

Georgetown Independent School District
Georgetown High School
2022-2023 Campus Improvement Plan



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At Georgetown High School, we aspire to become the home of the most inspired learners served by the most empowered leaders. In this venture, we will focus our efforts on designing engaging learning experiences, modeling, and fostering respectful relationships and by building and developing the skills and attributes of the GISD Learner Profile.	14
Georgetown High School is proud of its rich tradition of excellence and years of success in all programs and clubs. Students have opportunities to lead, grow and serve in 14 fine arts, athletics, academics, industry level courses as well as innovative clubs in cybersecurity and 3D modeling. GHS is home to the Eagle Innovation Center fully equipped with state of the art machines and equipment to help any Eagle's dreams become reality.	14
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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

District Information

Offers the ASVAB test

Programs of Study

More

(001) - Accounting and Financial Services

(004) - Animal Science

(005) - Applied Agricultural Engineering

Gifted and Talented Programs

(01) - Pull-out

(04) - Full-time inclusion

Administration

(2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)

	Count	Percent
Student Total	2,017	100%
9th Grade	579	28.71%
10th Grade	507	25.14%
11th Grade	474	23.50%
12th Grade	457	22.66%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) Count Percent

Gender

Female [1,003](#) 49.73%Male [1,014](#) 50.27%

Ethnicity

Hispanic-Latino [657](#) 32.57%

Race

American Indian - Alaskan Native [8](#) 0.40%Asian [21](#) 1.04%Black - African American [99](#) 4.91%Native Hawaiian - Pacific Islander [3](#) 0.15%White [1,160](#) 57.51%Two-or-More [69](#) 3.42%**Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) Count Percent**Dyslexia [184](#) 9.12%Gifted and Talented [176](#) 8.73%

Regional Day School Program for the Deaf 0 0.00%

Section 504 [333](#) 16.51%Special Education (SPED) [253](#) 12.54%

Bilingual/ESL

Emergent Bilingual (EB) [138](#) 6.84%

Bilingual 0 0.00%

English as a Second Language (ESL) [136](#) 6.74%

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 0 0.00%

Neglected 0 0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) Count PercentAt-Risk [87](#) 4.31%Foster Care [1](#) 0.05%

IEP Continuer 0 0.00%

Immigrant [25](#) 1.24%Intervention Indicator [56](#) 2.78%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) Count Percent

Migrant	1	0.05%
Military Connected	288	14.28%
Transfer In Students	0	0%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	532	26.38%
Free Meals	451	22.36%
Reduced-Price Meals	81	4.02%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	7	0.35%
Shelter	0	0.00%
Doubled Up	6	0.30%
Unsheltered	1	0.05%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	4	0.20%
Is Unaccompanied Youth	3	0.15%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022) Count Percent

Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	46	18.18%
Auditory impairment	1	0.40%
Visual impairment	1	0.40%
Deaf-Blind	0	0.00%
Intellectual disability	36	14.23%
Emotional disturbance	23	9.09%
Learning disability	119	47.04%
Speech impairment	1	0.40%
Autism	26	10.28%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	1	0.40%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)			Count	Percent
Homebound			<u>3</u>	1.19%
Hospital Class			<u>1</u>	0.40%
Mainstream			<u>106</u>	41.90%
Resource Room			<u>85</u>	33.60%
VAC			<u>1</u>	0.40%
Off Home Campus			<u>13</u>	5.14%
State School			0	0.00%
Residential Care			0	0.00%
Self Contained			<u>42</u>	16.60%
Full-Time Early Childhood			0	0.00%
Nonpublic Day School			0	0.00%

Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)			Count	Percent
Administrative Support			0	%
Teacher			0	%
Educational Aide			0	%
Auxiliary			0	%

Discipline Action Summary at All Campuses during 2022 - 2023

County-District Number: 246904 District Name: GEORGETOWN ISD

Discipline Action Summary at All Campuses during 2022 - 2023

Reason Code	Description	Action Codes																									
		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	25	26	27	28	29	30	31	32	33
!	Null or Missing Code	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	Permanent Removal By A Teacher From Class	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	Conduct Punishable As A Felony	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	Possessed, Sold, Used, Or Was Under Influence Of Marihuana Or Other Controlled Substance	0	1	0	0	14	3	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	Possessed, Sold, Used, Or Was Under Influence Of An Alcoholic Beverage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06	Abuse Of A Volatile Chemical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	Public Lewdness Or Indecent Exposure	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	Conduct Occurring Off Campus/Student Not In Attendance/Felony Title 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Discipline Action Summary at All Campuses during 2022 - 2023

10	Conduct Occurring Off Campus/Student Not In Attendance/Felony Not In Title 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Brought a Firearm to School or Unlawful carrying of a Handgun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Unlawful Carrying of a Location-Restricted Knife (blade longer than 5.5 inches)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	Unlawful Carrying of a Club	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Conduct Containing Elements of Offense Relating to Prohibited Weapons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Murder, Capital Murder, Criminal Attempt To Commit Murder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Aggravated Kidnapping	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	Violation of Code of Conduct while in AEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	Violation Of Student Code Of Conduct	0	0	0	0	35	58	0	0	0	0	0	0	0	0	0	0	1	7	0
22	Criminal Mischief	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	Emergency Placement/Expulsion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	Terroristic Threat	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	Assault against employee/volunteer	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
28	Assault against someone other than school employee/volunteer	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
29	Aggravated Assault against employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30	Aggravated Assault against someone other than employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31	Sexual/Aggravated Sexual Assault against employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32	Sexual/Aggravated Sexual Assault against someone other than employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33	Possessed, Purchased, Used, or Accepted a Cigarette Or Tobacco Product	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34	School-Related Gang Violence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35	False Alarm/False Report	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36	Felony Controlled Substance Violation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37	Felony Alcohol Violation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41	Fighting/Mutual Combat	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42	Truancy - Parent Contrib.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43	Truancy - Stud w/ at least 3 unex ab	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44	Truancy - Stud w/ 10 unex ab	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45	Truancy - Stud failure to enroll	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Aggravated Robbery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Criminally Negligent Homicide	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
49	Engages In Deadly Conduct	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50	Used, exhibited, or possessed a non-illegal knife (blade equal to or less than 5.5 inches.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Discipline Action Summary at All Campuses during 2022 - 2023

51	Used/possessed Firearm (Off Campus 300 ft zone)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
52	Used/possessed Illegal Knife, Club, or Prohib Weapon (Off campus 300 ft Zone)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53	Serious Offense Conduct (Off Campus 300 ft Zone)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54	Felony Marihuana, Controlled Substance, Dangerous Drug, or Alcoholic Beverage (Off Campus 300 ft Zone)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55	Required To Register As A Sex Offender - Under Court Supervision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56	Required To Register As A Sex Offender - Not Under Court Supervision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse Of Young Child(ren)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58	Breach of Computer Security	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
59	Serious Misbehavior while expelled to/placed in a DAEP	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60	Harassment Against an Employee of the School District	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61	Bullying	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
total		0	2	0	0	58	61	18	0	0	0	0	0	0	0	0	0	1	7	0

Refined ADA Report for Georgetown ISD for Campuses: 246904001 for All Grades for All Instructional Tracks for 2023

Year	District ID	District Name	Campus ID	Campus Name	Instructional Track	First Six Weeks		Second Six Weeks		Third Six Weeks		
						ADA	PIA	ADA	PIA	ADA	PIA	
2023	246904	Georgetown ISD	246904001	Georgetown H S	00-02	1,943.560	96.86%	0.000	0	0.000	0	

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a need to improve the academic and social 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

Spring 2022 STAAR EOC, US History

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Georgetown High School	419	50	4394	73.45%	93.79%	79.24%	51.07%	05/01/22
Economic Disadvantage	94	44	4138	64.46%	81.91%	61.70%	34.04%	05/01/22
American Indian/Alaskan Native	1	50	4292	74%	100%	100%	0%	05/01/22
Asian	7	51	4414	75.57%	100%	85.71%	42.86%	05/01/22
Black/African American	16	45	4167	66.38%	93.75%	62.50%	31.25%	05/01/22
Hispanic	139	47	4262	68.70%	88.49%	70.50%	41.01%	05/01/22
Native Hawaiian/Pacific Islander	1	55	4518	81%	100%	100%	100%	05/01/22
Two or More Races	14	54	4640	80.07%	100%	92.86%	50%	05/01/22
White	241	52	4470	76.18%	96.27%	84.23%	58.51%	05/01/22
Currently Emergent Bilingual	22	34	3759	50.41%	59.09%	36.36%	13.64%	05/01/22
Second Year of Monitoring	2	61	4953	89.50%	100%	100%	100%	05/01/22
Special Ed Indicator	46	37	3865	54.61%	69.57%	39.13%	17.39%	05/01/22

Spring 2022 STAAR EOC, Biology

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Georgetown High School	501	32	4131	63.21%	87.62%	63.47%	18.76%	05/01/22
Economic Disadvantage	148	26	3855	52.43%	73.65%	40.54%	7.43%	05/01/22
American Indian/Alaskan Native	1	28	3909	56%	100%	0%	0%	05/01/22
Asian	1	38	4398	76%	100%	100%	0%	05/01/22
Black/African American	25	27	3907	53.68%	68%	40%	16%	05/01/22
Hispanic	169	28	3920	55.04%	76.92%	46.75%	12.43%	05/01/22
Two or More Races	17	28	3920	56.12%	88.24%	58.82%	0%	05/01/22
White	288	35	4286	69.23%	95.49%	75.69%	23.96%	05/01/22
Currently Emergent Bilingual	36	22	3671	44.44%	63.89%	19.44%	5.56%	05/01/22
Second Year of Monitoring	1	33	4134	66%	100%	100%	0%	05/01/22
Third Year of Monitoring	4	26	3837	52.50%	100%	25%	0%	05/01/22
Special Ed Indicator	58	22	3641	43.10%	50%	17.24%	5.17%	05/01/22

Spring 2022 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Georgetown High School	477	28	3838	51.66%	61.01%	34.59%	23.90%	05/01/22
Economic Disadvantage	159	22	3555	40.38%	40.25%	15.72%	10.06%	05/01/22
American Indian/Alaskan Native	2	19	3452	35.50%	50%	0%	0%	05/01/22
Asian	1	49	4862	91%	100%	100%	100%	05/01/22
Black/African American	24	22	3584	41.38%	41.67%	16.67%	8.33%	05/01/22
Hispanic	163	23	3618	42.94%	47.85%	19.02%	12.27%	05/01/22
Two or More Races	16	25	3845	45.75%	37.50%	18.75%	18.75%	05/01/22
White	271	31	3991	58.15%	71.96%	46.49%	32.47%	05/01/22
Currently Emergent Bilingual	46	19	3450	35.57%	32.61%	4.35%	2.17%	05/01/22
Second Year of Monitoring	3	36	4197	67.33%	100%	33.33%	33.33%	05/01/22
Third Year of Monitoring	4	27	3758	49.50%	75%	25%	25%	05/01/22
Special Ed Indicator	55	16	3337	30.25%	14.55%	0%	0%	05/01/22

Spring 2022 STAAR EOC, English I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Georgetown High School	532	44	4054	64.50%	72.56%	55.08%	11.28%	05/01/22
Economic Disadvantage	168	37	3777	54.04%	53.57%	33.33%	3.57%	05/01/22
American Indian/Alaskan Native	1	23	3324	34%	0%	0%	0%	05/01/22
Black/African American	29	39	3865	57.21%	62.07%	41.38%	10.34%	05/01/22
Hispanic	189	38	3834	56.10%	57.67%	38.62%	5.29%	05/01/22
Native Hawaiian/Pacific Islander	1	40	3830	59%	100%	0%	0%	05/01/22
Two or More Races	16	44	4028	64.88%	75%	50%	6.25%	05/01/22
White	296	48	4218	70.68%	83.11%	67.57%	15.54%	05/01/22
Currently Emergent Bilingual	53	28	3485	41.17%	20.75%	7.55%	3.77%	05/01/22
Second Year of Monitoring	1	44	3971	65%	100%	0%	0%	05/01/22
Third Year of Monitoring	4	45	3999	65.75%	100%	75%	0%	05/01/22
Special Ed Indicator	58	26	3403	38.05%	18.97%	6.90%	0%	05/01/22

Spring 2022 STAAR EOC, English II

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Georgetown High School	490	45	4102	65.88%	72.24%	58.98%	8.98%	05/01/22
Economic Disadvantage	147	39	3866	57.20%	54.42%	40.82%	4.76%	05/01/22

Spring 2022 STAAR EOC, English II

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
American Indian/Alaskan Native	3	36	3742	53%	66.67%	33.33%	0%	05/01/22
Asian	4	45	4111	66.25%	75%	75%	0%	05/01/22
Black/African American	21	38	3728	55.14%	47.62%	38.10%	0%	05/01/22
Hispanic	158	40	3882	58.13%	59.49%	44.94%	3.80%	05/01/22
Native Hawaiian/Pacific Islander	1	42	3925	62%	100%	0%	0%	05/01/22
Two or More Races	17	43	4057	62.59%	52.94%	52.94%	11.76%	05/01/22
White	286	49	4259	71.29%	82.17%	68.88%	12.59%	05/01/22
Currently Emergent Bilingual	43	31	3589	46.05%	30.23%	18.60%	0%	05/01/22
Second Year of Monitoring	2	41	3904	60.50%	50%	50%	0%	05/01/22
Special Ed Indicator	52	26	3396	37.58%	17.31%	5.77%	0%	05/01/22

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:** Algebra 1 courses taught by least experienced practitioners on the team. PLC's did not capitalize on data review opportunities and cross curricular opportunities and practices.

School Processes & Programs

School Processes & Programs Summary

Georgetown High School Mission Statement

Georgetown High School 's mission, with the involvement of the entire school community, is to be the home of the most inspired students served by the most empowered leaders....

School Song

For Blue and White we will fight;

For White and Blue we'll be true

And we will give you all our best,

Georgetown High.

Till sun and stars cease to shine,

Your glory will be our shrine;

So to the Eagles we are loyal,

We believe in you.

School Colors

Blue and White

School Mascot

Eagle

Motto

Eagle Fight Never Dies!

Who we are...

Georgetown High School is home of the Eagles with colors of blue & white and “Eagle Fight Never Dies!” Originally constructed at 507 E. University Ave near downtown Georgetown in 1923-1924 at what is now home of GISD Administration and Hammerlun Center for Leadership and Learning, Georgetown High School is now prominently located at 2211 Austin Ave. GHS serves students in grades 9-12 and offers a full spectrum of state and federal programming, academic as well as extracurricular experiences.

At Georgetown High School, we aspire to become the home of the most inspired learners served by the most empowered leaders. In this venture, we will focus our efforts on designing engaging learning experiences, modeling, and fostering respectful relationships and by building and developing the skills and attributes of the GISD Learner Profile.

Georgetown High School is proud of its rich tradition of excellence and years of success in all programs and clubs. Students have opportunities to lead, grow and serve in fine arts, athletics, academics, industry level courses as well as innovative clubs in cybersecurity and 3D modeling. GHS is home to the Eagle Innovation Center fully equipped with state of the art machines and equipment to help any Eagle’s dreams become reality.

At Georgetown High School we recognize that our community is such an integral part of our success and our role of preparing our students for their futures. Please take our website for a spin as you get to know GHS a little better. We invite anyone interested in knowing more about GHS to contact us at the information found below as we look forward to expanding our partnerships with our community.

Eagle Fight Never Dies!

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have a need to improve the academic and social 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.

Perceptions

Perceptions Summary

Level	Total Students	Total Response	Total Percentage
High School (9th-11th)	1,446	1,008	70%

The survey results are broken down into five categories:

- Intrapersonal questions examine student abilities to understand and manage the self.
- Interpersonal questions examine student abilities to understand and relate to others.
- Cognitive questions examine student awareness of the power of the mind
- Environmental questions examine student experiences of classroom learning.
- Instructional questions examine student experiences of classroom learning.

Cushman, K. (2003). Fires in the bathroom: Advice for teachers from high school students. New York City,

Mitra, D. (2004). The significance of students: Can increasing student voice in schools lead to gains in youth development? The Teachers College Record, 106(4), 651-688. NY: The New Press.

Mitra, D. L. (2006). Youth as a bridge between home and school comparing student voice and parent involvement as strategies for change. Education and Urban Society, 38(4), 455-480.

Quaglia Institute for School Voice and Aspirations. (2016.) School voice report 2016. Retrieved from quagliainstitute.org/dmsView/School_Voice_Report_2016

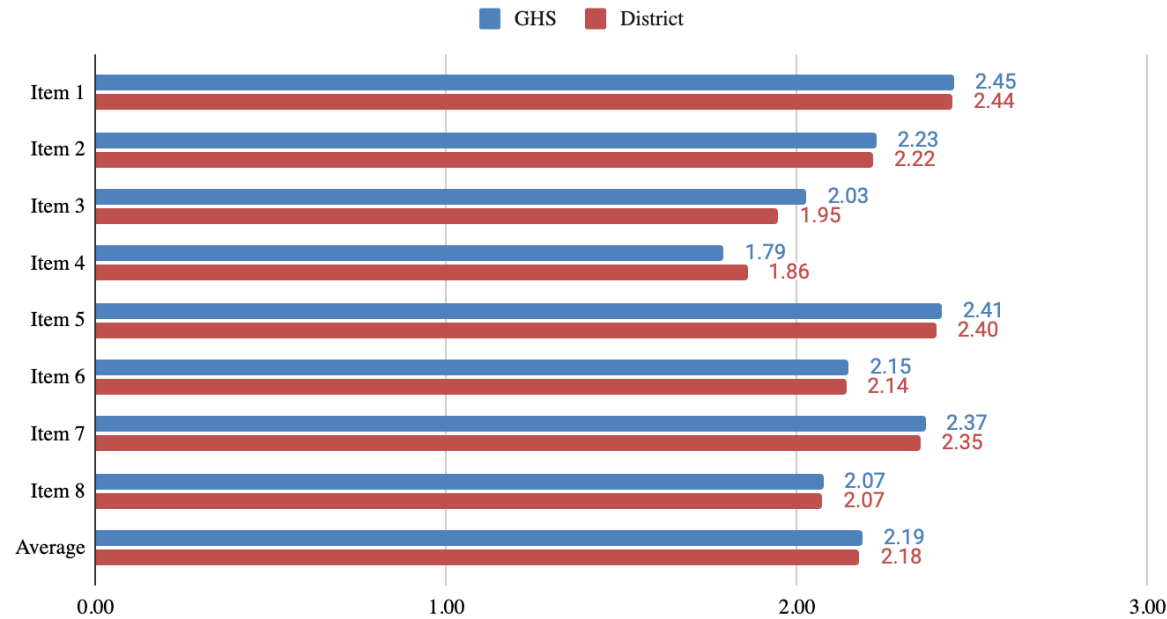
SECTION ONE: INTRAPERSONAL ITEMS & RESPONSES

6-11 Grade Questions

Domain One: Intrapersonal questions examine student abilities to understand and manage the self.

- 1 I bring the stuff I need to class every day.
- 2 I can stay calm and make good choices even if someone is giving me a hard time.
- 3 I use coping skills to deal with strong negative feelings.
- 4 I am able to concentrate in class.
- 5 I am able to wait for things I want.
- 6 If I mess up or I am having a hard time with something, I keep trying.
- 7 I am aware of the connection between my emotions and my body.
- 8 I feel good about myself

GHS Intrapersonal



Response 0 = Never

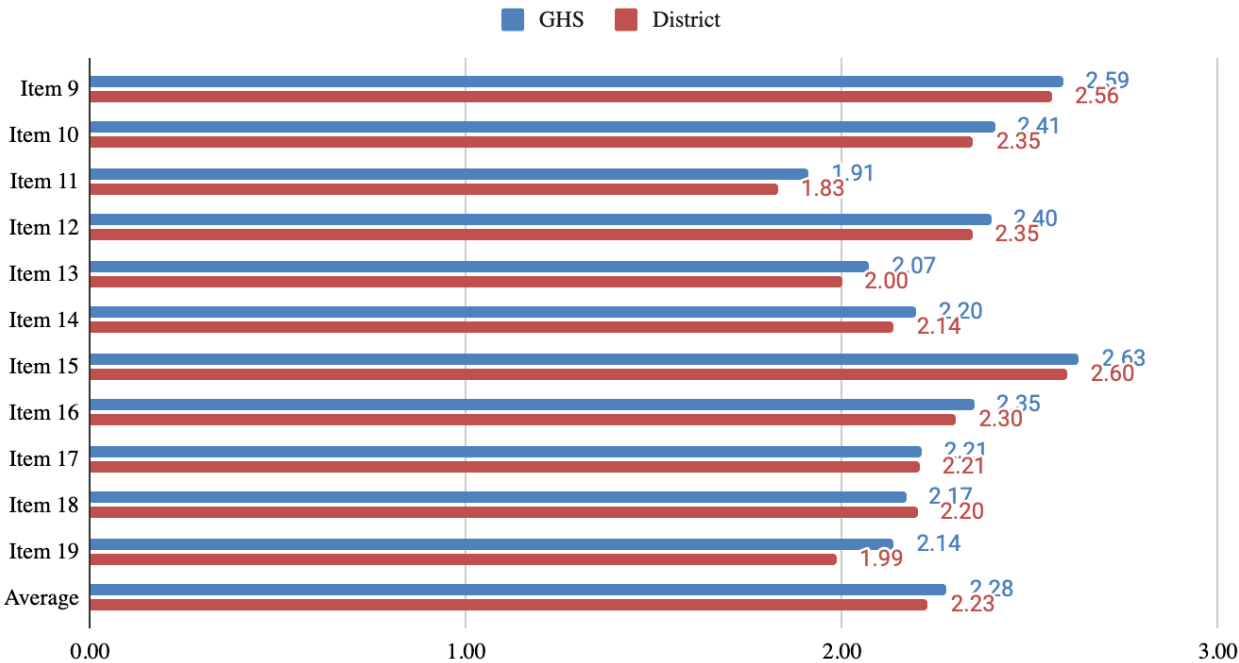
Response 3 = Always

SECTION TWO: INTERPERSONAL ITEMS & RESPONSES

Domain Two: Interpersonal questions examine student abilities to understand and relate to others.

- 9 I speak to others in a polite way (please/thank you).
- 10 I encourage the people around me to do good things.
- 11 My classmates care about me.
- 12 I can tell what emotions another person is experiencing by looking for clues in their face and body.
- 13 When I see other students being treated badly, I stand up for them.
- 14 When I see another person upset, I will say or do something to help them feel better.
- 15 I contribute when I'm in group work.
- 16 I get along well with people in group projects at school.
- 17 If I need help at school, there is an adult at school who will help me.
- 18 At my school, we treat all people with respect, even if they are different in some way.
- 19 I am connected to my school through a club or activity.

GHS Interpersonal



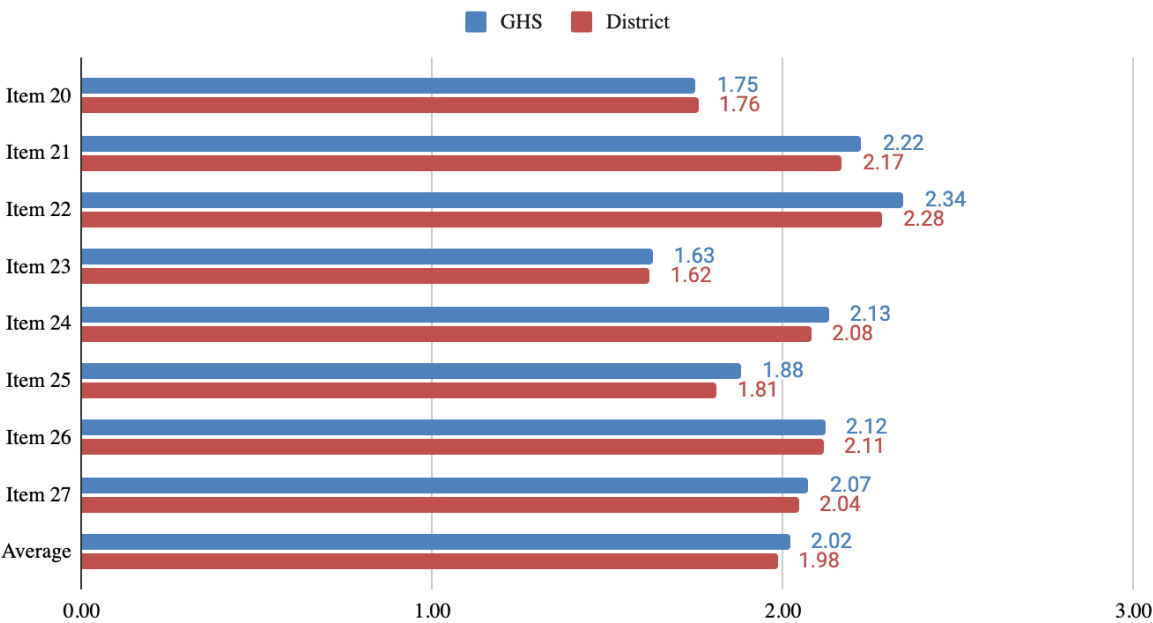
Response 0 = Never

Response 3 = Always

SECTION THREE: COGNITIVE SURVEY ITEMS RESPONSES

- Domain Three: Cognitive questions examine student awareness of the power of the mind.**
- 20 When I come to school my mind is open and I want to learn.
 - 21 Before I make a choice I think about the consequences.
 - 22 I use what I know from outside of school to help me with assignments.
 - 23 I think of interesting questions when I am in class.
 - 24 I look at problems in more than one way.
 - 25 I come up with new ideas at school.
 - 26 I think about what I need to do in order to finish a school task and then I do it.
 - 27 I am able to figure things out if I get stuck.

GHS Cognitive

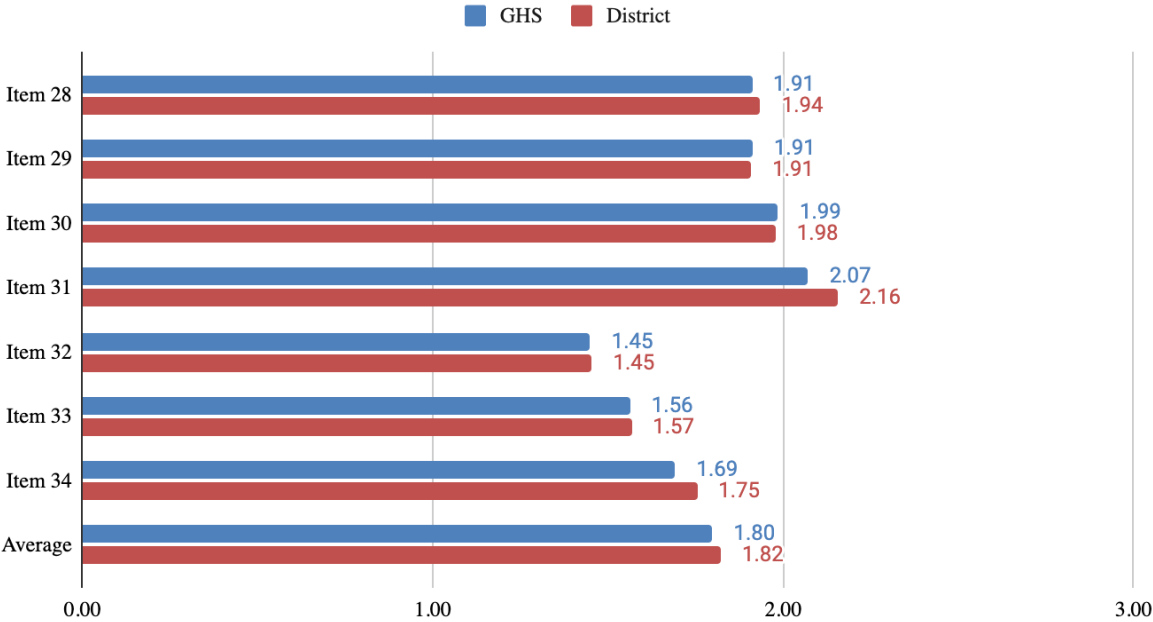


SECTION FOUR: ENVIRONMENTAL SURVEY ITEMS & RESPONSES

Domain Four: Environmental questions examine student experiences of classroom learning.

- 28 I feel comfortable in this school.
- 29 I feel comfortable in the hallways.
- 30 I feel comfortable in the cafeteria.
- 31 I feel comfortable waiting for the bus after school. (Skip if you don't ride the bus.)
- 32 I feel comfortable in the restrooms.
- 33 At this school, students are kind to each other.
- 34 Kids from different social groups hang out with each other at this school.

GHS Environmental



Response 0 = Never

Response 3 = Always

SECTION FIVE: INSTRUCTIONAL SURVEY ITEMS & RESPONSES

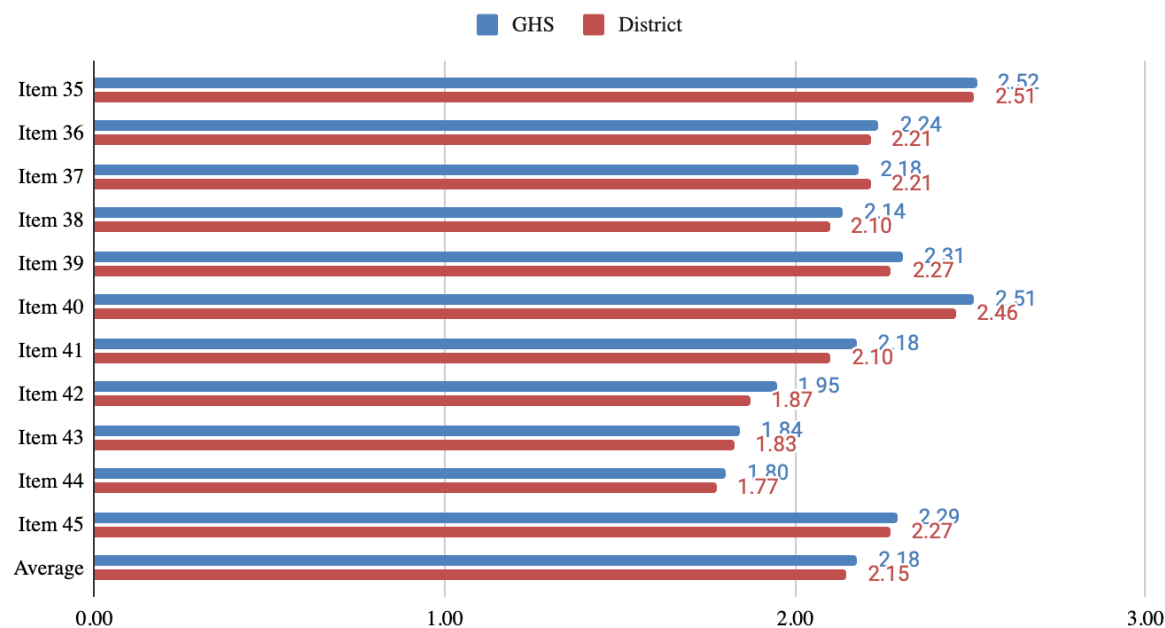
Domain Five: Instructional questions examine student experiences of classroom learning.

- 35 I am able to read well.
- 36 I am able to understand science lessons.
- 37 I am able to finish writing assignments.

Domain Five: Instructional questions examine student experiences of classroom learning.

- 38 I am able to do math assignments.
- 39 I understand enough so that I can do my own work.
- 40 I have thought about what success in school means to me.
- 41 I understand my personal graduation plan (PGP).
- 42 A person at this school has encouraged me about my options after high school.
- 43 I think my classes are interesting.
- 44 I understand how my classes in school are connected to my life outside of school.
- 45 I understand how my class choices are connected to my future after high school.

GHS Instructional



Response 0 = Never

Response 3 = Always

SECTION SIX: POPULATION RESPONSES

Campus Demographic Data

Males	50.35%	Eco Dis	22.03%
Females	49.65%	American Indian / Alaskan Native	0.35%
SPED	11.95%	Asian	0.81%
504	15.37%	Black / African-American	4.44%
LEP (Emergent Bilingual)	5.85%	Hispanic	30.75%
At Risk	43.90%	Multi-Race (Two or More)	3.58%
Gifted	9.63%	White / Non - Hispanic	59.93%
		Native Hawaiian/Pacific Islander	0.15%

GHS

	Average Intra	Average Inter	Average Cog	Average SEL	Average Env.	Average Inst.
District Overall	2.18	2.23	1.98	2.13	1.80	2.15
GHS Overall	2.19	2.28	2.02	2.16	1.77	2.18
Males	2.20	2.21	2.01	2.14	1.86	2.13
Females	2.17	2.34	2.03	2.18	1.69	2.22
SPED	2.06	2.14	1.85	2.02	1.81	2.06
504	2.02	2.18	1.89	2.03	1.64	1.99
LEP	2.15	2.14	2.00	2.10	1.83	2.11
At Risk	2.11	2.22	1.94	2.09	1.71	2.07
Gifted	2.30	2.40	2.17	2.29	1.85	2.40
Eco Dis	2.04	2.09	1.86	1.99	1.65	1.98
American Indian / Alaskan Native	1.92	1.88	1.88	1.89	1.55	1.94
Asian / Pacific Is / Hawaiian	2.25	2.21	2.01	2.16	1.43	2.18
Black / African-American	2.10	2.18	2.14	2.14	1.62	2.23
Hispanic	2.11	2.18	1.93	2.08	1.77	2.09
Multi-Race (Two or More)	1.89	1.98	1.74	1.87	1.48	1.82
White / Non - Hispanic	2.24	2.35	2.07	2.22	1.80	2.24

	Average Intra	Average Inter	Average Cog	Average SEL	Average Env.	Average Inst.
9	2.16	2.26	2.00	2.14	1.78	2.14
10	2.20	2.30	2.04	2.18	1.81	2.19
11	2.20	2.29	2.02	2.17	1.73	2.20

0 - .6

.61 - 1.2

1.21 - 1.809

1.81 - 2.409

>2.41

Q1w

What is your work location?

- Answered: 91
- Skipped: 0

0%10%20%30%40%50%60%70%80%90%100%

Benold Middle

School

Carver

Elementary

Cooper

Elementary

Eagle Wings

East View High

School

Forbes Middle

School

Ford Elementary

Frost

Elementary

Georgetown Alt

Georgetown High School

Generated by Plan4Learning.com

Program
 Georgetown
 High School
 GISD Bridges
 18+
 McCoy
 Elementary
 Mitchell
 Elementary
 Purl Elementary
 Richarte High
 School
 Tippit Middle
 School
 Village
 Elementary
 Wagner Middle
 School
 Williams
 Elementary
 Williamson CO
 J.J.A.E.P. -...
 Wolf Ranch
 Elementary
 Hammerlun
 Center for...
 Technology &
 Nutrition...
 Support
 Services
 Transportation
 Services

ANSWER CHOICES	RESPONSES
Benold Middle School	0.00%
	0
Carver Elementary	0.00%
	0
Cooper Elementary	0.00%
	0
Eagle Wings	0.00%
	0
East View High School	0.00%
	0
Forbes Middle School	0.00%
	0

ANSWER CHOICES	RESPONSES
Ford Elementary	0.00%
	0
Frost Elementary	0.00%
	0
Georgetown Alt Program	0.00%
	0
Georgetown High School	100.00%
	91
GISD Bridges 18+	0.00%
	0
McCoy Elementary	0.00%
	0
Mitchell Elementary	0.00%
	0
Purl Elementary	0.00%
	0
Richarte High School	0.00%
	0
Tippit Middle School	0.00%
	0
Village Elementary	0.00%
	0
Wagner Middle School	0.00%
	0
Williams Elementary	0.00%
	0
Williamson CO J.J.A.E.P. - STEP	0.00%
	0
Wolf Ranch Elementary	0.00%
	0
Hammerlun Center for Leadership and Learning	0.00%
	0
Technology & Nutrition Service Center	0.00%
	0
Support Services	0.00%
	0
Transportation Services	0.00%
	0
TOTAL	91
Q2w	

What is your role in GISD?

- Answered: 90
- Skipped: 1

0%10%20%30%40%50%60%70%80%90%100%

Instructional
staff...
Non-teaching
staff...

ANSWER CHOICES

RESPONSES

Instructional staff (classroom teacher, instructional support, para-professional, , etc.) 85.56%

77

Non-teaching staff (administration, cafeteria, custodial, grounds, maintenance, , etc.)14.44%

13

TOTAL

90

Q3w

If you are instructional staff, what grades do you serve ? (Check all that apply)

- Answered: 81
- Skipped: 10

0%10%20%30%40%50%60%70%80%90%100%

N/A

PreK/Early

Childhood

KindergartenGrade 1Grade 2Grade 3Grade 4Grade 5Grade 6Grade 7Grade 8Grade 9Grade 10Grade 11Grade 12Bridges 18+

ANSWER CHOICESRESPONSES

N/A 1.23%

1

PreK/Early Childhood 0.00%

0

Kindergarten 1.23%

1

Grade 1 1.23%

1

Grade 2 1.23%

1

Grade 3 1.23%

1

Grade 4 1.23%

1

Grade 5 1.23%

1

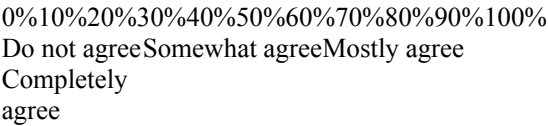
ANSWER CHOICESRESPONSES

Grade 6	1.23%
	1
Grade 7	1.23%
	1
Grade 8	1.23%
	1
Grade 9	76.54%
	62
Grade 10	81.48%
	66
Grade 11	82.72%
	67
Grade 12	85.19%
	69
Bridges 18+	1.23%
	1

Total Respondents: 81
Q4w

In general, I am satisfied with my current job.

- Answered: 91
- Skipped: 0



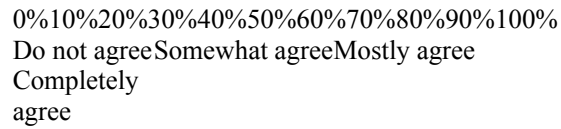
ANSWER CHOICESRESPONSES

Do not agree	8.79%
	8
Somewhat agree	29.67%
	27
Mostly agree	52.75%
	48
Completely agree	8.79%
	8
TOTAL	91

Q5w

My work is valued by my supervisor.

- Answered: 91
- Skipped: 0



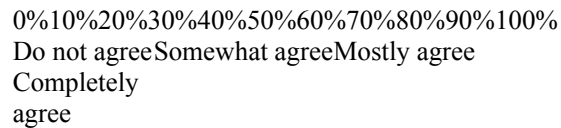
ANSWER CHOICESRESPONSES

Do not agree	6.59%
Somewhat agree	23.08%
Mostly agree	35.16%
Completely agree	35.16%
TOTAL	91

Q6w

I have the resources I need to get my work done.

- Answered: 91
- Skipped: 0



ANSWER CHOICESRESPONSES

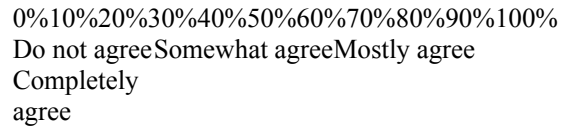
Do not agree	12.09%
Somewhat agree	19.78%
Mostly agree	49.45%
Completely agree	18.68%
TOTAL	91

Q7w

I find my work interesting.

- Answered: 91

- Skipped: 0

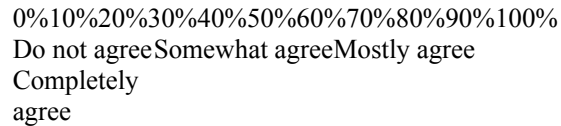


ANSWER CHOICESRESPONSES

Do not agree	5.49%
	5
Somewhat agree	10.99%
	10
Mostly agree	37.36%
	34
Completely agree	46.15%
	42
TOTAL	91
Q8w	

I find my work satisfying.

- Answered: 88
- Skipped: 3



ANSWER CHOICESRESPONSES

Do not agree	7.95%
	7
Somewhat agree	19.32%
	17
Mostly agree	40.91%
	36
Completely agree	31.82%
	28
TOTAL	88
Q9w	

I find my work challenging.

- Answered: 91
- Skipped: 0

0%10%20%30%40%50%60%70%80%90%100%
Do not agreeSomewhat agreeMostly agree
Completely
agree

ANSWER CHOICESRESPONSES

Do not agree	1.10%
	1
Somewhat agree	12.09%
	11
Mostly agree	31.87%
	29
Completely agree	54.95%
	50
TOTAL	91

Q10w

I enjoy collaborating with my colleagues.

- Answered: 90
- Skipped: 1

0%10%20%30%40%50%60%70%80%90%100%
Do not agreeSomewhat agreeMostly agree
Completely
agree

ANSWER CHOICESRESPONSES

Do not agree	2.22%
	2
Somewhat agree	21.11%
	19
Mostly agree	32.22%
	29
Completely agree	44.44%
	40
TOTAL	90

Q11w

I think GISD is moving in the right direction.

- Answered: 91
- Skipped: 0

0%10%20%30%40%50%60%70%80%90%100%
Do not agreeSomewhat agreeMostly agree
Completely
agree

ANSWER CHOICESRESPONSES

Do not agree	25.27%
	23
Somewhat agree	37.36%
	34
Mostly agree	31.87%
	29
Completely agree	5.49%
	5
TOTAL	91
Q12w	

My supervisor trusts me.

- Answered: 91
- Skipped: 0

0%10%20%30%40%50%60%70%80%90%100%
Do not agreeSomewhat agreeMostly agree
Completely
agree

ANSWER CHOICESRESPONSES

Do not agree	4.40%
	4
Somewhat agree	13.19%
	12
Mostly agree	38.46%
	35
Completely agree	43.96%
	40
TOTAL	91
Q13w	

I trust my supervisor.

- Answered: 91
- Skipped: 0

0%10%20%30%40%50%60%70%80%90%100%

Do not agreeSomewhat agreeMostly agree
Completely
agree

ANSWER CHOICESRESPONSES

Do not agree	6.59%
	6
Somewhat agree	21.98%
	20
Mostly agree	31.87%
	29
Completely agree	39.56%
	36
TOTAL	91
Q14w	

I am encouraged to express my concerns openly.

- Answered: 90
- Skipped: 1

0%10%20%30%40%50%60%70%80%90%100%
Do not agreeSomewhat agreeMostly agree
Completely
agree

ANSWER CHOICESRESPONSES

Do not agree	20.00%
	18
Somewhat agree	30.00%
	27
Mostly agree	24.44%
	22
Completely agree	25.56%
	23
TOTAL	90
Q15w	

I am hesitant to speak up because of fear of retaliation.

- Answered: 90
- Skipped: 1

0%10%20%30%40%50%60%70%80%90%100%
Do not agreeSomewhat agreeMostly agree

Completely agree	
ANSWER CHOICES	RESPONSES
Do not agree	44.44%
	40
Somewhat agree	30.00%
	27
Mostly agree	17.78%
	16
Completely agree	7.78%
	7
TOTAL	90
Q16w	

I have the authority to make decisions necessary for my day-to-day work.

- Answered: 91
- Skipped: 0

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Do not agree	Somewhat agree	Mostly agree	Completely agree							
ANSWER CHOICES	RESPONSES									
Do not agree	2.20%									
	2									
Somewhat agree	18.68%									
	17									
Mostly agree	47.25%									
	43									
Completely agree	31.87%									
	29									
TOTAL	91									
Q17w										

I feel safe at work.

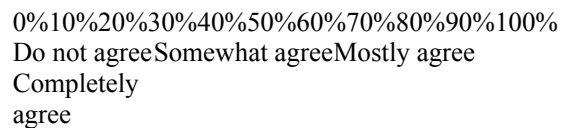
- Answered: 91
- Skipped: 0

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Do not agree	Somewhat agree	Mostly agree	Completely agree							

agree	
ANSWER CHOICES	RESPONSES
Do not agree	4.40%
	4
Somewhat agree	15.38%
	14
Mostly agree	45.05%
	41
Completely agree	35.16%
	32
TOTAL	91
Q18w	

I feel welcomed at work.

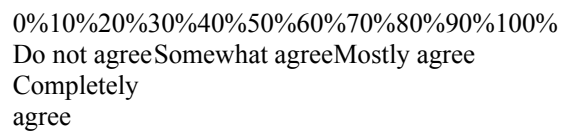
- Answered: 91
- Skipped: 0



ANSWER CHOICES	RESPONSES
Do not agree	2.20%
	2
Somewhat agree	16.48%
	15
Mostly agree	37.36%
	34
Completely agree	43.96%
	40
TOTAL	91
Q19w	

Good work is recognized in my campus/department.

- Answered: 90
- Skipped: 1



ANSWER CHOICESRESPONSES

Do not agree	11.11%
	10
Somewhat agree	37.78%
	34
Mostly agree	33.33%
	30
Completely agree	17.78%
	16
TOTAL	90
Q20w	

I feel like there are opportunities for me to grow professionally in GISD.

- Answered: 91
- Skipped: 0

0%10%20%30%40%50%60%70%80%90%100%

Do not agreeSomewhat agreeMostly agree
Completely
agree

ANSWER CHOICESRESPONSES

Do not agree	20.88%
	19
Somewhat agree	31.87%
	29
Mostly agree	30.77%
	28
Completely agree	16.48%
	15
TOTAL	91
Q21w	

I am encouraged to share my ideas openly.

- Answered: 90
- Skipped: 1

0%10%20%30%40%50%60%70%80%90%100%

Do not agreeSomewhat agreeMostly agree
Completely
agree

ANSWER CHOICESRESPONSES

Do not agree	11.11%
	10
Somewhat agree	35.56%
	32
Mostly agree	35.56%
	32
Completely agree	17.78%
	16
TOTAL	90
Q22w	

I am committed to GISD's vision, mission and beliefs.

- Answered: 91
- Skipped: 0

0%10%20%30%40%50%60%70%80%90%100%

Do not agreeSomewhat agreeMostly agree

Completely
agree

ANSWER CHOICESRESPONSES

Do not agree	3.30%
	3
Somewhat agree	12.09%
	11
Mostly agree	41.76%
	38
Completely agree	42.86%
	39
TOTAL	91





Priority Problem Statements

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 (5 year goal).

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details		Reviews			
<p>Strategy 1: Incorporate the learner profile attributes in lesson design, lesson planning, lesson deliver, and lesson evaluation with and for students. PLC's will intentionally discuss how to create opportunities for students to apply the learner profile attributes in the lessons and classroom experiences they are designing. Student feedback will be sought on how the LP attributes were or could be applied in lessons. The LP is on display in every classroom for quick reference, and students will hear the language in each classroom and organizational experience.</p> <p>Strategy's Expected Result/Impact: Students will engage the learner profile in their classes and school experiences daily. As they are routinely engaging the LP attributes in this manner, they will develop these attributes as skills to be applied in and beyond Georgetown High School. Students will be more inspired and empowered to lead, grow, and serve when LP attributes are developed as skills they can take with them to their learning, work, and/or service after high school.</p> <p>Staff Responsible for Monitoring: Principal, Assoc. Principal, Asst. Principals, Learning Design Coach, Digital Learning Coach, Counselors and Teachers.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>		Formative			Summative
		Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue					

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			
<p>Strategy 1: Georgetown High School staff will review the tools already available to GHS/GISD and the practices already in place that provide students the opportunity to engage the learner profile to ensure we are maximizing those resources, then explore what resources we would need to even more effectively address the social and emotional learning needs of our students</p> <p>Strategy's Expected Result/Impact: Effective means to measure mastery of the learner profile attributes will be derived from this review, and we will have quantified data to compare growth over time. Since we are expecting student engagement with the learner profile attributes to increase and improve over time, we would naturally expect to see our behavioral incidents on campus to decrease over time. Broadly, all behavioral incident types should decrease if all students are developing personal responsibility. More specifically, we can begin increasing practices with targeted attributes as we see trends in behavioral incidents.</p> <p>Staff Responsible for Monitoring: Principal, Assoc. Principal, Asst. Principals, Learning Design Coach, Digital Learning Coach, Counselors, and Teachers.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Use Emergent Tree processes and coaching, Capturing Kids Hearts practices, and the data we will be gathering on mastery of the learner profile, to develop more strategies for and effective approaches to positive behavior tools.</p> <p>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 behaviors. Students and teachers will address behaviors proactively through targeted discussions about opportunities and expectations. Teacher student relationships will evolve to include how they might serve together as productive citizens in the community outside of Georgetown High School.</p> <p>Staff Responsible for Monitoring: Primarily teachers and assistant principals, but also the principal, assoc. principal, counselors and learning coaches.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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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.

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			
<p>Strategy 1: Increase student participation in AP tests by communicating the 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 will take the 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 APSI in the summers on a rotating basis.</p> <p>Strategy's Expected Result/Impact: 49% of students enrolled in AP courses last year took an AP test. We expect to see a 10%-20% increase in participation this year from our efforts.</p> <p>Staff Responsible for Monitoring: CCMR Counselor, Principal, Associate principal, Asst. Principals</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase student participation and pass rate in Industry based certification exams offered through CTE courses by highlighting for students the benefits of graduating with a certified skill.</p> <p>Strategy's Expected Result/Impact: Currently, 31% of enrolled students in CTE courses in grades 10-12 have passed an Industry based certification already. We expect that number to grow beyond 65% through the end of the school year.</p> <p>Staff Responsible for Monitoring: CCMR Counselor, Associate Principal, CTE Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: TSI pass rates will increase by at least 10%. Staff Responsible for Monitoring: CCMR Counselor, Associate Principal, Lead Counselor				
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 4: 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>Strategy 1: PLC's will spend focused time on student data that includes the student experience survey results so experiences can be designed to improve the environment for each individual learner. A PLC facilitation guide will ensure we are asking how we should proceed with students who are excelling and mastering content quickly, how we should proceed with students who are falling behind, and how we should address behavioral incidents and trends that are getting in the way of student learning, among many other considerations.</p> <p>Strategy's Expected Result/Impact: Students will see more tailored experiences in the classroom and fewer one size fits all classroom experiences. Students will have the opportunity and expectation to explore beyond the mastery of a standard, while others are afforded time to start from the beginning and learn differently when the first lesson/explanation didn't stick. Students will find that there are peers needing help they need too, or peers that wanted more and now can access together.</p> <p>Staff Responsible for Monitoring: Learning Design and Digital coaches, Assoc. and Asst. Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in English language development, passing EOCs (HS), and support in content area instruction.</p> <p>Strategy's Expected Result/Impact: Campus will increase Emergent Bilingual EOC or STAAR passing rate by 18% and will increase the number of Emergent Bilingual students making 1 year progress on TELPAS by 23%</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach; Bilingual Support Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 5: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus leadership team will meet to discuss the effectiveness of our PLC's and their inclusion of academic data, social and emotional data, and learner profile attributes as they inform lessons.</p> <p>Strategy's Expected Result/Impact: PLC's will improve in their response to data and how said data impacts the lessons they are designing. Alignment across like courses will improve. Grades will improve and failure rates decrease.</p> <p>Staff Responsible for Monitoring: Principal, Assoc. and Asst. Principals, Counselors, Dept. Chairs, and Learning Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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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			
Strategy 1: Educate GHS staff on Community Based Accountability Systems so we can better serve the community that is sending us their children each day. We will use professional learning days and campus faculty meetings to introduce, then build capacity with them over the school year to better address our areas for growth, and reinforce our areas of strength related to CBAS. Strategy's Expected Result/Impact: An accountability system that supports the mission of GISD/GHS as set forth by the community that patronizes GISD. Staff Responsible for Monitoring: ALL GHS Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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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			
Strategy 1: Create a campus advisory committee that will provide feedback to the campus principal on the Campus Improvement Plan and other areas of focus. Strategy's Expected Result/Impact: Campus improvement efforts will be informed by broader perspectives of stakeholders. Increased participation from stakeholders will be tracked through attendance at advisory meetings. Staff Responsible for Monitoring: Principal, Assoc. and Asst. Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
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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			
Strategy 1: Review progress of work from PLC's, with our efforts in CBAS, and with our climate and culture at GHS. This sounds broad, but a weekly temperature and data check at admin meetings will help us keep the pulse of whether the work is advancing or not. With the monthly checks with our department chairs and teacher leaders, that same attention is offered and supported. Agendas with targeted questions and checkpoints will help keep the focus. Strategy's Expected Result/Impact: Accountability is just as much about affirming the work along the way because you get what you inspect, not what you expect. If we affirm each others work and efforts along the way by checking the progress and offering the supports to next steps, we should see positive progress toward our goals in PLCs, in CBAS, in grad rates, in CCMR, in STAAR, etc. Staff Responsible for Monitoring: Principal team, counselor team, learning coaches, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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



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			
Strategy 1: Invite teachers and staff members to participate in the campus leadership experiences with campus administration through the various committees and organizations that we serve, and the instructional experiences we have with departments and individuals. Create opportunities for teachers and staff members throughout those experiences to provide feedback and develop strategies to improve processes. Strategy's Expected Result/Impact: Teachers and staff members will have greater buy in to the systems that they know were informed by practitioners and not just governors. Staff Responsible for Monitoring: Primarily the campus administration team, but really All GHS staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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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			
Strategy 1: Not unlike PLC's for teachers, campus leaders will engage in PLC's with the intention of thinking beyond the logistics of campus management and operations. Strategy's Expected Result/Impact: Creative and innovative ideas come from thinking beyond the planning and management parts of running a school. School accountability ratings should be positively impacted, attendance rates would increase and discipline incidents decrease. Staff Responsible for Monitoring: Principal team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
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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			
<p>Strategy 1: PLC style faculty meetings. We use time with our faculty to ideate and think about where we want to be and what big ideas we have to get us there. Then we work strategically to pull the resources and people needed together to work the vision closer and closer to reality.</p> <p>Strategy's Expected Result/Impact: Stakeholders get to focus on particular areas of interest and use the experience to get more closely aligned with areas not of particular interest. We get the opportunity to see strengths across departments and experiences.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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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			
Strategy 1: Develop professional learning experiences with input from campus and district staff, and work intentionally to highlight the mission and vision of GISD and the Learner Profile attributes. Strategy's Expected Result/Impact: The efforts to have our students adept with the learner profile attributes will be evidenced when we can apply those same attributes to the work we do as professionals. Staff Responsible for Monitoring: Campus administration and staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
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