

Georgetown Independent School District

District Improvement Plan

2022-2023 Formative Review with Notes



GEORGETOWN ISD

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

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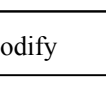




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Goals

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

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).


Evaluation Data Sources: Board Target Dashboard, Evaluation instrument for all grades k-12.

Strategy 1 Details	Reviews
<p>Strategy 1: Learner Profile Action Team will develop prototype assessment instrument(s) for piloting at campus level to inform revision and finalization of the instrument.</p> <p>Strategy's Expected Result/Impact: Teachers and students are better equipped to assess Learner Profile growth and provide specific feedback.</p> <p>Staff Responsible for Monitoring: Chief Strategist for Assessment & Feedback, Chief Strategist for Learning Design</p>	<div> <div>Dec</div> <div>  10% </div> <div>December Evidence of Progress</div> <div>Less progress was made than expected. Early in the fall, the team met and determined that the current approach for Learner Profile progress reporting needs to be revisited beyond the current approaches. Current practices remain in place pending further review and adjustments.</div> </div>
	<div> <div>Mar</div> <div>  0% </div> <div>March Evidence of Progress</div> </div>
	<div> <div>May</div> <div>  0% </div> <div>May Evidence of Progress</div> </div>
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Students in grades K-8 will develop intra-personal and interpersonal skills that align to the GISD Learner Profile. These future ready skills include: Communicates, Collaborates, Respectful Relationships, Adapts, Preserves, Self-Knowledge, and Personal Responsibility. In GISD, these are considered our SEL competencies.

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews
<p>Strategy 1: All K-8 campuses will have campus level committees that are supported by the SEL specialist. These committees will deepen their learning around SEL and will work to establish and review campus goals. Campus goals will be gathered using a common format which allows the campus the autonomy to set goals as well as our district to be knowledgeable and support the work.</p> <p>All elementary and middle school campuses will be provided with lessons and resources that align to the intra-personal and interpersonal skills from the GISD Learner Profile. Using this resource (or one developed by the campus), students will gain a deeper understanding of these future ready skills and reflect on their personal growth.</p> <p>Campuses will conduct a formative assessment in grades 3-8 (Student Experience Survey - Mini) in the early-Fall. Campuses will utilize this formative assessment to determine if students are progressing in their campus-level goals around these skills and adjust accordingly. Campuses will conduct a larger summative assessment in the late-Spring (Student Experience Survey). Both surveys will include both the teacher and student voice and perspective.</p> <p>Strategy's Expected Result/Impact: As a result of this work, campuses will set and monitor goals and receive resources to support the growth toward their goals. The impact of this work can be seen in the campus level work around Tier I behavior systems. The strategies provided to campuses provide explicit instruction in both interpersonal and intra-personal skills which are desired positive behavior skills.</p> <p>Through the ongoing learning experience around the Learner Profile traits, we expect that the comparison of teacher perspective of student skills and the student's own self-report on these skills be will within 10% of each other as reported on the summative Student Experience Survey. Goal response rate for the Student Experience Survey is 85% for campuses. Each campus will receive report with results from the survey.</p> <p>Staff Responsible for Monitoring: Counseling Services</p>	<div> <div>Dec</div> <div>  <div>70%</div> </div> <div>Dec</div> </div> <p>December Evidence of Progress</p> <p>All elementary school campuses have a campus lead, goals, and personalized curricular options.</p> <div> <div>Mar</div> <div>Mar</div> </div> <p>March Evidence of Progress</p> <div> <div>May</div> <div>May</div> </div> <p>May Evidence of Progress</p> <div> <div>Aug</div> <div>Aug</div> </div> <p>August Evidence of Progress</p>
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>	

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

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

80% of graduates in GISD will graduate meeting the state's CCMR criteria in 2023.

28% of graduates in GISD enrolled in an AP course will successfully complete the AP exam with a score of 3 or higher.



23% of graduates in GISD will earn college credit by successfully completing dual credit courses and/or OnRamps courses.



13% of graduates in GISD will meet the threshold for CCMR through earning an Industry Based Certification (IBC) by August of 2023.






62% of GISD graduates will meet the threshold for CCMR through TSI Reading and Math standards by August of 2023.

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: Align GISD offered CTE IBCs to local industry in greater Georgetown area.</p> <p>Strategy's Expected Result/Impact: Increased cooperative potential with surrounding employers and industry partners. Increase the number of reported IBCs to the state via PEIMS.</p> <p>Staff Responsible for Monitoring: CTE Director</p>	<p>Dec December Evidence of Progress</p> <p> Students have begun taking IBC's, including new-to-GISD offerings.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Implement CTE Advisory Groups to better align curriculum and offerings with community needs.</p> <p>Strategy's Expected Result/Impact: Improve alignment of offerings and curriculum offered to students.</p> <p>Staff Responsible for Monitoring: CTE Director</p>	<p>Dec December Evidence of Progress</p> <p> Interest form was sent to stakeholders.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Complete curriculum writing and resource development for courses w/ a lens of literacy and numeracy.</p> <p>Strategy's Expected Result/Impact: Curriculum writers will create content with a shared understanding in increasing literacy and numeracy as it pertains to all coursework.</p> <p>Staff Responsible for Monitoring: Chief Strategist for Learning and Design, Director of Teaching and Learning, CTE Director, Director of Assessment and Feedback, Curriculum Coordinators, and Future Readiness Coordinator</p>	<div> <div>Dec</div> <div>  10% </div> <div>December Evidence of Progress</div> </div> <p>Curriculum teams formed and timeline for completion has been set.</p> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p>Strategy 4: Increase communication about the benefits of AP exams.</p> <p>Strategy's Expected Result/Impact: Increase AP student exam involvement. Increase teacher participation in APSI or AP summer professional learning to 80%</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Advanced Academic Coordinator</p>	<div> <div>Dec</div> <div>  15% </div> <div>December Evidence of Progress</div> </div> <p>Sent home multiple emails to parents of students enrolled in AP classes detailing benefits of the exam, how to sign up, how to get financial aid</p> <p>While final deadline is mid-March and these numbers will increase yet again, as of Jan 26 we are showing 546 exam enrollments at EVHS and 849 at GHS</p> <p>In May 2022 there were 438 exams at EVHS and 606 at GHS; growth at both campuses, esp at GHS</p> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>

Strategy 5 Details	Reviews
<p>Strategy 5: Refine high school intervention math and reading course documents to better align support for students taking the TSIA2</p> <p>Strategy's Expected Result/Impact: Implementation with fidelity the use of targeted resources to support TSIA2.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Secondary Humanities and STEM coordinators</p>	
	<div> <div>Dec</div> <div>  30% </div> <div>December Evidence of Progress</div> <div>Math College Prep curriculum documents were written for this course by teachers familiar with TSIA2 and made available to new teachers of the course. Collaboration time was arranged between campuses for MCP teachers.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	

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

Performance Objective 4: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade by 2025.

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

82% of grade 3 students will demonstrate grade level numeracy as determined by STAAR, NWEA MAP, or Standards Based Assessments in 2023.

70% of grade 3 students will demonstrate passing standard on the STAAR assessment in 2023.


44% of grade 3 students will meet or master grade level standards on the STAAR assessment in 2023.




83% of grade 3 students will demonstrate passing equivalent on the MAP Growth Assessment in 2023.






52% of grade 3 students will demonstrate Met Standard on all identified numeracy standards in 2023.

HB3 Goal

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

Strategy 1 Details	Reviews
<p>Strategy 1: Special Education Department (through IDEA B, CEIS funds) will provide funding and support in professional learning for teachers of general education students in an effort to increase quality of first instruction in numeracy for grades K-3.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to deliver quality first instruction in numeracy for general education students.</p> <p>Staff Responsible for Monitoring: Special Education Director, Elementary Coordinator for Math</p> <p>Problem Statements: Student Learning 1, 3</p>	<div><div>Dec</div><div>75%</div><div>December Evidence of Progress</div><div>Professional learning was delivered to teachers in grades K-3 in math in both July and August. Math labs continued during the fall to support teachers.</div><div>Mar</div><div>March Evidence of Progress</div><div>May</div><div>May Evidence of Progress</div><div>Aug</div><div>August Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: Implement Math Lab Professional Learning in which teachers receive embedded classroom feedback, witness model teaching, and practice strategies in front of experts.</p> <p>Strategy's Expected Result/Impact: Improved classroom math instructional practices aligned to standards.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary STEM Coordinator</p> <p>Problem Statements: Student Learning 1</p>	<p>Dec December Evidence of Progress</p> <p> Completed Fall Math Labs at all 10 campus, to included Learning Walks to look for evidence of goals set by campus grade level teams from each lab</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide strategic professional learning for teachers and campus administrators around differentiated math instruction for number sense, operations, reasoning, and word problems.</p> <p>Strategy's Expected Result/Impact: Greater implementation of math workshop model in elementary classrooms.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary STEM Coordinator</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<p>Dec December Evidence of Progress</p> <p> Unpacking and planning with district K-5 teachers, focusing on hard to teach/hard to learn skills. Intentional planning included content training to include district supported resources and curriculum documents</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Provide district-supported math intervention resources and continual training for elementary math interventionists on implementation and best practices.</p> <p>Strategy's Expected Result/Impact: Greater growth on NWEA MAP student performance measure.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary STEM Coordinator</p> <p>Problem Statements: Student Learning 1, 2</p>	<p>Dec December Evidence of Progress</p> <p> Do The Math training and materials provided to all SPED and interventionist. Reorder of student workspaces delivered to campuses</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Provide professional learning and training for developing standards aligned formative assessments and follow up support for data analysis</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to develop standards (TEKS) aligned assessments to better measure learning progress against the TEKS. Teachers will have specific information for which to design follow up instruction (enrichment or remediation).</p> <p>Staff Responsible for Monitoring: Chief Strategist for Assessment and Feedback, Director of Assessment and Feedback, Coordinator of Assessment & Feedback, Data Analyst</p>	
	<div> <div> <div>Dec</div> <div>  <div>30%</div> </div> </div> <div> <div>Mar</div> <div>May</div> <div>Aug</div> </div> <div> <div>December Evidence of Progress</div> <div>Assessment team has provided professional learning and PLC support around TFAR implementation and resulting data analysis at individual campus request.</div> <div>March Evidence of Progress</div> <div>May Evidence of Progress</div> <div>August Evidence of Progress</div> </div> </div>
<div> <div>  <div>No Progress</div> </div> <div>  <div>Accomplished</div> </div> <div>  <div>Continue/Modify</div> </div> <div>  <div>Discontinue</div> </div> </div>	

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

Performance Objective 5: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 8th grade by 2026.







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

- 75% of grade 8 students will demonstrate passing standard on Math STAAR Assessment in 2023.
- 45% of grade 8 students will demonstrate "meets" or "masters" on Math STAAR Assessment in 2023.
- 52% of grade 8 students will demonstrate passing equivalent on Math MAP Growth Assessment in 2023.

HB3 Goal

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

Strategy 1 Details	Reviews
<p>Strategy 1: Implement Math professional learning through PLCs and GISD district PL days in which teachers receive instructional strategies regarding number sense and math discourse, and opportunities to witness and practice model teaching.</p> <p>Strategy's Expected Result/Impact: Improved classroom math instructional practices aligned with standards</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Secondary Math Coordinator</p> <p>Problem Statements: Student Learning 1, 2</p>	<div><div><div>Dec</div><div><div><div></div><div>10%</div></div></div><div>December Evidence of Progress</div></div><div>Delivered training around Hands-On equations and Building Thinking Classrooms. Plan to provide Number Talk math labs in the Spring created and labs were scheduled.</div><div><div><div>Mar</div><div>March Evidence of Progress</div></div><div><div>May</div><div>May Evidence of Progress</div></div><div><div>Aug</div><div>August Evidence of Progress</div></div></div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: Provide district-supported math intervention resources and continual training for secondary math interventions.</p> <p>Strategy's Expected Result/Impact: Greater growth in NWEA MAP student performance Increase in Tier 2 intervention support</p> <p>Staff Responsible for Monitoring: Director of assessment and feedback, director of teaching and learning, secondary math coordinator</p>	<div> <div>Dec</div> <div>  15% </div> <div>December Evidence of Progress</div> </div> <p>District MTSS design team has met throughout the semester to plan support and vet resources for secondary math interventions. Math180 is being piloted in middle school math resource classes.</p> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements.</p> <p>Strategy's Expected Result/Impact: Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Assessment, Math Secondary Coordinator, Assessment Coordinator</p> <p>Problem Statements: Student Learning 1, 2</p>	<div> <div>Dec</div> <div>  25% </div> <div>December Evidence of Progress</div> </div> <p>Training has been provided for campuses on development of TFAR assessments that align to standards and support STAAR redesign. Training provided for campuses on new question types being used on STAAR redesign.</p> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

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

Performance Objective 6: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by 2025.

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

85% of grade 3 students will demonstrate grade level numeracy as determined by STAAR, NWEA MAP, DRA or Standards Based Assessments in 2023.

80% of grade 3 students will demonstrate passing standard on the STAAR assessment in 2023.

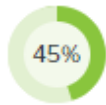
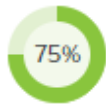
53% of grade 3 students will meet or master grade level standards on the STAAR assessment in 2023.




75% of grade 3 students will demonstrate passing equivalent on the mClass Assessment in 2023.




52% of grade 3 students will demonstrate Met Standard on all identified literacy standards in 2023.







HB3 Goal

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

Strategy 1 Details	Reviews
<p>Strategy 1: Dual Language coordinator and coach (in coordination with ELAR coordinator and campus learning design coaches and administrators) will implement Spanish literacy labs (2 minimum) and follow up with targeted coaching (weekly) on shared reading with phonics and "dictado" writing strategies for teachers of second language learners.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their capacity to provide high quality shared reading and writing experiences that focus on developing decoding and encoding skills for second language learners. This in turn will lead to an increase in student literacy levels as measured by DRA/EDL, Mclass, and other formative assessment measures.</p> <p>Staff Responsible for Monitoring: Fed programs director, Dual Language Coordinator, Dual Language Coach</p> <p>Title I: 2.4, 2.6 - Equity Plan</p> <p>Problem Statements: Student Learning 3</p>	<div> <div>Dec</div> <div>  45% </div> <div>December Evidence of Progress</div> <div>Spanish lit labs were held in October at all Dual Language campuses. DL coordinator and coach have made weekly visits to campuses to coach teachers and support administrators on best practices</div> </div> <div> <div>Mar</div> <div>  75% </div> <div>March Evidence of Progress</div> <div>Spanish lit labs were held again in January for all K-3 dual language teachers and we had a collaborative planning afternoon for dual language teachers on Feb. 21 to use the new learning while designing and planning upcoming lessons.</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Special Education Department (through IDEA B, CEIS funds) will provide funding and support in professional learning for teachers of general education students in an effort to increase quality of first instruction in literacy for grades K-3.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to deliver quality first instruction in a balanced literacy program for general education students.</p> <p>Staff Responsible for Monitoring: Special Education Director, Coordinator for Elementary ELAR</p> <p>Problem Statements: Student Learning 3</p>	<p>Dec  December Evidence of Progress Professional learning was delivered to teachers in grades K-3 in reading in both July and August. Literacy labs continued during the fall to support teachers.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Implement English Literacy Lab Professional Learning in which teachers receive embedded classroom feedback, witness model teaching, and practice strategies in front of experts.</p> <p>Strategy's Expected Result/Impact: Improved classroom reading/language arts instructional practices aligned to standards.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary Humanities Coordinator</p>	<p>Dec  December Evidence of Progress Completed Fall Literacy Labs in all 10 campuses and Learning Walks are ongoing to be completed in February.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Provide strategic professional learning for teachers and campus administrators around differentiated reading/language arts instruction for balanced literacy.</p> <p>Strategy's Expected Result/Impact: Greater implementation of balanced literacy framework in elementary classrooms.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary Humanities Coordinator</p>	<p>Dec  December Evidence of Progress KAT Framework training was provided for upper grades Patterns of Power, and K-3 Lucy Calkins, training was provided in August PD sessions Unit planning with grade level teams using District resources.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Provide district-supported reading/language arts intervention resources and continual training for elementary RLA interventionists on implementation and best practices.</p> <p>Strategy's Expected Result/Impact: Greater growth on mCLASS student performance measure.</p> <p>Staff Responsible for Monitoring: Director of Assessment, Director of Teaching and Learning, Elementary Humanities Coordinator</p>	<p>Dec December Evidence of Progress</p> <p> Campus visits were held with each elementary interventionist to assess individual campus RLA intervention needs.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: Utilize data from universal screeners (mCLASS) to better inform instructional practices and guide PLC conversations.</p> <p>Strategy's Expected Result/Impact: Greater growth on RLA assessment student performance measures.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary Humanities Coordinator</p>	<p>Dec December Evidence of Progress</p> <p> BOY data used during PLCs at elementary campuses. Along with unpacking standards, data was used to align standards to campus/grade level needs.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: Continue implementation of TEA Reading Academy requirement.</p> <p>Strategy's Expected Result/Impact: Completion of Academy by 100 additional teachers/administrators this academic year resulting in improved reading instructional practices.</p> <p>Staff Responsible for Monitoring: Chief Strategist for Learning and Design, Director of Teaching and Learning, Elementary Humanities Coordinator</p>	<p>Dec December Evidence of Progress</p> <p> On-going reading academy support days have been provided to teachers enrolled in the two current cohorts. Registration for the newest cohort has occurred.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>

Strategy 8 Details	Reviews
<p>Strategy 8: Provide professional learning and training for developing standards aligned formative assessments and follow up support for data analysis.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to develop standards (TEKS) aligned assessments to better measure learning progress against the TEKS. Teachers will have specific information for which to design follow up instruction (enrichment or remediation).</p> <p>Staff Responsible for Monitoring: Chief Strategist for Assessment and Feedback, Director of Assessment and Feedback, Coordinator of Assessment & Feedback, Data Analyst</p>	<p>Dec December Evidence of Progress</p> <p> Assessment team has provided professional learning and PLC support around TFAR implementation and resulting data analysis at individual campus request.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 9 Details	Reviews
<p>Strategy 9: Provide professional learning and focused coaching for content-based language instruction (ESL strategies) to multiple campus groups (integrating 7 steps to a language rich interactive classroom, Toma la Palabra, and ELPS Toolkit) .</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to provide content based language instruction to second language learners (English or Spanish as a second language) resulting in greater growth on TELPAS and Spanish LAS progress monitoring.</p> <p>Staff Responsible for Monitoring: Federal Programs Director, Language Acquisition Coordinators and Coach</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 3</p>	<p>Dec December Evidence of Progress</p> <p> We had Toma la Palabra (Spanish) training for bilingual teachers in September. We also had 7 steps ESL training in August for secondary and elementary. We offered a training on Teaching Social Studies to English Learners for secondary social studies teachers in September. We also have had campus based 7 steps training at Carver Elementary. For secondary we contracted with Region 13 for 12 days of ESL coaching for any teacher on an ESL waiver among other recommended teachers.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 7: 100% of GISD students will demonstrate grade level literacy (vocabulary, fluency, oral & reading comprehension, writing) by the end of 8th grade by 2026.

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


85% of grade 8 students will demonstrate passing standard on Reading STAAR Assessment in 2023.



55% of grade 8 students will demonstrate "meets" or "masters" on Reading STAAR Assessment in 2023.


56% of grade 8 students will demonstrate passing equivalent on Reading MAP Growth Assessment in 2023.






HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Eduphoria

Strategy 1 Details	Reviews
<p>Strategy 1: Every campus will implement focused tutoring of Emergent Bilingual students outside of school hours with a focus on language development and content support.</p> <p>Strategy's Expected Result/Impact: Increase in emergent bilingual students reaching 1 year growth or more on TELPAS (2022 was 30%); decreased percentage of Emergent Bilingual students in the "did not meet" category for STAAR or EOC assessments</p> <p>Staff Responsible for Monitoring: Federal Programs Director, Language Acquisition coordinators and coach, campus admin teams</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 2, 3</p>	<div><div><div>Dec</div><div>60%</div></div><div>December Evidence of Progress</div><div>Nine out of 16 campuses started tutoring EB students in the fall. Some of the others will begin in January.</div><div>Mar</div><div>March Evidence of Progress</div><div>May</div><div>May Evidence of Progress</div><div>Aug</div><div>August Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: Implement RLA professional learning (to include KAT training) through PLCs and GISD district PL days in which teachers receive instructional strategies regarding balanced literacy, along with opportunities to witness and practice model teaching.</p> <p>Strategy's Expected Result/Impact: Improved classroom literacy instructional practices aligned with standards</p> <p>Staff Responsible for Monitoring: Director of Teach and Learning, Secondary Humanities Coordinator</p>	<div> <div>Dec</div> <div>  <div>20%</div> </div> <div>December Evidence of Progress</div> </div> <p>November- Forbes and Tippit ELAR and SS trained January - Benold SS and Wagner ELAE/SS trained</p> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <p>February- Campuses will begin coaching models with the Literacy Coaches from KAT (Texas A&M)</p> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide district-supported reading intervention resources and continual training for secondary reading interventions.</p> <p>Strategy's Expected Result/Impact: Greater growth in NWEA MAP student performance Increase in Tier 2 intervention support</p> <p>Staff Responsible for Monitoring: Director of Assessment and Feedback, Director of Teaching and Learning, Secondary Humanities Coordinator</p> <p>Problem Statements: Student Learning 2</p>	<div> <div>Dec</div> <div>  <div>10%</div> </div> <div>December Evidence of Progress</div> </div> <p>District MTSS design team has met throughout the semester to plan support and vet resources for secondary reading interventions. Additional training around the LLI curriculum for Resource teachers. Coordinator supported planning /design time</p> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>


Strategy 4 Details	Reviews
<p>Strategy 4: Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements.</p> <p>Strategy's Expected Result/Impact: Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Assessment, Humanities Secondary Coordinator, Assessment Coordinator</p>	<div> <div>Dec</div> <div>  <div>December Evidence of Progress</div> </div> </div> <p>Training has been provided for campuses on development of TFAR assessments that align to standards and support STAAR redesign. Secondary SS/ELAR teachers were provided with a comprehensive STAAR resource padlet that provides testing blue prints, question types, rubrics, and teaching tools</p> <p>PLC for secondary teachers have been guided through ELAR blueprints and discussed the writing portions of the STAAR. Formative and summative measures are being developed.</p> <div> <div>Mar</div> <div> <div>March Evidence of Progress</div> <p>In February- Grow sessions offered to Middle and High School ELAR specifically to dig into existing Argument Units, looking at DOK and creating additional supports for Argument writing.</p> </div> </div> <div> <div>May</div> <div> <div>May Evidence of Progress</div> </div> </div> <div> <div>Aug</div> <div> <div>August Evidence of Progress</div> </div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: Secondary science teachers will work to embed literacy through the 5E model and have students write evidence to support their claims/conclusions. Teachers will be supported in this through targeted professional learning and model instruction.</p> <p>Strategy's Expected Result/Impact: Improved literacy performance, improved secondary science performance</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Secondary Science Coordinator</p> <p>Problem Statements: Student Learning 2</p>	



	<div>Dec</div> <div>  40% </div> <div>December Evidence of Progress</div> <div>Professional learning during PLCs. Analysis of new item types, literacy in science, and using the instructional resources.</div>
	<div>Mar</div> <div>March Evidence of Progress</div>
	<div>May</div> <div>May Evidence of Progress</div>
	<div>Aug</div> <div>August Evidence of Progress</div>
<div> <div>  0% </div> No Progress </div> <div> <div>  100% </div> Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div>	






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

Performance Objective 8: 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

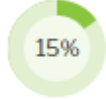

Strategy 1 Details	Reviews
<p>Strategy 1: Transition Specialist will provide professional development and collaborate with case managers to develop and review transition plans that prepare students with disabilities for out-come based results in the areas of post-secondary education, competitive integrated employment, community living, and self-determination. Success will be measured by Transition Specialist conducting SPP 13 audits every 9 weeks to ensure students with disabilities have results-oriented post-secondary transition plans and that the plans meet federal and state compliance requirements.</p> <p>Strategy's Expected Result/Impact: 100% compliance on SPP 13, higher quality transition plans that support students SPIN (strengths, preferences, interests and needs), aligns better with the Moonshot for personalized education for each student</p> <p>Staff Responsible for Monitoring: Special Education Director, Transition Specialist</p>	<div> <div> <div>Dec</div> <div>  <div>30%</div> </div> </div> <div> <div>Dec</div> <div>December Evidence of Progress</div> </div> </div> <p>We are currently at 30% compliance for SPP13 and are working on quality indicators' training with teachers. We are creating lots of PL opportunities for case managers to impact quality and improvement of transition plans.</p> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>


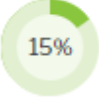




Strategy 2 Details	Reviews
<p>Strategy 2: Grow attendees in the Personalized Learning Collaborative (paying special attention to EVHS Algebra I teachers) in the understanding of how to implement elements of personalized learning.</p> <p>Strategy's Expected Result/Impact: Greater understanding of the impact personalized learning has on student outcomes through micro-groups such as EVHS Algebra teachers who have collectively committed to this learning</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Personalized and Professional Learning Coordinator</p>	<div data-bbox="1283 118 1381 256"> <p>Dec</p>  </div> <p>December Evidence of Progress</p> <ul style="list-style-type: none"> -Algebra 1 teachers selected Authentic Learning as their focus for personalization, specifically student Inquiry -They have implemented the Question Formulation Technique (QFT) at the start of each unit in order to increase student questioning and connection to real-world concepts. -They have documented seeing an increase in student questions and dialogue around Algebra 1 concepts. <p>Personalized Learning Collaborative participants have made progress towards their own personal goals as evidenced by their own reflection within the learning progressions. They have implemented various things, including student goal setting, learning progressions, and conferencing. A couple have also implemented a PBL approach to their selected units in order to personalize. A couple have focused on developing personal learner profiles and student portfolios as means of assessment.</p> <div data-bbox="1283 760 1381 898"> <p>Mar</p> <p>May</p> <p>Aug</p> </div> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: The two high school campuses will implement focused tutoring of Emergent Bilingual students outside of school hours with a focus on language development, EOC support and credit recovery.</p> <p>Strategy's Expected Result/Impact: Increase in emergent bilingual students reaching 1 year growth or more on TELPAS; decreased percentage of Emergent Bilingual students in the "did not meet" category for EOC exams, and increase in Emergent Bilingual graduation rates.</p> <p>Staff Responsible for Monitoring: Federal Programs Director, Language Acquisition coordinator, campus LPAC administrator</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 3</p>	<div data-bbox="1283 1023 1381 1161"> <p>Dec</p>  </div> <p>December Evidence of Progress</p> <p>Both high schools have been tutoring after school twice a week minimum since October and will continue through the spring.</p> <div data-bbox="1283 1177 1381 1315"> <p>Mar</p> <p>May</p> <p>Aug</p> </div> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: GISD will implement high impact tutoring (during the year) and targeted summer school to support students that did not meet standard on the 2022 STAAR/EOC assessments.</p> <p>Strategy's Expected Result/Impact: 40% of students receiving tutoring will move from did not meet to approaches or above on the 2023 assessments or retests (TCLAS 6 required goal).</p> <p>Staff Responsible for Monitoring: Chief Strategist for Learning and Design, Director of Teaching and Learning, Director of Assessment</p>	
	<div> <div>Dec</div> <div>  30% </div> <div>December Evidence of Progress</div> </div> <p>All campuses have developed a plan for supporting students who did not meet standards on STAAR/EOC for the 2022 school year. Initial plans for summer school 2023 began in late November.</p> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	

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

Performance Objective 9: 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: Provide multiple outlets and resources for parent and teacher communication to foster a common understanding of SBRC</p> <p>Strategy's Expected Result/Impact: Strengthened standards-based learning practices</p> <p>Staff Responsible for Monitoring: Director of Assessment and Feedback, Assessment Coordinator, Director of Teaching and Learning</p>	<p>Dec December Evidence of Progress</p> <div>  <p>SBRC planning team met several times throughout the semester to discuss strategies for improving SBRC communications with parents and teachers.</p> </div> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: GISD will leverage the use of Special Education LDCs to provide real time learning and support for Special Education resource and inclusion teachers at the Elementary and Middle School levels. LDCs will participate in a coaching cycle protocol and share success stories and applications of innovative personalized learning that is impacting student outcomes.</p> <p>Strategy's Expected Result/Impact: The use of Special Education LDCs will provide support for campuses and build capacity in teachers.</p> <p>Staff Responsible for Monitoring: Special Education Director</p> <p>Problem Statements: Student Learning 3</p>	<p>Dec December Evidence of Progress</p> <div>  <p>We lost one of our 2 LDCs early in the fall, so we have not gotten the traction that we had hoped for, but we do feel that our Special Education teachers have been supported in a way that we have never been able to support them before.</p> </div> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Expand the use of Schoology Student Mastery Reporting and Formative (online software) in secondary schools to provide targeted feedback and track progress towards goals related to academic growth on high priority learning standards and provide professional learning for staff.</p> <p>Strategy's Expected Result/Impact: Schoology is the learning management system for GISD. Formative is a complimentary software that works with Schoology to provide quick formative assessments. Both systems assemble and present learning data for staff to make educational decisions about student learning. We expect the expanded use of these systems to positively impact PLC work and have a pronounced positive impact on student agency and personalized learning.</p> <p>Staff Responsible for Monitoring: Chief Strategists, Executive Director of Technology, Director of Digital Learning</p>	<div> <div>Dec</div> <div>  <div>25%</div> </div> <div>December Evidence of Progress</div> <div>Secondary Digital Learning Coaches (DLCs) organized TEKS in Schoology for teachers to access more efficiently. DLCs offered training for secondary teachers on how to align Schoology assignments and assessments to TEKS, and how to view student progress toward mastery on each of the tagged TEKS in Mastery Reporting throughout Summer and Fall 2022.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p>Strategy 4: Expand the use of Schoology Student Mastery Reporting and Formative (online software) in secondary schools to provide targeted feedback and track progress towards goals related to growth in Learner Profile attributes by adding the attributes and providing professional learning for staff.</p> <p>Strategy's Expected Result/Impact: By adding Learner Profile attributes to our LMS system we will be able to better collect and report data for students as they grow in these important skills.</p> <p>Staff Responsible for Monitoring: Chief Strategists, Executive Director of Technology, Director of Digital Learning</p>	<div> <div>Dec</div> <div>  <div>15%</div> </div> <div>December Evidence of Progress</div> <div>Secondary Digital Learning Coaches (DLCs) uploaded and organized Learner Profile attributes in Schoology. Alongside training on how to align Schoology assignments and assessments to TEKS, DLCs also trained secondary teachers on how to access and align assignments and assessments to Learner Profile attributes.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
<div> <div>  <div>No Progress</div> </div> <div>  <div>Accomplished</div> </div> <div>  <div>Continue/Modify</div> </div> <div>  <div>Discontinue</div> </div> </div>	

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

Performance Objective 10: Coordinate and collaborate with Fiscal Agent to meet the unique educational needs of migratory children and the Migrant Education Program state and federal requirements.



Evaluation Data Sources: By mid-June, 2023 LEA rep. will have disseminated required information to identified campus personnel and will have collected/completed required Texas Generation Systems (TX-NGS) reports for data entering.






Strategy 1 Details	Reviews
<p>Strategy 1: Participate in beginning, mid, and end-of-year SSA meetings offered by Region 13's Migrant Education Program team.</p> <p>Strategy's Expected Result/Impact: Migrant students will receive any supports needed through the Shared Service Agreement with Region 13.</p> <p>Staff Responsible for Monitoring: Federal Programs Director</p>	<div> <div> <div>Dec</div> <div>  <div>50%</div> </div> </div> <div> <div>December Evidence of Progress</div> <div>Director participated in the BOY meeting and has turned in all requested documents for migrant services.</div> </div> </div> <div> <div> <div>Mar</div> <div>  <div>65%</div> </div> </div> <div> <div>March Evidence of Progress</div> <div>Director participated in the MOY meeting in January and has turned in all requested documents for migrant services.</div> </div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
<div> <div>  <div>0%</div> </div> <div>No Progress</div> </div> <div> <div>  <div>100%</div> </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div>	

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

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

Evaluation Data Sources: Board Dashboard



Strategy 1 Details	Reviews
<p>Strategy 1: Campus and District teams will continue to build the pilot CBAS. Current efforts will finish building the remaining pillars of the CBAS with Key Questions, System Responses, and Evidences.</p> <p>Strategy's Expected Result/Impact: Campuses and District departments will have identified areas for which to provide accountability in addition to and beyond state and federal requirements.</p> <p>Staff Responsible for Monitoring: Chief Strategist for Assessment & Feedback; CBAS development team</p>	<p>Dec  December Evidence of Progress The pilot development team has completed building the key question for each of the 7 pillars. Pilot team members have used CBAS for at least 1 key question.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Campus leaders, campus teams, and district leaders will participate in learning opportunities about accountability, effective assessment and feedback practices, and processes for creating community-based accountability systems.</p> <p>Strategy's Expected Result/Impact: Campuses and District departments will finish building the remaining pillars of the CBAS with Key Questions, System Responses, and Evidences.</p> <p>Staff Responsible for Monitoring: Chief Strategist for Assessment & Feedback</p>	<p>Dec  December Evidence of Progress The CBAS pilot team consisting of district and campus leaders have met and worked together bi-weekly throughout the fall semester to discuss and learn about accountability.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>



Strategy 3 Details	Reviews
<p>Strategy 3: Campus and district leaders will continue participation in the Texas Public Assessment Consortium (TPAC) in order to learn and collaborate with other Texas school districts that are building and implementing community-based accountability systems.</p> <p>Strategy's Expected Result/Impact: Campuses and District departments will finish building the remaining pillars of the CBAS with Key Questions, System Responses, and Evidences.</p> <p>Staff Responsible for Monitoring: Chief Strategist for Assessment and Feedback</p>	
	<div> <div>Dec</div> <div>  50% </div> <div>December Evidence of Progress</div> <div>The CBAS team participated in the October TPAC meeting and will participate in the March meeting as well. In October, GISD staff presented progress to the TPAC members.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div>  Continue/Modify </div> <div>  Discontinue </div>	


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


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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: The Special and Federal Programs departments will offer parent and family engagement opportunities throughout the year to provide resources about district and community programs, as well as activities for math and literacy that families can use at home to support the academic progress of their special needs, emergent bilingual or economically disadvantaged child. These include parenting classes, adult ESL classes at three sites for parents, community/district information fairs, and TEA webinar watch parties for parent, family, and community engagement of Emergent Bilingual student families.</p> <p>Strategy's Expected Result/Impact: Families will gain a better understanding of district programs and resources. Families will have ESL classes as well as strategies to support math and reading at home, increasing the academic engagement and success of their child.</p> <p>Staff Responsible for Monitoring: Special and federal programs directors and teams (PK/Title 1 Coordinator, Dual Language Coordinator, ESL Coordinator, Sped Coordinators, Parent/Family Engagement Specialists)</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - Equity Plan</p>	<div> <div> <div>Dec</div> <div>  50% </div> </div> <div> <div>December Evidence of Progress</div> <div> Sign in sheets from monthly events #s increased from 13 to 200 attendees from September to December ESL Classes started in October Held T3 Webinar in September </div> </div> </div> <div> <div> <div>Mar</div> <div>  75% </div> </div> <div> <div>March Evidence of Progress</div> <div> Sign in sheets from monthly events continue to trend in the double digits Additional community partners incorporated into our monthly Parent Learning Communities. Hosted Focus Groups for The Georgetown Project-Bridges to Growth Held T3 Webinar in February </div> </div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Increase the numbers of students and families participating and benefiting from Special Olympics by continued support of Adapted PE teachers, additional marketing and recruitment, addition of sports that we are competing in. We would also like to increase the number of student partners and volunteers in this second year of district SO delegation.</p> <p>Strategy's Expected Result/Impact: Increase the participation and impact of SO in our community.</p> <p>Staff Responsible for Monitoring: Special Education Director, Special Education Coordinators</p>	<div> <div>Dec</div> <div>  <div>25%</div> </div> <div>December Evidence of Progress</div> <div>We have added two new sports this year: Bocce and Bowling. We have had lots of new interest in SO this year.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Continue and enhance ongoing communication efforts to keep stakeholders informed, connect decisions to the vision/mission/beliefs/priorities of the district, and gather input. Weekly communication efforts with staff and parents, quarterly efforts with staff through Fred's 4, ongoing feedback opportunities, and outreach opportunities with community groups will continue and be revised for improvements as needed.</p> <p>Strategy's Expected Result/Impact: Increased input and feedback opportunities from stakeholders; Increased connection to the work and decisions of the district</p> <p>Staff Responsible for Monitoring: Chief Strategist for Leadership and Culture; Executive Director for Communication and Community Engagement; Chief Strategists and Superintendent</p>	<div> <div>Dec</div> <div>  <div>25%</div> </div> <div>December Evidence of Progress</div> <div>Regular communications to parents, staff and community stakeholders continue this fall that include a weekly eNewsletter, bi-weekly superintendents newsletter and Fred's 4 newsletter to staff.</div> <div>A strategic plan refresh was initiated in October and will provide additional opportunities for community feedback in the coming months.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p>Strategy 4: Expand opportunities to engage our community, leveraging a volunteer portal to facilitate and connect our community to district opportunities.</p> <p>Strategy's Expected Result/Impact: Efforts to continue to expand how we use this portal to connect with and engage volunteers in our schools.</p> <p>Staff Responsible for Monitoring: Communications and community engagement team in partnership with district staff who may help facilitate partner relationships that serve students.</p>	<div data-bbox="1276 120 1381 253"> <p>Dec</p>  </div> <p>December Evidence of Progress</p> <p>Post-pandemic, volunteers and mentors are re-engaging in our schools. The number of registered volunteers for service in our school has increased from 3,688 to 4,111 since December. 28 mentors are currently paired with students.</p> <p>Research shows that students are 52% less likely to miss school when they have a mentor. A new initiative to support student attendance includes pairing mentors with students who have chronic absenteeism. We anticipate an increase in mentor-mentee pairings as a result of this initiative. Currently, a record 207 mentors are registered for service (up from 190 in December) and 28 are actively paired with students (up from 10). Recruitment of mentors continues and the community engagement team is actively working with individual campuses to engage volunteers in meaningful ways.</p> <div data-bbox="1276 698 1381 841"> <p>Mar</p> <p>May</p> <p>Aug</p> </div> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Create more robust opportunities for community members to partner and serve the students of GISD.</p> <p>Strategy's Expected Result/Impact: More community members, parents and staff are engaged, serving and acting as champions for GISD.</p> <p>Staff Responsible for Monitoring: Communication staff in partnership with district staff</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 1</p>	<div data-bbox="1281 292 2016 454"> <p>Dec</p>  <p>December Evidence of Progress</p> <p>Conversations continue with partners to engage in our schools for expanded learning opportunities and support of teachers and students. New partnerships are in the works with Southwestern University and Girl Scouts.</p> <p>More district departments, in partnership with the communications/community engagement team, are leveraging the district's volunteer portal to connect with and engage volunteers for programming including Destination Imagination and SeaPerch.</p> <p>Education Connection, our literacy partner at the elementary schools, has a record number (186) of volunteers reading one-on-one weekly with our youngest readers, with the goal of improving individual reading levels for students.</p> <p>A review of our partner portal is planned in the coming months to enhance connectivity.</p> </div> <div data-bbox="1281 933 2016 1088"> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p> </div>
<div data-bbox="462 1161 514 1201">0%</div> No Progress <div data-bbox="766 1161 819 1201">100%</div> Accomplished <div data-bbox="1081 1161 1134 1201">→</div> Continue/Modify <div data-bbox="1438 1161 1491 1201">✗</div> Discontinue	

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

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

Strategy 1 Details	Reviews
<p>Strategy 1: Duties and responsibilities of the SRO:</p> <p>Protection of the lives and property of the students, teachers, staff members and visitors of the GISD school campuses as directed.</p> <p>Enforcement of Federal, State and Local criminal laws and ordinances.</p> <p>Investigations of criminal activity and accidents occurring at assigned campuses.</p> <p>Provide traffic control during the arrival and departure of students on an as- needed basis, based upon a law enforcement determination of need.</p> <p>Provide assistance to other law enforcement officers with outside investigations concerning GISD students or in matters regarding their school assignment.</p> <p>The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.</p> <p>Make the principal of the school aware of any law enforcement action taken, as soon as practicable.</p> <p>At the principal's request, take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law.</p> <p>Advise the principal before requesting additional police assistance on campus, when practicable.</p> <p>Coordinate their activities with the principal and staff members concerned.</p> <p>Seek permission, advice, and guidance prior to enacting any program within the School.</p> <p>Encourage individual and small group discussions with students, to further establish rapport with the students.</p> <p>Make themselves available for conference with students, parents and faculty members in order to assist them with problems of law enforcement or crime prevention nature.</p> <p>Become familiar with all community agencies offering assistance to youths and their families, such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary thereby acting as a resource person to the students, faculty, and staff of the school.</p> <p>Coordinate all security efforts at their assigned campuses including the coordination of a safety audit of the campus and develop a long-range plan for campus safety. The plan will incorporate input from campus staff, students and parents.</p>	

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

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

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

Instructional responsibility of the SRO at the secondary schools:

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

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

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

Duties and Responsibilities of Supervisor

Program development and administration.

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

Establishing rapport with the school Principals and GISD staff.


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

Liaison with School Principals.

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

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

Dec	December Evidence of Progress
Mar	March Evidence of Progress
May	May Evidence of Progress
Aug	August Evidence of Progress

 No Progress

 Accomplished


 Continue/Modify



 Discontinue







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

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

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






Strategy 1 Details	Reviews
<p>Strategy 1: Design Teams and Action Teams will be utilized to research, design, gather input, recommend, problem-solve and advance work on topics and tasks related to the priority work of the district. These teams will use representatives from stakeholder groups impacted by the work and staff that are passionate or have backgrounds in the work, regardless of title.</p> <p>Attendance Action Team 22-23: Campus and district leaders will monitor implementation of the Action Team's Plan and use ongoing/current year attendance data to adjust and improve the plan for better outcomes.</p> <p>Hiring Action Team 22-23: Due to staffing shortages and increased demand for staff due to growth, campus and district leaders will design and implement a recruiting action plan that includes a Fall 2022 and Spring 2023 GISD job fair as well as targeted recruitment with university partners.</p> <p>Budget Process 22-23: As part of the process to reduce expenditures, increase revenue and adopt a more balanced budget, a budget design team and action teams will be utilized in the 22-23 District Budget process. Input from all stakeholder groups, problem-solving with members of the organization regardless of title, and communication across the organization will be priorities.</p> <p>Strategy's Expected Result/Impact: High quality plans & products; Increased collaboration across departments and the district; Plans & products that reflect voice and have ownership of many; Advancement of district's goals & priority work</p> <p>Staff Responsible for Monitoring: Chief Strategists & Executive Directors</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 1</p>	<div> <div>Dec</div> <div>  0% </div> <div>Dec</div> </div> <p>December Evidence of Progress</p> <p>Attendance Action team is regularly meeting to learn, review the action plan, collaborate across campuses, and adjust actions designed to improve student attendance.</p> <div> <div>Mar</div> <div>Mar</div> <div>May</div> <div>Aug</div> </div> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Implement and support learning community and collaboration opportunities and routines among principals, assistant principals, Executive Directors, Building 2 directors, and other leadership groups.</p> <p>Strategy's Expected Result/Impact: Increased collaboration in decision-making; Improved workflow; Increased ownership of work throughout groups; Leaders growing leaders</p> <p>Staff Responsible for Monitoring: Chief Strategist of Leadership and Culture</p>	<div> <div>Dec</div> <div>  <div>50%</div> </div> <div>December Evidence of Progress</div> <div>Executive Director team meets every other week; Building 2 directors meet monthly; Elementary Principal PLC meetings monthly; Middle School Principals PLC monthly; AP Learning meetings occur monthly; Principal Downloads occur monthly</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Continue the use of key stakeholder groups like DPC, SHAC, the PTA Council, the Chamber of Commerce's Cornerstone group for collaboration, input, and feedback around district decisions and work.</p> <p>Strategy's Expected Result/Impact: Improved decisions and work; Positive relationships between the district and the stakeholder groups; Better understanding of our stakeholders</p> <p>Staff Responsible for Monitoring: Chief Strategist of Leadership Development and Culture</p>	<div> <div>Dec</div> <div>  <div>30%</div> </div> <div>December Evidence of Progress</div> <div>PTA Council used to support/implement drug awareness event; Members of Chamber of Commerce leadership and PTA Council included in Strategic Planning refresh focus groups</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p>Strategy 4: Monthly PLC meetings will be offered for all Title 1 campus principals to collaborate and discuss how to allocate and spend Title 1 funds to best support the academic achievement of economically disadvantaged students and to best support family involvement activities on their campuses.</p> <p>Strategy's Expected Result/Impact: Title 1 principals will feel equipped to collaborate on best practices and successful strategies for service Title 1 campuses and families. This will lead to more thoughtful decision making and collaboration among campuses on what is working well for our students and families, leading to greater academic gains.</p> <p>Staff Responsible for Monitoring: Federal programs director, Title 1 Coordinator</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	<div data-bbox="1276 380 2024 786"> <div> <div>Dec</div> <div>  <div>50%</div> </div> <div>December Evidence of Progress</div> <div>Meetings were held in the fall to discuss Title 1 requirements and processes to spend funds.</div> </div> <div> <div>Mar</div> <div>  <div>70%</div> </div> <div>March Evidence of Progress</div> <div>Meetings were held in January and February to prepare for processes for CNA writing and for spring requirements.</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> </div>
<div> <div>  <div>0%</div> </div> <div>No Progress</div> <div>  <div>100%</div> </div> <div>Accomplished</div> <div>  <div>Continue/Modify</div> <div>  <div>Discontinue</div> </div> </div> </div>	

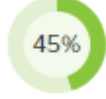




Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

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

Strategy 1 Details	Reviews
<p>Strategy 1: Implement a routine, ongoing coaching model for district leaders that centers around leadership goals, pathway work, and advancement of district goals and priorities. District leaders will continue to participate in coaching sessions.</p> <p>Strategy's Expected Result/Impact: Growth in leadership behaviors of district leaders; Improved pathway work; Progress on district goals and priority work</p> <p>Staff Responsible for Monitoring: Chief Strategists</p>	<p>Dec December Evidence of Progress</p> <p> DLT Cohorts; Principal coaching occurs weekly/bi-weekly/monthly; Wagner CBAS huddle occurred in November</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Create and support opportunities for leaders to participate in professional learning on leading in the areas of GISD priority work. (Such as PLC, instructional leadership in targeted areas, MTSS, learning organization, competency-based learning, personalized learning, attendance, Capturing Kids' Hearts, Designing Engaging Work, etc.)</p> <p>Strategy's Expected Result/Impact: Increased leadership skills & knowledge; Improved systems for implementation and advancement of priorities</p> <p>Staff Responsible for Monitoring: Chief Strategist for Leadership & Culture</p>	<p>Dec December Evidence of Progress</p> <p>DLT has included learning on MTSS, attendance, behavior supports; PLCs meet monthly; CKH Premium and TrAction visits support CKH learning</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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: Explore additional recognition opportunities for all stakeholder groups, including ongoing staff recognition programs for employees throughout the organization, revising the Lead Grow Serve award and the End of the Year Employee Awards process and program.</p> <p>Strategy's Expected Result/Impact: Improved relationships among stakeholder groups; Increased connections to the vision/mission/beliefs/work of the district; Clarity on aligned, successful work through highlighted examples</p> <p>Staff Responsible for Monitoring: Chief Strategist for Leadership & Culture; Executive Director of Communications & Community Engagement</p>	
	<div> <div>Dec</div> <div>  <div>45%</div> </div> <div>December Evidence of Progress</div> </div> <p>Expanded recognition awards of employees for spring 2022 included paraprofessional and auxiliary awards for staff who support teaching and learning and operations. Continue to review opportunities for recognition.</p> <p>Participation in the teacher-of-the-month and Way to Go Grams programs continues to be strong. Teachers of the Month are honored during a monthly lunch with the superintendent and at monthly board meetings, in addition to community announcements via media channels and social media outlets.</p> <p>Way to Go Grams allow anyone - staff, student or community member - to give a shoutout to a staff member in GISD. Kudos are submitted via an online portal, printed, and delivered to staff on a monthly basis. Since its launch in the spring of 2021, more than 1,700 Way to Go Grams have been submitted.</p> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
<div> <div>  <div>No Progress</div> </div> <div>  <div>Accomplished</div> </div> <div>  <div>Continue/Modify</div> </div> <div>  <div>Discontinue</div> </div> </div>	

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

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning.

Evaluation Data Sources: The district will utilize several feedback loops, including DLT, professional learning meetings, and surveys, to ensure that the activities to be carried out under Title II, Part A are aligned with the challenging State academic standards.

Strategy 1 Details	Reviews
<p>Strategy 1: Design improved feedback strategies, collect feedback, and utilize feedback to ensure that GISD Grow Professional Learning sessions meet the needs of staff.</p> <p>Strategy's Expected Result/Impact: Staff reporting that GISD Grow met their needs.</p> <p>Staff Responsible for Monitoring: Chief Strategist for Learning and Design, Director of Teaching and Learning, Personalized and Professional Learning Coordinator</p>	<div> <div>Dec</div> <div>  <div>35%</div> </div> </div> <p>December Evidence of Progress</p> <p>Professional Learning</p> <ul style="list-style-type: none"> -staff were surveyed to assess learning needs for February Grow -campus leaders had the opportunity to provide feedforward about our February Grow sessions <p>Personalized Learning</p> <p>Personalized Learning Collaborative Participants met to reflect on progress and set/modify their goals towards creating personalized learning environments. We are beginning to collect classroom examples through portfolio development. Many of the participants will share their progress at the Share Fair at our GISD Grow conference.</p> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Utilize multiple strategies to ensure that teachers and staff are aware of and understand the GISD Curriculum, Instructional Frameworks, and resources (including the GATE).</p> <p>Strategy's Expected Result/Impact: Improved classroom practices aligned to standards.</p> <p>Staff Responsible for Monitoring: Chief Strategist for Learning and Design, Director of Teaching and Learning, Curriculum Coordinators</p>	
	<div> <div> <div>Dec</div> <div>  <div>50%</div> </div> </div> <div> <div>December Evidence of Progress</div> <div>August PL training around the GATE. When working with teachers, accessing information through the GATE when applicable.</div> </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div>
<div> <div>  <div>0%</div> <div>No Progress</div> </div> <div>  <div>100%</div> <div>Accomplished</div> </div> <div>  <div>Continue/Modify</div> </div> <div>  <div>Discontinue</div> </div> </div>	