress on district goals and priority work <b>Staff Responsible for Monitoring:</b> Chief Strategists	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Plan and deliver professional learning on leading in the areas of GISD priorities. (Such as learning organization, competency-based learning, personalized learning, the Board Targets, Capturing Kids' Hearts, Designing Engaging Work, etc.) <b>Strategy's Expected Result/Impact:</b> Increased leadership skills & knowledge; Improved systems for implementation and advancement of priorities <b>Staff Responsible for Monitoring:</b> Chief Strategist for Leadership & Culture	Formative			Summative
	Dec	Mar	May	Aug

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement a book club for district and campus leaders on relevant leadership topics. <b>Strategy's Expected Result/Impact:</b> Developing leaders; Improved leadership culture and collaboration <b>Staff Responsible for Monitoring:</b> Chief Strategist for Leadership and Culture	Formative			Summative
	Dec	Mar	May	Aug
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement new professional goal conferencing, setting, reviews, and check-ins process for district assistant principals, principals, and all members of the District Leadership Team. Goals will focus on leadership behaviors and specific role-related responsibilities and will be aligned to priority work of the district. <b>Strategy's Expected Result/Impact:</b> Leadership growth in district leaders; District progress in priority work; Increased feedback and support for staff <b>Staff Responsible for Monitoring:</b> Chief Strategist for Leadership and Culture	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 3: Leadership:** Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

**Performance Objective 3:** Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly PLC meetings will be offered for all Title 1 campus principals to collaborate and discuss how to allocate and spend Title 1 funds to best support the academic achievement of economically disadvantaged students and to best support family involvement activities on their campuses. <b>Strategy's Expected Result/Impact:</b> Title 1 principals will feel equipped to collaborate on best practices and successful strategies for service Title 1 campuses and families. This will lead to more thoughtful decision making and collaboration among campuses on what is working well for our students and families, leading to greater academic gains. <b>Staff Responsible for Monitoring:</b> Federal programs director, Title 1 Coordinator  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Work collaboratively with stakeholders to improve structures for sharing internal and external technology information resources. We will evaluate current and needed learning and support resources, evaluate end-user access channels and determine how best we can leverage online systems. <b>Strategy's Expected Result/Impact:</b> As a result of this improvement, stakeholders will benefit from contributing to and utilizing systems of information sharing, and develop digital literacy and competency to ultimately better serve the needs of our staff, students and families <b>Staff Responsible for Monitoring:</b> Chief Strategist for Technology and Innovation	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide open collaboration opportunities for any and all district or campus level leadership to work directly with District strategist team on a weekly basis. <b>Strategy's Expected Result/Impact:</b> Increased connection between leaders of the District and their work, increased feedback and collaboration among leaders, increased alignment of various District initiatives. <b>Staff Responsible for Monitoring:</b> Chief Strategists	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

**Performance Objective 1:** Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Further develop and continue implementation of the "Way 2 Go-gram", a process for any person (staff or not) to submit an affirmation for any GISD staff at any level. <b>Strategy's Expected Result/Impact:</b> Positive reinforcement of desired habits and behaviors, improved relationship and connection between stakeholder group, improved morale. <b>Staff Responsible for Monitoring:</b> Chief Strategist of Leadership and Culture	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Explore additional recognition opportunities for all stakeholder groups, including revising the Lead Grow Serve award and the End of the Year Employee Awards process and program. <b>Strategy's Expected Result/Impact:</b> Improved relationships among stakeholder groups; Increased connections to the vision/mission/beliefs/work of the district; Clarity on aligned, successful work through highlighted examples <b>Staff Responsible for Monitoring:</b> Chief Strategist for Leadership & Culture; Executive Director of Communications & Community Engagement	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

**Performance Objective 2:** GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> ESOL teachers supporting newcomer students will receive training on new resources (Rosetta Stone/Lexia) and how to personalize learning for their beginner and intermediate ESL students. They will collaborate regularly with the ESL coordinator (minimum every 9 weeks) on progress monitoring of the newcomers, best practices, and how to target instruction based on data. <b>Strategy's Expected Result/Impact:</b> Teachers of newcomer ESL students will feel equipped to personalize learning for beginner and intermediate ESL students, leading to gains in language proficiency as measured by TELPAS and Rosetta Stone/Lexia progress monitoring. <b>Staff Responsible for Monitoring:</b> Federal Programs Director, ESL Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Specialized ESL training and support will be offered to all Learning Design Coaches to better support core content teachers in personalizing learning for English learners. This could include conferences or trainings focused on language acquisitions such as TABE, La Cosecha, region center training, or our ESL coordinator's trainings. ESL coordinator will participate and support biweekly LDC meetings to discuss student needs and to collaborate on best practices for English learners. <b>Strategy's Expected Result/Impact:</b> Campus coaches will be better prepared to discuss personalizing learning to meet the needs of English learners in core classes during PLC meetings with their teachers and administrators. <b>Staff Responsible for Monitoring:</b> Federal Programs Director; ESL Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Design improved feedback strategy, collect feedback, and utilize feedback, to ensure that GISD Grow Professional Learning sessions meet the needs of staff. <b>Strategy's Expected Result/Impact:</b> Staff reporting that GISD Grow met their needs. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning and Design, Director of Teaching and Learning, Personalized and Professional Learning Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize multiple strategies to ensure that teachers and staff are aware of and understand the GISD Curriculum, Instructional Frameworks, and resources (including the GATE). <b>Strategy's Expected Result/Impact:</b> Improved classroom practices aligned to standards.	Formative			Summative
	Dec	Mar	May	Aug

**Staff Responsible for Monitoring:** Chief Strategist for Learning and Design, Director of Teaching and Learning, Curriculum Coordinators



No Progress



Accomplished



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