

Georgetown Independent School District
Georgetown High School
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Administration	4
School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	4
Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	4
Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	5
Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	5
Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	6
College and Career Readiness School Models (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	7
Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	7
Student Learning	8
Organization Summary (Total Students: 498)	9
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Student Learning, Growth and Progress 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.	15
Goal 2: Student and Staff Well-Being 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.	21
Goal 3: Staff Recruitment and Retention 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.	25
Goal 4: Community and Connectivity 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.	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

2211 N Austin Ave
Georgetown, TX
78626-4504
(512) 943-5100
Phone
(512) 943-5109 Fax

Administration

Administrator
names are based
on role ID
reporting on the
Fall 30090 staff
records

Principal

Brian Johnson

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Student Total	2,013	100%
9th Grade	580	28.81%
10th Grade	500	24.84%
11th Grade	468	23.25%
12th Grade	465	23.10%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Gender		
Female	998	49.58%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Male	1,015	50.42%
Ethnicity		
Hispanic-Latino	662	32.89%
Race		
American Indian - Alaskan Native	7	0.35%
Asian	21	1.04%
Black - African American	101	5.02%
Native Hawaiian - Pacific Islander	3	0.15%
White	1,152	57.23%
Two-or-More	67	3.33%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Dyslexia	185	9.19%
Gifted and Talented	176	8.74%
Regional Day School Program for the Deaf	0	0.00%
Section 504	339	16.84%
Special Education (SPED)	256	12.72%
Bilingual/ESL		
Emergent Bilingual (EB)	151	7.50%
Bilingual	0	0.00%
English as a Second Language (ESL)	148	7.35%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	7	0.35%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
At-Risk	711	35.32%
Foster Care	1	0.05%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
IEP Continuer	0	0.00%
Immigrant	26	1.29%
Intervention Indicator	41	2.04%
Migrant	1	0.05%
Military Connected	344	17.09%
Transfer In Students	22	1.0929%
Unschooler Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	545	27.07%
Free Meals	457	22.70%
Reduced-Price Meals	88	4.37%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	7	0.35%
Shelter	0	0.00%
Doubled Up	5	0.25%
Unsheltered	1	0.05%
Hotel/Motel	1	0.05%
Not Unaccompanied Youth	4	0.20%
Is Unaccompanied Youth	3	0.15%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	45	17.58%
Auditory impairment	0	0.00%
Visual impairment	1	0.39%
Deaf-Blind	0	0.00%
Intellectual disability	38	14.84%
Emotional disturbance	24	9.38%
Learning disability	118	46.09%
Speech impairment	0	0.00%
Autism	30	11.72%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	0	0.00%
Homebound	3	1.17%
Hospital Class	0	0.00%
Mainstream	106	41.41%
Resource Room	86	33.59%
VAC	0	0.00%
Off Home Campus	17	6.64%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	43	16.80%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Associate Degree	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Administrative Support	36	17.39%
Teacher	154	74.40%
Educational Aide	17	8.21%
Auxiliary	0	0.00%

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a need to improve the academic and social emotional experience of ALL students. **Root Cause:** Some students do not feel that they are encouraged

by adults or peers at school, nor they feel they are prepared for options upon graduation from high school.

Student Learning

Student Learning Summary

Official STAAR results pending. Initial data shows growth in most areas, notably in Algebra 1.

AP Exams Data

Organization Summary (Total Students: 498)						
	2D Art Dsgn	3D Art Dsgn	Biol	Calc AB	C A S	
Number of Exams	4	1	53	25	1	
Average Score	3.0	2.0	3.0	3.3	3	
Percent of Exams with Scores of 3 or Higher	75%	0%	70%	72%	5	

Student Learning Strengths

Numbers of AP exams are increasing each year.

STAAR EOC initial data is increasing, most notably in Algebra 1 by greater than 20%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We have a need to improve the academic performance of ALL students in the Algebra 1 course to earn the Algebra 1 credit on the first attempt, and pass the Algebra 1 STAAR exam. **Root Cause:** PLC's did not capitalize on data review opportunities and cross curricular opportunities and practices.

School Processes & Programs

School Processes & Programs Summary

Our campus has invested in PLC with our master schedule that allows teachers teams to meet and design lessons that consider performance on essential standards. A team of administrators (2), our LDC, and one of our teachers attended the PLC High Impact Teams conference this summer. Our goal will be to continue to evolve our PLC work to continue to improve our performance in all areas for students by training our teachers in the PLC processes we learned from the conference.

Our campus had a team of administrators, teachers and coaches, and our LDC attend the Emergent Tree training this summer provided by GISD. This team has and will continue to streamline the opportunities we learned here with other areas of investment by our district to include Capturing Kids Hearts, PLC, and Design planning so that teachers can apply the strategies effectively in their classrooms.

School Processes & Programs Strengths

The fiscal investment has been made at the district and campus levels to support effective application of the strategies we've learned to improve student and staff experiences and performances at our campus. Our staff are excited to know we are "starting anything new"; rather, clarifying and streamlining what we've begun.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have a need to improve our implementation of the many programs our district and campus have invested in over the years. **Root Cause:** All of the programs have been presented independent of one another too often.

Perceptions

Perceptions Summary

[GISD Staff Survey 2023 GHS.pdf](#)

Perceptions Strengths

Staff are mostly happy to serve at GHS. The survey data suggests that GHS and GISD are doing what we can to support them for most respondents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have strong survey data that indicates we are doing a good job across the board at GHS, but we can improve everywhere. We could communicate better according to our results. **Root Cause:** We have community members and parents that are not using social media or visiting our website for information, and email isn't covering everything they want to know/hear about.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Student Learning, Growth and Progress

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.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

Evaluation Data Sources: PLC agendas and minutes. Master schedule. Curriculum Docs. Common assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Teams will utilize our PLC time/process to: * Focus on alignment with each other, TEKS, and high stakes assessments * Tests and major projects should be 100% aligned within teams * Teams will identify priority standards based on areas of need, STAAR, AP exam, SAT, and next course in sequence * Teams will collect data on priority standards through formative or schoology See Addendum Strategy's Expected Result/Impact: Student performance data will improve on STAAR/EOC, PSAT, SAT, AP Exams, Credit attainment on first attempt, and GPA's. Additionally, as students are routinely engaging the LP attributes they will develop those attributes as skills to be applied in and beyond Georgetown High School. When performance data improves and LP attributes are intentionally developed with students, they are more likely to feel inspired and to be empowered to lead, grow more, and serve in various areas of their lives. Staff Responsible for Monitoring: Admin team, LDC, DLC, Campus Design Team, Team Leaders ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details		Reviews			
Strategy 2: We will continue to invest time and money into training our teacher teams on PLC processes that will support focused efforts with the time we've allowed in our master schedule. Strategy's Expected Result/Impact: Teachers will gain access to deeper learning and understand the "why" vs. feeling like there is extra work to do. Staff Responsible for Monitoring: Admin team, LDC, DLC ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					





Goal 1: Student Learning, Growth and Progress

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.

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: PLC data meeting minutes. Schoology data on common assessments. Gradebook data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 1: Incorporate the learner profile attributes in our lesson design, lesson planning, lesson delivery, and lesson evaluation with and for students. Our teams will be aligned in planning and assessment with intentionality, and our PLC process will support that effort. GHS will use the PLC time to review data to determine which students need further instruction, which students are meeting the standard, and which students are beyond proficient in the learning. The learner profile attributes provide an opportunity for students to develop skills beyond the standards, and we can utilize these to extend learning.</p> <p>See Addendum.</p> <p>Strategy's Expected Result/Impact: Student performance data will improve related to mastery of standards, and grades will be higher in our gradebooks.</p> <p>Staff Responsible for Monitoring: Teachers, LDC, DLC, Team Leads, Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details		Reviews			
Strategy 2: Review attendance and discipline data through the lens of the learner profile. We hope to develop specific and individual interventions for students who struggle with attendance and/or behavior examining which attributes they need more work/development with. Then we'll design experiences around those attributes for the students. Strategy's Expected Result/Impact: Students will see success where they are already strong, and have specifically designed experiences in areas to support where they need to grow. Staff Responsible for Monitoring: Admin team and counselors primarily, and teachers. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Goal 1: Student Learning, Growth and Progress

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.

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

Evaluation Data Sources: AP test data. PSAT/SAT data. TSI results. Industry based certification participation and pass rates.

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: We expect to see a 5-10% increase in participation this year from our efforts. Staff Responsible for Monitoring: CCMR Counselor, Principal, Associate Principal, Asst. Principals ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: We expect student participation in CTE eligible courses to exceed 80% for taking the exams. Our goal will be greater than 80% pass rate. Staff Responsible for Monitoring: CCMR Counselor, Associate Principal, CTE Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: Offer TSI testing on a weekly basis 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. Strategy's Expected Result/Impact: TSI pass rates will increase by at least 10%. Staff Responsible for Monitoring: CCMR Counselor, Associate Principal, Lead Counselor	Formative			Summative
	Oct	Jan	Apr	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Student Learning, Growth and Progress

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.

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: PLC agendas and meeting minutes. PLC data meetings. Common Assessments data (focus on essential standards performance). Gradebook.





Strategy 1 Details	Reviews			
Strategy 1: The campus leadership team will meet to discuss the effectiveness of our PLC's and their inclusion of academic data, social emotional data, and learner profile attributes as they inform lessons. A team of admin and teachers attended the High Impact PLC training this summer to build skills for this purpose. Strategy's Expected Result/Impact: PLC's will improve in their response to data and how said data impacts the lessons they are designing, with specific focus on alignment of standards and assessments. Grades and credit attainment on first attempt will increase. Staff Responsible for Monitoring: Admin team, LDC, DLC, Counselors, ALL Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Mentioned above, we will apply the learner profile to discipline and attendance. We intend to be intentional with the language, then the experience we offer the students as they strive to improve their attendance rates and/or decrease their negative behavioral issues. Strategy's Expected Result/Impact: Decrease our negative disciplinary incidents. Staff Responsible for Monitoring: Admin team and counselors primarily, and teachers.	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Student and Staff Well-Being

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.

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

Evaluation Data Sources: Staff, student, parent/community survey data. Campus Discipline Trend data.

Strategy 1 Details	Reviews			
Strategy 1: Use Emergent Tree processes and coaching, Capturing Kids Hearts, and the data we will be gathering on mastery of the learner profile attributes to inform the experience students and staff are having at GHS in a positive manner. Strategy's Expected Result/Impact: Teachers will have more tools that promote and encourage positive behavior and practices in the classroom to get ahead of potential negative experiences. Students and teachers will address behaviors proactively through targeted discussions about opportunities and expectations. Class meetings will be a kickoff to these at the beginning of the year. Teacher student relationships will continue to evolve to include how they might serve together to improve the experience for all at Georgetown High School. Staff Responsible for Monitoring: All GHS staff ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Emergent Tree team that met for training this summer, will continue to meet and plan and grow through the school year as we develop and adapt the strategies that best serve our campus needs. Strategy's Expected Result/Impact: Negative behavioral incidents will decrease, and positive teacher/student feedback will increase. Staff Responsible for Monitoring: All GHS staff, Emergent tree team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 2: Student and Staff Well-Being

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.

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

Evaluation Data Sources: Staff survey data. Admin team agenda and minutes (review efforts to recognize and affirm great teaching).

Strategy 1 Details	Reviews			
Strategy 1: Increase teacher appreciation and recognition of teacher accomplishments to include celebrations, spotlights of great work, affirmations of great teaching and student experiences offered in the classroom, and the collaboration with our sports programs that allow student athletes to recognize teachers. Strategy's Expected Result/Impact: Teachers will feel encouraged and affirmed in their work. They will continue to seek ways to improve their craft and the experiences they offer students. Staff Responsible for Monitoring: Admin team, LDC, DLC, Campus Design Team, Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Increase opportunities for teachers to grow professionally by offering opportunities to attend educational conferences and professional learning classes that support their work. Support and mentor teachers for the next steps in their respective careers.	Formative			Summative
	Oct	Jan	Apr	July





<p>Strategy's Expected Result/Impact: Teachers will be better prepared to provide the best instructional strategies to their students and to each other in planning. GHS stays ahead of the innovative opportunities in teaching ad learning as we invest in teacher teaching and learning experiences.</p> <p>Staff Responsible for Monitoring: Admin team, LDC, DLC</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: Student and Staff Well-Being

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.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Weekly safety meetings minutes. Student, staff, parent/community survey data. Let's Talk data. Counselor updates on student needs; social-emotional and academic.

Strategy 1 Details	Reviews			
Strategy 1: Our House Offices (Asst. Principal, Counselor, and Admin asst.) will develop relationships with their alpha students to support their social emotional and academic needs. Strategy's Expected Result/Impact: Students will have a dedicated office that can answer their questions, support their academic progress, and support their emotional needs. Staff Responsible for Monitoring: Administrators, counselors and their assistants/secretaries. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Our safety team will conduct drills on a routine basis per the expectations, but we will be intentional with our explanations and expectations to/of students as we conduct these drills. Transparency of why we conduct these safety drills are intended to minimize the stress and fear that could otherwise come from these required experiences. Strategy's Expected Result/Impact: Informed students and staff, and minimized fear and stress related to the safety processes and preparation we engage. Staff Responsible for Monitoring: Admin team, counselors, teachers, paras...ALL GHS staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Staff Recruitment and Retention





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.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: GHS Hiring Board. Staff Survey data. Review of efforts to recognize teacher accomplishments and academic successes in our weekly admin meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: GHS staff feel encouraged to:</p> <ul style="list-style-type: none">* Come to work* Take risks/Be vulnerable* Think critically* Be innovative and creative* Build and model respectful relationships* Collaborate with one another* Learn new things* Adapt and persevere through change <p>Staff Responsible for Monitoring: Admin team, counselors, LDC, DLC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>				





Strategy 2 Details		Reviews			
Strategy 2: Include teachers and paras in the planning process for master schedule, school strategies for addressing behaviors/discipline, and school functions. Strategy's Expected Result/Impact: GHS staff will be empowered to support processes because they have voice, choice, and ownership in the governing practices at GHS. Staff Responsible for Monitoring: Admin team, counselors, LDC, DLC ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Goal 4: Community and Connectivity

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.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.





Evaluation Data Sources: Let's Talk data. GHS website and social media accounts. Email responses/follow ups to students, parents, community, staff, etc. Invitations to school events from athletics to academics.

Strategy 1 Details	Reviews			
Strategy 1: GHS staff will communicate progress of students to parents/guardians as it relates to academics, attendance, behavior, and opportunity. Invitations to performances, programs, informational sessions, events, and PTA will be open and communicated through our website and direct email communications. Strategy's Expected Result/Impact: Parents/guardians will build trust with us. They will actively participate in the opportunities we offer. Staff Responsible for Monitoring: All GHS staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Georgetown High School will invite community members in GISD to review and inform its Campus Improvement Plan throughout the school year. Strategy's Expected Result/Impact: Transparency with regard to reporting school progress. Staff Responsible for Monitoring: Admin team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Community and Connectivity

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.





Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Strategy 1 Details	Reviews			
Strategy 1: Weekly updates about what is happening in GISD and GHS via website, social media, and email. Invitations to the events and activities at the school/district so they can see and hear what we are offering to their students. Strategy's Expected Result/Impact: Parents/guardians will build trust with us. They will actively participate in the opportunities we offer. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Georgetown High School will reach out to community members for tutorials for students. Strategy's Expected Result/Impact: Remediation of essential standards during the school day. Staff Responsible for Monitoring: Admin team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Community and Connectivity

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.

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

Strategy 1 Details	Reviews			
Strategy 1: We will utilize email, social media platforms, and our website to invite parents and community members into our schools and to be involved with our school through PTA, booster clubs, volunteer and mentor roles, and various program specific opportunities. Strategy's Expected Result/Impact: Parents will see that we are transparent with how we serve the students and the community. Staff Responsible for Monitoring: All GHS staff. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: At strategic times in our school year, we will invite targeted groups of parents/community members to the school for information related to how they can be involved. Strategy's Expected Result/Impact: Targeted support of programs/initiatives. Staff Responsible for Monitoring: Admin, counselors	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Addendums

Georgetown High School

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 74% to 100% by August 2025.

Yearly Target Goals

2019 Baseline	2020 (Actual)	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 Target
74%	78% (83%)	82% (65%)	86% (80%)	90% (79%)	95%	100%

	African American (Actual)	Hispanic (Actual)	White (Actual)	American Indian (Actual)	Asian (Actual)	Pacific Islander (Actual)	Two or More Races (Actual)	Special Ed (Actual)	Eco. Disadv. (Actual)	EL (Actual)
2019 Baseline	56%	66%	78%	-	-	-	73%	64%	58%	58%
2020	62% (69%)	71% (82%)	81% (85%)	-	-	-	77% (68%)	69% (92%)	64% (76%)	64% (71%)
2021	68% (38%)	76% (53%)	85% (73%)	-	-	-	81% (33%)	74% (88%)	70% (52%)	70% (40%)
2022	75% (60%)	81% (78%)	88% (83%)	-	-	-	85% (74%)	80% (87%)	76% (61%)	76% (69%)
2023	82% (68%)	87% (74%)	92% (81%)	-	-	-	90% (90%)	86% (85%)	83% (70%)	83% (60%)
2024	91%	93%	96%	-	-	-	95%	93%	91%	91%
2025 Target	100%	100%	100%	-	-	-	100%	100%	100%	100%

How to use this document Click HERE			
Priority Area	Student Learning, Growth and Progress		
Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish	In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.		
2023-2024 Q1: (Aug - Oct)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
Content teams will identify essential intervention standards by unit	GHS Team Essential Standards Document	GHS Team Essential Standards Document	During August inservice, each content team will select 1 essential standard that they will focus on each 9 weeks for the 2023-24 school year.
Content teams will develop common assessments aligned to content standards	Content team planning meetings.	Different teams are in different places. However all content teams will link their assessmeing inside the Essential Standards Document	During August inservice, the ILT and administrators will establish clear expectations for common assessments.
Content teams will use the essential standard reflection form to review student learning progress and to design intervention/extention plans	ILT participation and observation in the content team meetings	No established process/system for evaluating teacher-made assessments and designing inventions exists.	ILT will work together to develop a document that will guide content teams through this process.
The instructional leadership team (ILT) will participate in content team meetings to support the essential standard reflection and intervention process	ILT participation and observation in the content team meetings	No established process/system for evaluating teacher-made assessments and designing inventions exists.	ILT will work together to develop a document that will guide content teams through this process.
Teachers are delivering intervention/extension opportunities during classtime aligned to essential intervention standards	Classroom observation and walk-throughs	No established process for documenting interventions/extensions in Eduphoria exists.	Admin team will look at walk-through instruments in Edup
ILT will meet weekly on Tuesday @ 3:15 to review progress of campus improvements and consider adjustments	Meeting minutes.	Shared meeting agenda where we document our discussion at our weekly meetings.	Ensure minutes are updated weekly.
Improve progress monitoring of learner profile attributes	ILT team is investigating ways to gather this evidence.	Currently there is not a formal process for documenting this work.	During the first 9 weeks, the campus instructional leadership team will discuss ways to begin this work.

2023–2024 Q2: (Nov – Jan)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023–2024 Q3: (Feb – April)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023–2024 Q4: (May – July)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		

How to use this document Click HERE			
Priority Area	Student and Staff Well-Being		
Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	GISD employees find meaning and value in their work.		
2023-2024 Q1: (Aug - Oct)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
Small and Frequent Staff recognition and affirmations	Staff Surveys / Teacher observation and participation / Staff check ins	We have some systems in place but want to build on previous progress - bring others in to participate/lead/grow/serve on campus	Using the Campus TVs more - Giving shout outs and affirmations more - Using Three Cheers/Staff Notes/More High Fives/Celebrations - Common Classroom activities calendar
Building Community	Staff Participation / Staff Check ins	Good in pockets on the campus - continue to grow and build on previous successes	Random groupings at Staff Meetings - Community Building through Staff Slides / Playlist - More Fun!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! Departments bringing the juice.. leading activities / fun / their slides on the TVs
2023-2024 Q2: (Nov - Jan)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023-2024 Q3: (Feb - April)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		

2023-2024 Q4: (May - July)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		