

Georgetown Independent School District

District Improvement Plan

2016-2017



GEORGETOWN ISD

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

Board Approval Date: November 14, 2016

Mission Statement

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

Vision

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

Core Principles

We will make decisions based on what is best for students.

We will make all decisions consistent with our beliefs and mission.

We will not confine our thinking to our existing organization.

We will be responsible stewards of our resources.

We will not allow governmental or institutional restraints to compromise learning opportunities.

We will embrace change that leads to continuous improvement.

Value Statement

Statement of Core Beliefs

We believe that public education is the foundation of our community.

We believe that physical, mental, and emotional health are vital to a well-balanced life.

We believe that positive relationships are essential to an individual's development.

We believe that learning continues throughout life.

We believe that service and volunteerism are valued in our community.

We believe that every individual is worthy of respect.

We believe in the possibility and potential of every individual.

Strategies

Every student will receive an academic foundation that will maximize their educational potential.

Every student will participate in leadership and service opportunities throughout their education.

Every student will have opportunities to explore and expand educational experiences of their choice.

Every student will learn through leading-edge technology every day.

Every student will value a healthy lifestyle and receive opportunities to address their physical, mental, and emotional needs.

Goals

We will ensure that our students are served by the most exceptional staff.

We will inspire and invite community and corporate engagement.

We will actively seek all available funding to accomplish our mission and objectives.

We will improve educational experiences utilizing relevant technology.

We will redesign our learning model to include customization and innovation at all levels.

We will ensure that our learning environments and facilities are nurturing, safe, and orderly.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Georgetown Independent School District is home to more than 11,000 students across 18 campuses (3 high schools, 3 middle schools, 10 elementary schools) and 2 alternative disciplinary program campuses. The district employs 789 teachers, 146 professional support staff, 68 campus/district administrators, 185 educational aides, and 471 auxiliary staff for a total staff count of 1659 employees. The turnover rate for teachers was 14% for the 2015-16 school year, including retirements and resignations. The student population includes: African American (3.7%), Hispanic (43.54%), White (47.52%), American Indian (0.28%), Asian (1.10%), Pacific Islander (0.08%), Two or More Races (3.76%), Economically Disadvantaged (40.36), Limited English Proficient (13.42%), At Risk (38.99%), Gifted and Talented (6.94%), Special Education (9.46%), and Career and Technical (26.21%). The 2015-16 attendance rate for GISD was 96.3%. The 2013-14 annual dropout rate for Grades 9-12 was 1.5%. For the GISD Class of 2014, 96.3% of students graduated and 91.1% of all graduates completed the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP).

Four-year and five-year graduation rates for Cohorts 2012, 2013, and 2014 used in the state and federal accountability systems are shown below:

State & Federal Graduation Rates	Class of 2012		Class of 2013		Class of 2014	
	4-Year	5-Year	4-Year	5-Year	4-Year	5-Year
All Students (State)	95.6%	96.6%	94.3%	94.9%	96.3%	TBD
All Students (Federal)	94.2%	95.5%	93.8%	94.4%	95.6%	TBD
African American (State)	93.1%	90.0%	95.8%	92.0%	100%	TBD
African American (Federal)	87.1%	87.5%	92.0%	88.5%	96.2%	TBD
Hispanic (State)	90.3%	92.5%	93.2%	94.4%	94.1%	TBD
Hispanic (Federal)	87.5%	90.2%	92.8%	93.6%	92.6%	TBD
White (State)	97.7%	98.6%	94.6%	95.1%	97.1%	TBD
White (Federal)	97.5%	98.4%	94.4%	94.9%	96.9%	TBD
Special Education (State)	87.2%	85.7%	76.9%	75.5%	74.5%	TBD
Special Education (Federal)	87.2%	86.0%	74.1%	72.7%	75.0%	TBD
Ever ELL in HS (State)	65.2%	73.9%	*	*	80.0%	TBD
Ever ELL in HS (Federal)	61.5%	69.2%	*	*	57.1%	TBD
Econ. Disadv. (State)	93.0%	95.7%	90.8%	91.3%	92.1%	TBD
Econ. Disadv. (Federal)	90.7%	93.6%	90.1%	90.3%	90.8%	TBD

Ever ELL in HS: English Language Learners who were ever coded ELL during their high school career

'*' Indicates results are masked due to small numbers to protect student confidentiality.

Demographics Strengths

- The GISD annual dropout rate for Gr. 9-12 had been below 1% for the 2010-11, 2011-12, and 2012-13 school years.
- The graduation rate for African Americans has increased across the 2011 through 2013 cohorts.
- The graduation rate for Hispanics has increased across the 2011 through 2013 cohorts.
- The graduation rate for English Language Learners increased from the Class of 2011 to the Class of 2013.
- Overall, more students are completing course and testing requirements as a "fifth-year senior" to finally meet graduation requirements, thus increasing the five-year graduation rate.
- The percentage of students graduating under the Recommended High School Program or the Distinguished Achievement Plan has increased each year as follows: Class of 2011 - 83.8%, Class of 2012 - 84.1%, Class of 2013 - 85.8%

Demographics Needs

While graduation rates are improving for many student groups, students who are receiving special education services, English Language Learners, and economically disadvantaged students are not graduating at the same levels as other student groups. In addition, while the Class of 2013 graduation rates are better than those of the Class of 2011, there were some declines from the Class of 2012 for the following student groups: All Students, White, Special Education, and Economically Disadvantaged.

With more than 1 in 5 teachers leaving the district, the teacher turnover rate is another area that demands further study. We must also be mindful of our growing English Language Learner population and ensure that we meet their needs at all levels of the organization.

Student Achievement

Student Achievement Summary

Assessment and Accountability

The 2015-16 school year marked the fifth school year that the State of Texas Assessments of Academic Readiness (STAAR) tests were given. The high school end-of-course tests were pared down from 15 to 5 required tests for graduation. Another major change was the combining of the separate reading and writing tests for English I and English II, which were given for the first time in spring 2014. The Class of 2014 was the last class to graduate under the TAKS testing requirements, and the TAKS was given on a retest basis during the 2013-14 school year for those students who still needed to pass one or more sections.

The 2015-16 school year marked the third year of the new accountability system, which is based on a performance index framework. The new state accountability system includes distinction designations for campuses and districts and system safeguards to ensure that student performance for all subgroups remains the focus for improvement. The system safeguards also help to meet federal accountability requirements outside of the performance index system. Instead of the old Adequate Yearly Progress (AYP) federal designations, only the lowest performing 15% of schools across Texas are identified as Priority or Focus Schools, which must conduct prescribed intervention activities. State accountability ratings are based on achieving a target established for each performance index as follows:

Index 1: Student Achievement provides a snapshot of performance across subjects.

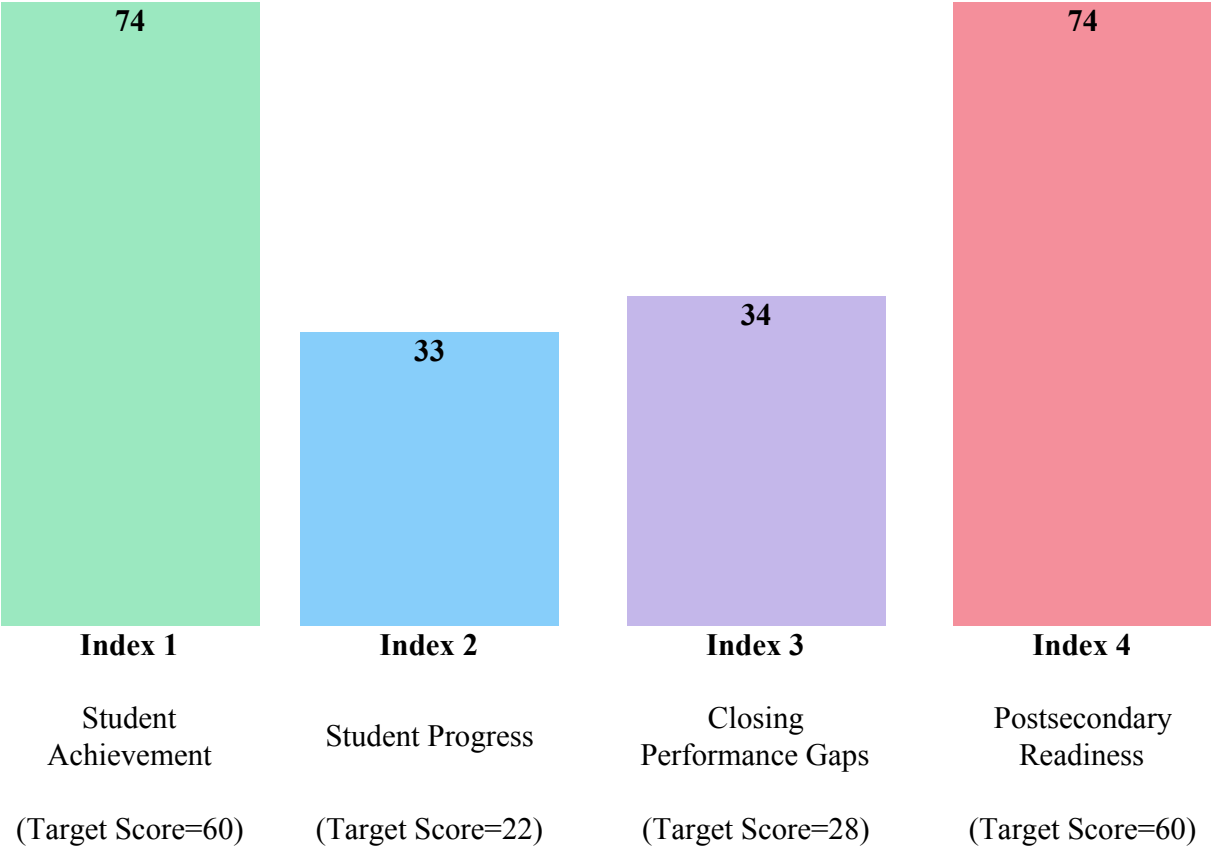
Index 2: Student Progress measures year-to-year student progress by subject and student group.

Index 3: Closing Performance Gaps tracks advanced academic achievement of economically disadvantaged students and the lowest performing racial/ethnic student groups.

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

Campuses and districts receive rating labels of *Met Standard*, *Met Alternative Standard*, or *Improvement Required* as determined by the four indexes. Georgetown ISD and all campuses were rated *Met Standard* or *Met Alternative Standard* (Richarte High School) for 2016. Discipline centers, such as the Williamson County Juvenile Justice Alternative Education Program and the Georgetown Alternative Program (GAP), are not rated under the state accountability system.

The 2016 Performance Index Report for Georgetown ISD is shown below:



State of Texas Assessments of Academic Readiness (STAAR): Grades 3-8

Results from the spring 2016 STAAR administration for Grades 3-8 are shown below in Exhibit 1. To allow time for districts to meet the demands of the more rigorous STAAR testing program, the state is phasing in passing standards over a multi-year period with the final passing standard (i.e., Recommended Standard) scheduled to take effect in the 2021-2022 school year. Results are shown for the Level II Satisfactory Standard Progression 15-16 performance level, the Level III Advanced performance level, as well as the percent of students who passed at the 2022 Final Recommended Standard.

EXHIBIT 1: Georgetown ISD Results on Spring 2016 STAAR Grades 3-8 Assessments - All Students Tested

STAAR Assessment	Number of Students Tested in GISD	% Passed at Phase-In 1 Standard		% Advanced		% Passed at Recommended Standard (effective 2022)	
		Level II: Satisfactory		Level III: Advanced			
		GISD	State	GISD	State	GISD	State
Reading: Grade 3 (English)	787	75%	74%	27%	24%	48%	NA
Reading: Grade 4 (English)	791	77%	77%	19%	20%	40%	NA
Reading: Grade 5 (English) 1st and 2nd administration	803	77%	75%	28%	25%	53%	NA
Reading: Grade 6	828	72%	71%	22%	19%	40%	NA
Reading: Grade 7	767	72%	72%	22%	22%	44%	NA
Reading: Grade 8 1st and 2nd administration	828	82%	82%	17%	19%	45%	NA
Writing: Grade 4 (English)	787	67%	69%	15%	15%	36%	NA
Writing: Grade 7	769	70%	70%	8%	13%	37%	NA
*Mathematics: Gr. 3 (English)	715	82%	77%	19%	16%	42%	NA
*Mathematics: Gr. 4 (English)	777	76%	73%	19%	17%	38%	NA
*Mathematics: Gr. 5 (English)	771	84%	79%	22%	18%	49%	NA
*Mathematics: Grade 6	742	77%	75%	12%	14%	41%	NA
*Mathematics: Grade 7	823	70%	72%	9%	12%	36%	NA
*Mathematics: Grade 8	567	62%	75%	1%	6%	16%	NA
Science: Grade 5 (English)	763	73%	72%	15%	11%	28%	NA
Science: Grade 8	779	71%	70%	17%	17%	42%	NA

Social Studies: Grade 8	782	62%	64%	10%	11%	23%	NA
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GISD outperformed the state in grades and subject areas at the Level II Satisfactory Standard Progression for 2015-16 in the areas of 3rd grade reading, 5th and 6th grade reading, 6th grade math. In all other subjects, GISD scores tied or were below the state average. Passing rates for GISD in reading ranged from 72% for Grade 6 to 82% for Grade 8. GISD passing rates in math ranged from 51% in Grade 8 to 79% in Grade 5. Science passing rates for GISD students in Grades 5 and 8 were below state passing rates by 5 percentage points in Grade 5 with 70% of GISD students passing and 6 percentage points lower in Grade 8 with 70% of GISD students passing. Grade 8 students did not outperform their peers in social studies with 65% of students statewide passed social studies while 59% of GISD students passed the test.

Students achieving the Advanced level are well prepared for the next grade or course. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention. The percentage of GISD students performing at the Advanced level matched or exceeded state percentages in Grade 3 reading, Grade 5 reading, and Grade 6 reading with Grade 5 math exceeding the state percentage.

GISD performance levels were maintained or increased at the Recommended (Final) standard when compared with 2015 results in the areas of Reading for Grades 3 and 7, Writing in Grades 4 and 7 and Math in Grades 6 and Science in Grade 8.

Texas Assessment of Knowledge and Skills (TAKS)

The last primary administration of TAKS was in spring 2013, when Grade 11 students took the exit-level tests to meet their testing requirements for graduation. The Class of 2014 was the last cohort to graduate under TAKS. The Class of 2015 began graduating under the new STAAR End-of-Course assessments. Because of the small number of students tested, TAKS retest results are not included in this report. TAKS continues to be offered for retest three times per year. TAKS tests continue to be offered three times per year for students out of school.

STAAR End-of-Course (EOC) Assessments

Exhibit 2 shows STAAR end-of-course (EOC) results compared with state results. The state is phasing in the passing standards for EOCs over time until 2022 when the Recommended (Final) Standard for each EOC must be met. The passing standard for the high school STAAR tests is determined when students take their first EOC. Students who tested during the 2014-15 school year were the last group held to the lowest Phase-In 1 passing standard. The results shown below include first-time testers as well as retesters for the May 2016 administration.

EXHIBIT 2: Georgetown ISD Results on Spring 2015 STAAR End-of-Course Assessments - All Students Tested

EOC Assessment	Number of GISD Students Tested	% Passed at Phase-In 1 Standard Level II: Satisfactory		% Advanced Level III: Advanced		% Passed at Recommended (Final) Standard (effective 2022)	
		GISD	State	GISD	State	GISD	State
		English I	956	67%	63%	7%	8%
English II	892	73%	66%	8%	7%	51%	NA%
Algebra I	898	80%	81%	20%	25%	43%	NA%
Biology	862	90%	91%	19%	20%	59%	NA%
U.S. History	813	96%	94%	29%	30%	72%	NA%

For the 2016 spring administration of the EOC assessments, GISD outperformed the state in English I, II, and U.S. History with percentages for Algebra I and Biology falling below the state by 1%. GISD students surpassed 2015 results in U.S. History but showed a drop in the other four subjects.

Students who score at the Advanced level are well prepared for the next course. These students demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next course with little or no academic intervention. Advanced level performance was the best for U.S. History with 29% of all GISD testers meeting the higher performance standard compared to 30% for the state. Biology and Algebra I were the next highest percentage for Advanced scores with 19% and 20% of GISD students respectfully meeting the Level III standard compared with a state rate of 25% for Algebra I and 20% for Biology. GISD Advanced Level III percentages for English I and II were very close to the state percentage.

GISD students showed strong performance at the Recommended (Final) Standard. More than 50% of all test takers scored at the Recommended level for English I (51%), English II (51%), Biology (59%), and U.S. History (72%). Algebra I was close with 43% of testers passing at the Recommended Standard. The Recommended Standard will be the benchmark in spring 2022 when all students taking an EOC for the first time will be required to meet the more rigorous passing standard on all of their high school exams.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through Grade 12 in four language domains: listening, speaking, reading, and writing. Student performance is reported in terms of four English proficiency ratings: beginning, intermediate, advanced, and advanced high. TELPAS assessment results provide a measure of progress, indicating annually where each ELL is on a continuum of English language development designed for second-language learners. The progress of students along this continuum is the basis for the TELPAS reporting system and the key to helping districts monitor whether their ELLs are making steady annual growth in learning to listen, speak, read, and write in English. TELPAS composite ratings, which combine performance across domains, are shown in Exhibit 3. Exhibit 4 shows the percentage of students who progressed by one or more proficiency levels from 2015 to 2016 as well as a review of data from the past several years.

New standards were set for TELPAS reading and domain weights were shifted in composite score calculations beginning in 2014. The standards were adjusted to meet the new definition of grade level-appropriate that matches the increased rigor of STAAR. These changes greatly affected the percentage of students scoring at the Advanced and Advanced High levels, making comparisons to prior years' performance more difficult.

EXHIBIT 3: 2016 TELPAS Composite Ratings for Georgetown ISD

Percent of Students at Each Level

Grade Level	# of Students	Composite Rating: Reading-50%, Writing-30%, Listening-10%, Speaking-10%			
		Beginning	Intermediate	Advanced	Advanced High
Kindergarten	167	62%	27%	9%	2%

Grade 1	157	43%	20%	21%	16%
Grade 2	176	14%	43%	32%	12%
Grade 3	165	5%	21%	35%	39%
Grade 4	138	4%	20%	51%	25%
Grade 5	132	5%	18%	39%	39%
Grade 6	128	7%	13%	48%	32%
Grade 7	87	1%	9%	30%	60%
Grade 8	80	5%	6%	44%	45%
Grade 9	68	7%	19%	38%	35%
Grade 10	41	12%	27%	24%	37%
Grade 11	26	8%	19%	38%	35%
Grade 12	17	6%	24%	47%	24%

EXHIBIT 4: Georgetown ISD Yearly Progress in TELPAS Composite Rating for Students Assessed in Both 2015 & 2016

Grade Level	# of Matched Students	Progressed by	Progressed by	Progressed by	At Least 1 Level	At Least 1 Level	At Least 1 Level	At Least 1 Level	At Least 1 Level
		1 Proficiency Level	2 Proficiency Levels	3 Proficiency Levels	(Composite)				
		from 2015	from 2015	from 2015	from 2014	from 2013	from 2013	from 2012	from 2011
		to 2016	to 2016	to 2016	to 2015	to 2014	to 2014	to 2013	to 2012
Grade 1	151	37%	11%	7%	69%	60%	48%	58%	77%
Grade 2	167	32%	4%	0%	57%	75%	63%	78%	72%
Grade 3	158	56%	4%	0%	51%	47%	46%	59%	80%
Grade 4	132	42%	0%	0%	52%	43%	42%	53%	68%
Grade 5	124	52%	1%	0%	68%	72%	67%	83%	78%
Grade 6	116	41%	0%	0%	56%	60%	58%	57%	63%
Grade 7	81	68%	0%	0%	63%	52%	52%	68%	69%
Grade 8	37	50%	0%	0%	54%	65%	65%	74%	60%
Grade 9	32	57%	0%	0%	53%	58%	58%	59%	89%
Grade 10	35	46%	0%	0%	47%	48%	38%	83%	69%
Grade 11	21	57%	0%	0%	47%	46%	46%	60%	70%
Grade 12	15	47%	0%	0%	54%	80%	80%	---	78%

Student Achievement Strengths

- At the All Students level, GISD performance on state assessments typically is close or above the performance at the state level.
- All campuses and GISD achieved accountability ratings of *Met Standard* or *Met Alternative Standard (RHS)* for 2016.
- Index scores for the district 2016 were above the target scores for all four areas of the state accountability system: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.
- On the 2016 STAAR assessments, 50% of GISD students performed at the more rigorous Recommended (Final) standard, which will be implemented in 2022, on the following tests: English I, English II, Biology, U.S. History, and Grade 5 Reading.

Student Achievement Needs

The GISD System Safeguards Summary for 2016 shown below indicates that students receiving special education (SPED) services, English language learners (ELL), Hispanic students, African-American students, and economically disadvantaged students are performing at lower levels when compared to other student groups. The numbers shown in red fall below the state target of 60%, so improvement efforts for those students is especially crucial. Gaps in performance for our African American students must also be addressed. Overall, a major area for GISD must be to address the writing needs of all students, but especially students served through special education, English language learners, economically disadvantaged students, Hispanic students, and African American students.

We must also work diligently to ensure that students are passing the STAAR tests at higher levels of achievement as increased passing standards will be phased in over the next several years until 2022 when the Final Recommended standard is scheduled to take effect. Exhibits 1 and 2 show significant gaps in passing rates when Passing Standard rates are compared with Recommended passing rates. For example, 82% of GISD Grade 8 students passed reading at the Satisfactory standard, but that passing rates drops to only 45% when evaluated at the Recommended standard.

GISD 2016 State System Safeguards: Percent Met Standard (State Target: 60%)											
	All	African Amer	Hisp	White	Am Ind	Asian	Pac Isl	2 or More Races	Eco Dis	SPED	ELL (current / monitored)
Reading	74%	63%	63%	85%	95%	79%	88%	76%	61%	28%	48%
Math	74%	58%	65%	83%	80%	84%	71%	73%	63%	36%	59%
Writing	68%	59%	56%	79%	83%	89%	NA	78%	55%	30%	46%
Science	75%	56%	63%	86%	100%	79%	NA	70%	61%	34%	47%
Soc. St.	76%	62%	64%	86%	NA	75%	NA	81%	60%	38%	30%

District Culture and Climate

District Culture and Climate Summary

By and large, Georgetown I.S.D. has been extremely successful in creating a school culture and climate that is nurturing, safe, and secure. Our current administrative leadership team communicates goals effectively and the transparency of information that exists with regards to these goals has cultivated strong collaborative and trusting relationships among adults and adult support for students in terms of high expectations for success, willingness to listen, and personal concern. Georgetown I.S.D. has also made great strides in the past year in the areas of safety and security, as well as an environmental awareness in new and existing facilities. The work to-date in this area has resulted in G.I.S.D. being a safer and healthier place to be.

The focus in GISD is on student learning. Students feel respected and parents feel welcome. Expectations are clearly and overtly expressed by actions, intent, and signage. Campus leaders cultivate supportive teaching practices, such as constructive feedback and encouragement for positive risk taking, academic challenge, individual attention, and opportunities to demonstrate knowledge and skills in a variety of ways. Critical thinking skills, reflective thought, and clear communication are encouraged; solving problems in creative, respectful ways is the norm – all stakeholders collaboratively working towards a common goal.

District Culture and Climate Strengths

- Teacher appreciation for the opportunity to collaborate and have input
- Majority of students find their teachers approachable
- Significant decreases in violence and/or bullying
- Students and teachers express an overall sense of physical safety at their campus
- Positive student perceptions related to teacher/administrator availability
- Parents feel positive about school safety and cultural sensitivity
- A broad array of student support services are available once the student need is identified/observed

District Culture and Climate Needs

- Strengthen ability to communicate in timely way with parents using campus websites and all technology
- Consider addressing teacher concern with pull-out professional development
- Teacher recognition and appreciation of excellence and enthusiasm
- Involve the teachers in determining their greatest needs to keep morale high

- Ensure that all student demographic groups are being academically supported
- Since the front office is usually the first line of communication for many parents ensure this environment is courteous and welcoming
- Strengthen collaborative conversation/planning among counseling staff across campuses

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Georgetown ISD employs a total of 1659 staff members, with 789 of these employees in teaching positions as of October, 2016.

48% of the staff are teachers, 1.5% are General Administrators, and 2.7% are Campus Administrators.

GISD employs 185 Instructional Aides (11% of staff), 8% clerical staff and 471 Auxiliary staff (28% of staff).

Beginning teacher salary is \$44,000 (Bachelor Degree) and \$44,500 (Masters Degree). Teachers with 20+ years experience salaries range from \$51,223 - \$63,000+. Payroll costs consist of 85.0% of the District Budget.

At the end of 2015-16, 86% of the teaching staff was retained. Approximately 14% resigned or retired.

Staff Quality, Recruitment, and Retention Strengths

All staff are appropriately certified by the state of Texas.

GISD has been able to maintain a small teacher to student ratio of 1:15 district-wide for the 16-17 school year.

55% of GISD teachers have 10+ years of experience.

GISD is able to recruit and hire new teachers that have 5+ years experience. Only 5% of GISD teachers are new to the profession.

The substitute fill rate for GISD is 93-100% daily. Approximately 411 active substitutes are in the system.

Staff Quality, Recruitment, and Retention Needs

Open teaching positions attract a large number of applicants except for several speciality areas (bilingual and high need special education positions).

Bilingual stipends are fairly competitive with peer districts although this is an area of focus for GISD recruiting and compensation efforts.

Manual trades positions are competing against private businesses with a strong local economy and low unemployment rates.

A salary audit was completed in the Fall of 2015 to assist in budget and salary decisions for the 16-17 school year. Relevant salary ranges were adjusted in response to the salary audit.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and instruction is a shared responsibility among the GISD administrators and teachers. Georgetown ISD staff utilize the Georgetown curriculum documents and resources created by our GISD vertical teams in each content area and grade level. The documents and resources can be found on our GISD website: <http://web.georgetownisd.org/ccorner/index.asp>. GISD does not purchase and implement the CSCOPE program. The primary goal of our curriculum and instructional program is to provide quality documents and resources that include the TEKS, ELPS and CCRS standards to guide consistent, effective planning and implementation. The central office personnel work in partnership with the campus instructional staff to provide quality professional development, build instructional leadership capacity, model and provide best instructional practices, and provide Tier I, II and III programs that are proactive in meeting the needs of a diverse population of students. All special programs and student groups are well served through a differentiated model of instruction and services while ensuring all students meet the advanced academic performance levels and are prepared graduates.

Curriculum, Instruction, and Assessment Strengths

Strengths of our curriculum and instruction are the leadership teams and the involvement and implementation of the teachers. The ownership by the instructional staff is very high in that teachers have a high understanding of what is to be taught, learned and assessed while having flexibility in how to implement. Professional development is based on data as well as student and teacher need. Professional development is targeted, strategic and consistent. Resources and documents are comprehensive and user friendly. The district is able to provide a variety of resources for differentiation and has implemented consistent RTI processes. Integration of technology is a priority and is included in plans.

Curriculum, Instruction, and Assessment Needs

Updating curriculum and instructional documents and resources is a constant challenge due to time and financial resources. Campus staff are a big part of the curriculum development process and it is difficult to take them off their campus for this work. Time to investigate additional resources and best practices research is difficult when there is not a designated content curriculum coordinator to specialize in one area. Finding valuable ways to utilize and integrate technology also is a need and a challenge. Curriculum and instruction in a continual process which takes time, collaboration and resources.

Family and Community Involvement

Family and Community Involvement Summary

Georgetown ISD is proud of a very strong working relationship with our parents and our community partners. It is a priority to develop lifelong citizens utilizing resources from our strong business supporters, community partnerships, neighborhood churches, Education Foundation, and neighborhood associations. Our district mentoring programs and connection clubs provide strong support systems for our students and families. Our GISD parents and families are involved in campus and district activities through events and organizations including PTA and PTSA, booster clubs, volunteer programs, family nights, festivals, fun runs, the Watch D.O.G.S. program, family dining events, campus awards programs, scholarship opportunities, recognition banquets, musical productions, fine arts productions and events, sporting events, and countless other opportunities for involvement.

Family and Community Involvement Strengths

Students in GISD are highly involved in the community through service organizations, PALS, student activity outreach programs, and opportunities for volunteer experience. Families are encouraged to participate in campus events that focus on the academic and social development of every student, at every level of the educational experience. Our high schools provide students and their families exploration of the high school experience, as well as the opportunity to explore future educational possibilities beyond graduation through the GISD High School Fair and the GISD College Fair. Secondary students participate in job shadowing opportunities and community experiences through our Career and Technological Education program courses at the high school and middle school levels. District community partners provide campuses with the ability to increase student and family activities, instructional programs, and opportunities for enhanced educational experiences.

Effective communication with parents and the community is a priority for GISD. Every campus, as well as the district, posts important events and updates to E-News and electronic newsletters. GISD also utilizes the School Messenger system of calling parents with timely, important information from the campuses and district. Campus and district websites are sources of information for parents and the community. Parents and community partners are involved in campus PTA/PTSA meetings and events, Campus Improvement and District Improvement Team committee meetings. GISD coordinates effective communication to our diverse community through our LEP program and LEP/MEP Parent Centers. GISD is committed to providing the highest level of effective communication possible to all stakeholders in order to increase family, community, and student involvement in the educational experience.

Family and Community Involvement Needs

It is a goal of GISD to constantly assess our effectiveness in the area of Family and Community Involvement. The district will be obtaining feedback through parent surveys, conducted on every campus, in the spring of 2017. This information will assist campus and district Improvement Teams as we complete our Comprehensive Needs Assessments and Improvement Plans for the upcoming year. Based on feedback from parent surveys obtained during campus Parent Involvement nights, parents are most interested in attending campus-based events that enhance their involvement in their child's academic

success. Parents indicate a desire to consolidate events, combining opportunities when possible for attendance and involvement. Parent attendance at all levels is very high in GISD for Fine Arts and sporting events. Campuses are examining ways to increase PTA and PTSA involvement and attendance by incorporating events into meetings. Improvement in communication of opportunities and events is always a goal of the district and every campus. The district also consistently examines ways in which parent involvement can be increased among our LEP populations, finding ways to provide all communication and information in both English and Spanish. GISD will continue to work closely with community partners to increase the level of community support for student events, scholarships, learning opportunities, and mentoring services, as well as an increased focus on college and career readiness.

District Context and Organization

District Context and Organization Summary

Georgetown ISD offers quality, relevant PK-12 curriculum with a multitude of offerings to enrich and remediate students. Parental involvement and community support is very strong. All campuses use a variety of scheduling opportunities to support the needs of their campus, community, and student population. High schools use block scheduling. A non-traditional high school, Richarte High School, offers students a different approach to secondary education. Additionally, a mixture of regular classes, AP classes, dual-credit college offerings, and a rich career and technology program gives Georgetown ISD students a variety of options from which to choose.

The district and campus goals are aligned directly with goals set by the Board of Trustees. Campus site-based teams with with campus data through a data-disaggregation program, Eduphoria, to design plans that directly affect campus needs.

District Context and Organization Strengths

The strength of Georgetown schools, on all campuses, is the teachers. Multiple opportunities are provided to students through a quality, caring professional staff who seek to find opportunities to serve all students. With professional learning communities (PLCs) being a district focus, campus teams are working smarter and with their colleagues to find unique solutions to individual campus and student needs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: We will ensure that our students are served by the most exceptional staff.

Performance Objective 1: All professional and paraprofessional personnel will meet the definition of "certified" according to the Texas Education Agency.

Evaluation Data Source(s) 1: Professional learning documentation, effective hiring processes, updated staffing matrix, effective online tools for screening/hiring, managing and tracking HR processes, and 100% certified staff designation.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Communicate updates for certification standards to administrators at the annual Administrative Retreat.	Assistant Superintendent HR	Professional learning materials and meeting agendas				
2) Continue to transition HR procedures to online electronic processes in order to expedite hiring and other HR functions, allowing the efficient tracking of employee information.	Human Resources Department, Technology Department	Electronic forms and processes online				
State System Safeguard Strategy 3) Update CERTIFICATION tab in SKYWARD quarterly to reflect all valid certificates.	Assistant Superintendent HR, Executive Director of HR	Updated data loaded in the SKYWARD system				
State System Safeguard Strategy 4) Design and implement a spring recruiting and hiring timeline that includes posting high need/hard-to-fill positions early to fill future vacancies by hiring unassigned positions.	Assistant Superintendent of HR, Executive Director of HR, Campus Principals	Job postings, job fair schedules, applicant pool, staffing data, GALLUP screener data, student teacher data, hiring data, HireVue digital interviews				
5) Identify criteria for hiring, such as experience, talent identifiers, and certification standards to be used when selecting staff. Utilize the GALLUP screener and the HireVue digital interviewing system during the application process in order to assist with identifying/interviewing the most talented applicants.	Assistant Superintendent HR, Executive Director of HR	Specific job profiles, hiring processes and documentation, purchase and continued implementation of the GALLUP screener, purchase and initial implementation of HireVue digital interview system.				

6) Design, purchase, and use a district banner, table cloth, and promotional materials for job fairs to advertise and market GISD as a desirable and special place to work.	Assistant Superintendent HR, Executive Director of HR, School Community Engagement Staff	Banners, table cloth, promotional products, job fair schedule				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: We will ensure that our students are served by the most exceptional staff.

Performance Objective 2: To effectively provide employee feedback, document a process for evaluation of all employees, including evaluation instruments and timeline.

Evaluation Data Source(s) 2: Training documentation, effective online tools for hiring and managing HR processes, documentation of evaluation instruments and timeline chart

Summative Evaluation 2:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Design and implement an annual employee evaluation calendar and chart, to include all employees and corresponding evaluation instruments.	Assistant Superintendent of HR, Executive Director of HR	Professional Learning agenda, Appraisal processes and forms				
2) Continue to provide support/training for the transition from PDAS to T-TESS and T-PESS. Review APPRAISE module in Eduphoria to gauge effective use of T-TESS/T-PESS forms, including walk-through forms. Ensure that any new principals/assistant principals hired receive T-TESS training from Region 13.	Assistant Superintendent of HR, Executive Director of HR	Updated evaluation forms and processes in APPRAISE; Documented P-TESS and T-TESS trainings for new principals/assistant principals, professional learning agenda for principal meetings				
3) Provide training for principals/assistant principals to include interviewing/hiring, employee relations/documentation training, and other areas of need to increase the quality of the staff that is hired and retained.	Assistant Superintendent of HR, Executive Director of HR	Interviewing/hiring processes, documentation processes and templates, professional learning agendas				
						

Goal 1: We will ensure that our students are served by the most exceptional staff.

Performance Objective 3: Increase the teacher retention rate by 2% per year annually.

Evaluation Data Source(s) 3: Continued monitoring of staffing matrix and salary data, effective online tools for hiring and managing HR processes, end-of-year retention/attrition rates, number of Aspiring Leaders hired in leadership roles

Summative Evaluation 3:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Analyze salary data and current benefits program with comparison districts using the TASB HR Data Central in order to offer a competitive salary and benefits package to GISD employees.	Superintendent, Assistant Superintendents	Salary recommendations, staff analysis, benefits package				
2) Provide meaningful, relevant professional learning to new and current employees in all areas.	Superintendent, Assistant Superintendents, Executive Director of Professional Learning, Campus Leadership, HR, Academic Leadership Team, Principals	Professional Learning agendas, professional learning documents, training surveys				
3) Recruit and mentor a 2nd annual cohort of Aspiring Leaders Academy within GISD in order to grow our own future leaders.	Executive Director of Professional Learning, Academic Leadership Team, HR	Academy documentation, administrative hiring data				
4) Explore possible compensation options for hard-to-fill areas such as self-contained Special Education teachers and Special Education instructional aides.	Assistant Superintendent of HR, Executive Director of Special Education and Federal Programs, Chief Financial Officer					
						

Goal 2: We will inspire and invite community and corporate engagement.

Performance Objective 1: Establish a uniform and consistent system to communicate identified needs throughout the district.

Evaluation Data Source(s) 1: A uniform and consistent system is established and used by all district stakeholders.

Summative Evaluation 1:






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Establish uniform, consistent, and clear pathways of communications of identified needs within GISD. A. Assess current communication practices and needs within GISD. B. Assess current communication practices and needs between GISD and the community. C. Identify areas of deficiency, duplication, inefficiency, and/or inequity.	Executive Director of Community Engagement & Communications, District Administrators	Uniform, consistent, and clear pathways of communications are identified.				
2) Establish a system to streamline resource sharing within departments and the district. A. Implement a consistent process by which needs are identified and resources requested. B. Establish criteria for resource acceptance.	Executive Director of Community Engagement & Communications	System to streamline resource sharing within departments and the district is established.				
3) Educate and train GISD employees to promote culture of collaboration between community and district.	Executive Director of Community Engagement & Communications	Culture of collaboration between community and district is promoted.				
4) Assess effectiveness of practices and processes annually.	Executive Director of Community Engagement & Communications	Assessment protocols are established and performed.				
						

Goal 2: We will inspire and invite community and corporate engagement.

Performance Objective 2: Create a district-wide clearinghouse or portal for community engagement.

Evaluation Data Source(s) 2: A clearinghouse or portal is created.

Summative Evaluation 2:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Establish a comprehensive system by which identified needs are communicated to the community.	Executive Director of Community Engagement & Communications	System for communicating identified needs is established.				
2) Establish a system to share community and corporate resources.	Executive Director of Community Engagement & Communications	System to share community and corporate resources is established.				
3) Establish uniform, consistent, and clear opportunities for the community to match their time, talents, and/or resources with identified needs.	Executive Director of Community Engagement & Communications	Opportunities are established.				
4) Create a clearinghouse or portal for community engagement.	Executive Director of Community Engagement & Communications	Clearinghouse or portal is created.				
5) Educate and train GISD employees to steer needs to the clearinghouse for the consideration of the community.	Executive Director of Community Engagement & Communications	GISD employees are educated and trained and are steering needs to the clearinghouse.				
6) Assess effectiveness of practices and processes annually.	Executive Director of Community Engagement & Communications	Assessment protocols are established and performed.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: We will inspire and invite community and corporate engagement.

Performance Objective 3: Identify beneficial partnerships to enhance educational experiences.

Evaluation Data Source(s) 3: Partnerships identified and enhancing educational experiences.

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Establish a collaborative partnership of community organizations whose work enhances educational experiences to meet students' educational, social, emotional, and/or basic needs.	Executive Director of Community Engagement & Communications	Collaborative partnership established and meeting students' needs.				
2) Establish reciprocal relationships with all area institutions of higher education.	Executive Director of Community Engagement & Communications	Reciprocal relationships established.				
3) Establish reciprocal relationships with area businesses.	Executive Director of Community Engagement & Communications	Reciprocal relationships with area businesses established.				
4) Build on the positive partnerships within the intergenerational community.	Executive Director of Community Engagement & Communications	Positive partnerships with intergenerational community strengthened.				
5) Create annual recognition event to celebrate community partnerships.	Executive Director of Community Engagement & Communications	Annual celebration occurs.				
6) Educate GISD employees on the community partnerships available to enhance educational experiences.	Executive Director of Community Engagement & Communications	GISD employees are aware of and accessing community partnerships to enhance educational experiences.				
7) Assess effectiveness of practices and processes annually.	Executive Director of Community Engagement & Communications	Assessment protocols are established and performed.				
						

Goal 2: We will inspire and invite community and corporate engagement.

Performance Objective 4: Develop a comprehensive district-wide marketing plan.

Evaluation Data Source(s) 4: Marketing plan developed and implemented.

Summative Evaluation 4:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Create district-wide marketing plan: create steps, identify responsibility, set deadlines, develop procedures and policies.	Executive Director of Community Engagement & Communications	Marketing plan is developed and implemented.				
2) Establish regular communication with traditional media outlets across the county, district, and state.	Executive Director of Community Engagement & Communications	Regular communication occurs.				
3) Create a comprehensive social media marketing plan.	Executive Director of Community Engagement & Communications	Social media marketing plan is created and implemented.				
4) Assess effectiveness of practices and processes annually.	Executive Director of Community Engagement & Communications	Assessment protocols are established and performed.				
						

Goal 2: We will inspire and invite community and corporate engagement.

Performance Objective 5: Create a student culture of service and community engagement.

Evaluation Data Source(s) 5: Student culture of service and community engagement is created.

Summative Evaluation 5:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Identify students' areas of interest for service and community engagement.	Executive Director of Community Engagement & Communications	Students' areas of interest are identified.				
2) Establish meaningful links between service, community engagement and academic subjects.	Executive Director of Community Engagement & Communications	Meaningful links between service, community engagement, and academic subjects are established.				
3) Establish collaborative partnership of community organizations providing service learning and community engagement opportunities.	Executive Director of Community Engagement & Communications	Collaborative partnership is established.				
4) Ensure service learning opportunities for students at every campus.	Executive Director of Community Engagement & Communications	Service learning opportunities are established at every campus.				
5) Educate GISD employees on the opportunities available to promote a student culture of service and community engagement.	Executive Director of Community Engagement & Communications	GISD employees are aware of student opportunities for service and community engagement.				
6) Assess effectiveness of practices and processes annually.	Executive Director of Community Engagement & Communications	Assessment protocols are established and performed.				
						

Goal 3: We will actively seek all available funding to accomplish our mission and objectives.

Performance Objective 1: Actively seek all available funding from local and state sources.

Evaluation Data Source(s) 1: Improve revenue by increasing the daily average attendance rate resulting in additional state funding, generate community support and corporate sponsorships, and identify capital needs that can be funded with a bond program.

Summative Evaluation 1:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Student attendance	Executive Director of Campus Leadership, Principals, Assistant Principals, Director of Student Attendance	A) Improve attendance rate at high school to district average of 96.4%. B) Develop outreach program to target students with below average attendance. C) Increase participation in extra-curricular and community activities for every high school student beginning in the 9th grade.				
2) Georgetown Education Foundation	Executive Director of Community Engagement & Communications	A) Leadership position has been assigned to lead the community engagement process. B) Create a communications/marketing plan to generate participation in the foundation. C) Determine leadership/management responsibilities of the foundation.				
3) Bond program to address capital equipment needs (transportation and technology)	Superintendent & Chief Financial Officer	A) Citizen's Advisory Committee formed and meetings held to conduct a needs assessment for capital needs including transportation and technology. B) Structure debt life to match asset life. C) Determine potential tax rate impact. D) Make recommendation to Board of Trustees.				
						

Goal 4: We will improve educational experiences utilizing relevant technology.

Performance Objective 1: Establish GISD classroom technology standards during and review annually.

Evaluation Data Source(s) 1: Standards are completed. Standards are reviewed by Technology Advisory Committee. Standards are published after approval.

Summative Evaluation 1:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Identify current conditions	Director of Technology, Technical Services Lead, Educational Technology Coordinator	List of technology hardware available at each campus level (K-5, 6-8, 9-12)				
2) Identify classroom technology needs	Director of Technology, Technical Services Lead, Educational Technology Coordinator	Classroom technology needs identified as a result of curriculum audit, discussion with subject area curriculum coordinators, and committees of stake holders.				
3) Compile and publish classroom technology standards that are aligned to the CMP.	Director of Technology, Technical Services Lead, Educational Technology Coordinator	Classroom technology standards reviewed by Technology Advisory Committees and publish on GISD website.				
						

Goal 4: We will improve educational experiences utilizing relevant technology.

Performance Objective 2: Review current district and campus policies related to technology use for students and staff annually.

Evaluation Data Source(s) 2: All policies are updated and aligned with district standards. Policies are easily accessible.

Summative Evaluation 2:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Review current district and campus policies related to technology use for students and staff.	Director of Technology, Executive Director of Community Engagement and Communications, Executive Director of Professional Learning, Educational Technology Coordinator	Policies are updated and aligned with district standards				
						

Goal 4: We will improve educational experiences utilizing relevant technology.

Performance Objective 3: Develop a technology procurement, maintenance, and obsolescence plan.

Evaluation Data Source(s) 3: Plan is developed. Plan is reviewed and accepted by Technology Advisory Committee.

Summative Evaluation 3:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Develop and implement a review and approval process for technology purchases (software, systems, and hardware).	Director of Technology, Director of Purchasing	A documented and approved process for purchasing is available and followed.				
2) Maintain district technology (hardware, systems, software) with adequate funding, tools and systems.	Director of Technology	District systems and equipment are adequately maintained and available for use.				
3) Develop and implement an obsolescence process which reviews existing systems on a regular basis, and retires systems that are outdated, no longer needed, or no longer used.	Director of Technology	A documented and approved obsolescence process is available and followed.				
						

Goal 4: We will improve educational experiences utilizing relevant technology.

Performance Objective 4: Implement a district-wide knowledge and information management system (KIMS) to provide easy access to student data, instructional materials, and student work.

Evaluation Data Source(s) 4: Online learning/course management system implemented. Provided initial and ongoing professional learning.

Summative Evaluation 4:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Establish a committee of district stakeholders, including teachers, to identify purposes and criteria in a learning/course management system.	Director of Technology, Educational Technology Coordinator, Executive Director of Curriculum & Instruction, Executive Director of Professional Learning	Committee-developed list of purposes and criteria for a learning/course management system.				
2) Research current online learning/course management systems available for K-12 for blended and online learning, staff professional development, and staff collaboration.	Director of Technology, Educational Technology Coordinator, Executive Director of Curriculum & Instruction, Executive Director of Professional Learning	Matrix of online learning/course management systems, their features, and how well the features match the purposes and criteria developed by committee. Vendor presentations to committee of stakeholders. Stakeholder site visits and calls to current users of selected online learning/course management systems.				
3) Define implementation schedule.	Director of Technology, Educational Technology Coordinator, Executive Director of Curriculum & Instruction, Executive Director of Professional Learning	Schedule and perform setup of online learning/course management system, initial training for administrators and teachers, and follow-up training.				
						

Goal 4: We will improve educational experiences utilizing relevant technology.

Performance Objective 5: Infrastructure supports device access for all staff and students beyond classroom walls.

Evaluation Data Source(s) 5: Implemented resources needed to support increased user-to-device access across the district and throughout the community.

Summative Evaluation 5:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Identify and implement resources needed to support higher levels of user-to-device access across the district and throughout the community, such as ability to connect multiple personal devices (X:1), access in parking lots and on school grounds, and access community-wide.	Director of Technology, Network Administrator, Technical Services Lead, Educational Technology Coordinator	Users are able to connect their devices to district wireless network or to the Internet across the district and throughout the community, including connecting multiple personal devices (X:1), access in parking lots and on school grounds, and access community-wide.				
2) Provide increased technical support for network infrastructure.	Director of Technology	Technical support ratios/efficiency increases as network infrastructure increases				
3) Evaluate staffing needs based on future growth and the ability to support current and future student technology needs annually.	Director of Technology	Staffing matrix developed and submitted to Chief Financial Officer for consideration				
						

Goal 4: We will improve educational experiences utilizing relevant technology.


Performance Objective 6: Increased user-to-device access for all staff and students.

Evaluation Data Source(s) 6: Provided ubiquitous technology access for students and staff. Provided initial and ongoing professional learning.

Summative Evaluation 6:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Identify instructional purpose and outcomes for implementing increased user-to-device access.	Educational Technology Coordinator, Academic Leadership Team, Executive Director of Curriculum & Instruction, Executive Director of Professional Learning, Curriculum Coordinators, Director of Technology	Statement of the purpose of implementing increased user-to-device access. List of desired outcomes of implementing increased user-to-device access.				
2) Identify and evaluate exemplary K-12 increased user-to-device access models and devices (e.g. district-funded tablets, district-funded laptops, BYOD recommended devices).	Educational Technology Coordinator, Academic Leadership Team, Executive Director of Curriculum & Instruction, Executive Director of Professional Learning, Director of Technology	List of exemplary K-12 increased user-to-device access models (e.g. district-funded tablets, district-funded laptops, BYOD recommended devices) and districts/campuses that implement blended learning models.				

<p>3) Determine the most fiscally responsible increased user-to-device access model to implement, sustain, and support a blended learning instructional model.</p>	<p>Director of Technology, Chief Financial Officer, Educational Technology Coordinator, Executive Director of Curriculum & Instruction, Executive Director of Professional Learning, Academic Leadership Team</p>	<p>Financial projections for initial purchase, recurring/replacement costs, and support costs are generated.</p>				
<p>4) Establish the district's vision for technology's importance in creating future-ready, highly-competitive graduates and consistently communicate with all stakeholders regarding increased user-to-device implementation.</p>	<p>Educational Technology Coordinator, Academic Leadership Team, Executive Director of Curriculum & Instruction, Executive Director of Community Engagement and Communications, Executive Director of Professional Learning</p>	<p>Vision for technology's importance in creating future-ready, highly-competitive graduates as described in the GISD Learner Profile. Communication with students, parents, and the community about the implementation of increased digital integration through a blended learning instructional model.</p>				
<p>5) Establish implementation schedule to include pilot locations and acquisition of resources.</p>	<p>Educational Technology Coordinator, Director of Technology, Executive Director of Curriculum & Instruction, Executive Director of Professional Learning, Academic Leadership Team</p>	<p>Funding sources are identified and secured for the initial purchase, recurring/replacement costs, and support costs. Pilot grade levels or campuses are identified. Implementation schedule includes start and end dates for pilot, time for evaluation of pilot and necessary adjustments, and start dates for implementation at additional grade levels/campuses.</p>				
<p>6) Provide increased campus support by ensuring on-demand educational technology and technical support.</p>	<p>Director of Technology, Executive Director of Curriculum & Instruction, Executive Director of Professional Learning, Academics Team, Digital Learning Coaches</p>	<p>Technical support and educational technology support ratios/efficiency increases as greater user-to-device implementation increases.</p>				

7) Provide initial and ongoing professional learning for staff in using technology in teaching and learning as it relates to a blended learning instructional model.	Educational Technology Coordinator, Executive Director of Professional Learning, Executive Director of Curriculum & Instruction, Academics Team	Staff participate in initial professional learning experiences in using technology in teaching and learning. Staff participate in ongoing regularly scheduled professional learning experiences.				
8) Monitor campus implementation in using increased technology and provide a quarterly report.	Educational Technology Coordinator, Executive Director of Professional Learning, Executive Director of Curriculum & Instruction, Academic Leadership Team, Director of Technology	Statistical and anecdotal evidence of the use of increased technology and the effectiveness of use. Report provided to GISD leadership team.				
						

Goal 4: We will improve educational experiences utilizing relevant technology.


Performance Objective 7: Implement a technology professional learning process for all staff.

Evaluation Data Source(s) 7: Technology professional learning process established and implemented.

Summative Evaluation 7:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Define and publish GISD continuum of staff technology expectations based on effective models of staff technology proficiency and integration.	Educational Technology Coordinator, Executive Director of Professional Learning, Director of Technology	GISD continuum of staff technology expectations based on effective models of staff technology proficiency and integration created and published.				
2) Select and administer an assessment of basic technology and technology integration skills to all staff based on their job requirements.	Educational Technology Coordinator, Executive Director of Professional Learning, Director of Technology	Assessment of basic technology and technology integration skills is selected. All staff complete the assessment(s) appropriate for the job requirements.				
3) Create an individualized professional learning pathway correlated with the technology skills assessment and the continuum of technology proficiency expectations.	Educational Technology Coordinator, Executive Director of Professional Learning, Director of Technology	Professional learning pathways are developed that align with technology skills assessment and continuum of technology proficiency expectations. An individualized professional learning pathway is created for each staff member based on their assessed skills, needs, and interests.				
4) Allow time for multiple types of professional learning opportunities.	Executive Director of Professional Learning, Educational Technology Coordinator, Academic Leadership Team	Staff members have additional time and opportunities to participate in professional learning (e.g. early-release school days, late start school days, substitutes to cover classes, funding to attend professional learning conferences outside of the district).				
5) Establish annual requirements for participation in technology professional learning.	Executive Director of Professional Learning, Educational Technology Coordinator	Annual requirements for staff participation in technology professional learning are established.				

6) Establish timeframes for meeting required proficiency benchmarks within the continuum of technology proficiency expectations.	Executive Director of Professional Learning, Educational Technology Coordinator	Timeframes for meeting required proficiency benchmarks within the continuum of technology proficiency expectations are established.				
7) Align administrators' classroom observation forms to the continuum of expectations to identify areas for growth and support.	Executive Director of Professional Learning, Executive Director of Curriculum & Instruction, Executive Director of Campus Leadership, Assistant Superintendent for Human Resources, Educational Technology Coordinator, Academic Leadership Team	Classroom observation forms include ways for administrators to identify areas teachers demonstrate growth or need support in continuum of technology proficiency expectations.				
8) Provide increased campus support by ensuring educational technology and technical support on all campuses.	Director of Technology, Executive Director of Professional Learning, Executive Director of Curriculum & Instruction	Technical support and educational technology support ratios/efficiency increase.				
9) Educational technology collaborates with campus administration to promote growth in educational technology integration.	Educational Technology Coordinator, Executive Director of Campus Leadership, Executive Director of Professional Learning	Digital learning coaches collaborate regularly with each campus' principal or assistant principal(s) to discuss how teachers can grow their educational technology integration practice and to plan campus-based professional learning experiences based on shared ideas.				
10) Provide regular in-classroom and on-demand collaboration between digital learning coaches and classroom teachers for modeling, co-teaching, mentoring, and providing job-embedded professional development.	Educational Technology Coordinator, Executive Director of Professional Learning	Each classroom teacher and team/department collaborates with their digital learning coach regularly. Teachers and educational technologists document their collaborative work in modeling, co-teaching, mentoring, and providing job-embedded professional development.				
11) Create opportunities for peer-to-peer learning through activities such as mentoring, professional learning communities, and classroom observations.	Executive Director of Professional Learning, Executive Director of Campus Leadership, Educational Technology Coordinator	Classroom teachers engage in peer-to-peer learning, including mentoring, professional learning communities, and classroom observations of peers.				

12) Provide professional learning opportunities which encourages teachers and administrators to participate in online professional learning and networking through social media and professional organizations.	Executive Director of Professional Learning, Executive Director of Community Engagement and Communications, Communications Specialist, Educational Technology Coordinator	Professional learning sessions are offered to teachers and administrators in how to participate in online professional learning and networking through social media and professional organizations. Teachers and administrators participate in online professional learning and networking through social media and professional organizations.				
13) Provide opportunities for teachers to attend in-person and online professional workshops and conferences.	Executive Director of Professional Learning, Executive Director of Curriculum & Instruction, Leadership Team, Educational Technology Coordinator	Opportunities for teachers to attend in-person and online professional workshops and conferences are identified and communicated. All teachers attend at least one in-person or online professional workshop or conference each year.				
14) Establish a support system for providing regular ongoing training and support for non-instructional staff.	Executive Director of Professional Learning, Educational Technology Coordinator	Initial and ongoing professional learning needs for support staff and non-instructional staff are identified. Professional learning plans and staff members to support are identified.				
15) Create a reward or incentive program for educational technology skill development (e.g. badges, leaderboard, reward system).	Executive Director of Professional Learning, Educational Technology Coordinator	Reward or incentive program is identified and implemented.				
						

Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 1: All GISD professional staff will receive relevant professional learning to serve all student groups and build employee leadership/learning capacity.

Evaluation Data Source(s) 1: Collect staff feedback as well as track attendance in professional learning through Eduphoria.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Provide PLC (Professional Learning Communities) framework and training.	Academic Leadership Team, Campus Administrators,	Summer Training and follow-up sessions/PLC meeting, training session sign in sheets, principals' meeting agendas, and campus schedules with planning times				
2) Teacher professional learning for all new curricular areas provided in summer 2016; on-going PL support and feedback will continue throughout the 2016-17 school year.	Academic Leadership Team, Curriculum Coordinators, Campus Instructional Coaches	Training sessions, sign in sheets, lesson plans, walkthrough documentation, and student data				
3) Professional learning will be filtered through the lens of the design of work and the development of a systemic relationship model. (Capturing Kids' Hearts & Leadership Blueprint)	Academic Leadership Team, Executive Director of Professional Learning	Training sessions, sign in sheets				
4) Teacher professional learning for all new curricular areas provided in summer 2016; on-going PL support and feedback will continue throughout the 2016-17 school year. Principal/leadership professional learning for CMP and curriculum occurred at Leadership Institute in summer 2016; on-going principal PL and support will continue throughout the 2016-17 school year.	Academic Leadership Team, Executive Director of Curriculum and Instruction, District Coordinators, Campus Administrators, Curriculum Writing Teams	Progression of standards, written curriculum, year at a glance curriculum documents, curriculum units, principal overview curricula, curriculum-aligned resources, and other program-specific tools.				
5) As directed by the CMP, phase one of 2015-16 curriculum development was completed summer 2016. Phase two for these courses are being piloted in classrooms this year. Phase one of 2016-17 curriculum development is under development this year.	Academic Leadership team, Executive Director of Curriculum and Instruction, District Coordinators, Curriculum Writing Teams	Curriculum Management Plan, Year at a Glance Documents, Written Curriculum, curriculum units, principal overview curricula, curriculum-aligned resources, and other program-specific tools.				

6) Leadership teams and teachers teams participated in the PLC institutes during the summer of 2016. School-based PLC support is provided by curriculum coordinators, coaches, and other central support staff as directed by the GISD System of Supports to School Framework.	Academic Leadership Team, Curriculum Coordinators, Principals, Assistant Principals, Curriculum Writing Teams	Mastery of standards; increased assessment scores; student feedback based on profound learning experiences				
7) Professional learning opportunities will be provided to support teachers working with English Language Learners and students with disabilities: A.) English as a Second Language (ESL), Sheltered Instruction, Dual Language, and ELPS training B.)Inclusion Strategies	Academic Leadership Team, District Bilingual/ESL Coordinator, Director of Special Education, Federal and Special Education Coordinators, Principals, Assistant Principals	Training sessions, sign in sheets				


 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 2: Georgetown ISD teachers will utilize technology in the classroom to increase student engagement and prepare students for responsibilities related to working and leading in a future-ready world: Internet Citizenship Skills, Intrapersonal Skills, Interpersonal Skills, Independent Problem Solving Skills, Interdependent Collaboration Skills, Information Investigation Skills, Information Communication Skills, Imagination Creativity Skills, Innovation Creativity Skills

Evaluation Data Source(s) 2: Observations of the implementation of a blended learning instructional model in all classrooms.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) District will continue implementation of increased access to digital devices through blended learning model opportunities supported by the partnership with Raise Your Hand Texas.	Academic Leadership Team, Executive Director of Professional Learning, Executive Director of Curriculum & Instruction, Principals, Director of Technology, Digital Learning Coaches	Blended learning opportunities to enhance instruction and meet the learning needs of all students, increased scores, mastery of standards				
2) Provide professional learning opportunities for every teacher to implement usage of technology in the classroom to increase student engagement. (IGNITE)	Academic Leadership Team, Executive Director of Professional Learning District Coordinators, Digital Learning Coaches, Campus Principals	Documentation of professional learning opportunities, training results in Eduphoria, surveys to gather feedback and input				
						


Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 3: Ninety percent or more of all GISD students and all student groups will meet passing standard for final recommended or show expected growth on all STAAR/EOC assessments.

Evaluation Data Source(s) 3:

Evaluate STAAR/EOC results.

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Reevaluate and provide training on the GISD RtI process and procedures.	Academic Leadership Team, Special Programs Directors/Coordinators, Curriculum Coordinators	GISD MTSS Guidelines and RtI flow chart, paperwork and procedures; RtI training sessions and sign in documentation; and Eduphoria forms and data collection.				
2) Provide Tier II and Tier III training, interventions and resources.	Curriculum Coordinators, Special & Federal Programs Coordinators, Campus Leadership Teams	Training sessions, sign in sheets				
						






Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 4: All students and all student groups will continue to increase their performance to meet state and federal accountability standards.

Evaluation Data Source(s) 4: Evaluate data to conduct a comparison of 2014-2015 scores to 2015-2016 scores to inform instructional practices.

Summative Evaluation 4:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Monitor the academic success and participation rates of students served through Special Education, and monitor and serve students in the Least Restrictive Environment (LRE) when making placement and scheduling decisions related to students identified with special needs.	Academic Leadership Team, Executive Director of Special & Federal Programs, Special Education Director	STAAR/EOC Results, PBMAS Data				
2) Monitor the academic success and participation rates of students served through Bilingual/ESL Education.	Academic Leadership Team, Executive Director of Special & Federal Program, District Bilingual/ESL Coordinator, Campus Administrators	STAAR/EOC Results, PBMAS Data				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue






Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 5: Ninety percent of all English Language Learners (ELL) will advance one TELPAS level each year.

Evaluation Data Source(s) 5: Conduct a comparison of ELL TELPAS levels from prior to present to inform instructional practices.

Summative Evaluation 5:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Monitor the academic success of ELL students and implement ELL instructional strategies and programs to ensure student success.	Academic Leadership Team, Coordinator of Bilingual/ESL, Curriculum Coordinators, Special Programs Coordinators, Campus Administrators, ESL/Bilingual Staff	PBMAS, TELPAS Data, STAAR Data				
2) Implementation and evaluation of a pilot Dual Language Bilingual Programs.	Academic Leadership Team, Coordinator of Bilingual/ESL, Curriculum Coordinators, Special Programs Coordinators, Campus Administrators, ESL/Bilingual Staff	Training for District Bilingual/ESL Coordinator, Training for Campus Administrators and Teachers				
3) Provide ESL, Sheltered Instruction, Dual Language, and ELPS trainings for staff to best serve English Language Learners.	Academic Leadership Team, Coordinator of Bilingual/ESL, Curriculum Coordinators, Special Programs Coordinators, Campus Administrators, ESL/Bilingual Staff	Training sessions documentation, sign in sheets, lesson plans, walk-throughs				

4) Ensure implementation of English Language Proficiency Standards (ELPS) in all grade levels in all content areas.	Academic Leadership Team, Coordinator of Bilingual/ESL, Curriculum Coordinators, Special Programs Coordinators, Campus Administrators, ESL/Bilingual Staff	Training sessions documentation, sign in sheets, lesson plans, walk-throughs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 6:

Fifteen percent of all students will score at the Advanced Performance Level on all state assessments.

Evaluation Data Source(s) 6: Evaluate scores upon receipt to determine percentage at the Advanced Performance Level.

Summative Evaluation 6:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Monitor the high rates of academic success of students in the ALL student groups and the Economically Disadvantaged student groups.	Academic Leadership Team, Principals,	STAAR/EOC Results, PBMAS				
						

Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 7: Georgetown ISD will meet all state and federal requirements regarding Special Education staffing, procedures, and educational accountability.

Evaluation Data Source(s) 7: Evaluate annual Performance Based Monitoring and Analysis Systems Data (PBMAS).

Summative Evaluation 7:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Guidance for differentiation of instruction to meet the needs of various learners is articulated into curriculum units, and professional learning was provided for all teachers who are teaching the newly developed curriculum.	Academic Leadership Team, Curriculum and Special Programs Coordinators, Campus Administrators, Teachers	Training sessions, sign in sheets				
2) Ensure Special Education Teachers write grade level Standards-Based IEP goals and objectives aligned with the TEKS.	Director of Special Education, Special Education Coordinators	Training sessions, sign in sheets				
3) Ensure state and federal guidelines are met through the ARD decision making process.	Special Education Department, Campus Administrators, Campus Leadership	Training sessions, sign in sheets				
4) Provide training over the curriculum resources to ensure full implementation and a focus on Readiness and Supporting Standards for special education students.	Academic Leadership Team, Curriculum and Special Programs Coordinators, Campus Administrators	Training sessions, sign in sheets				
						

Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 8: Georgetown ISD will meet and exceed completion rates/drop out rates for all student groups as recommended by the State.

Evaluation Data Source(s) 8: State Accountability Reports & Data

Summative Evaluation 8:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Increase the district's LEP and SPED graduation rates.	Academic Leadership Team, At-risk Counselors, Campus Administrators	Published graduation rate on PBMAS and TAPR Reports.				
2) Increase the high school completion rate for all student groups to 95 percent.	Academic Leadership Team, At-risk Counselors, Campus Principals	Published completion rate on State Reports				
						

Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 9: 100% of high school students develop an individualized graduation plan (IGP) to provide the effective alignment, and rigor, of academic, technical, and enrichment courses fostering multiple postsecondary options.

Evaluation Data Source(s) 9: PBMAS data for SPED, LEP, ACC-Tech, and Economically Disadvantaged CTE students. Total number of college credits accrued by GISD students in ACC,CATEMA system. Total number of industry-recognized certifications obtained by students enrolled in CTE courses, Individual Graduation Plans created for every student leaving the 8th grade

Summative Evaluation 9:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Review, edit, modify, and add to CTE curriculum documents for continuous improvement of instruction, alignment of Foundational Skills Statements, and/or College Career Readiness Statements (CCRS).	Director of CTE, Curriculum Coordinators, CTE teachers, ESC 13 Specialists, GTSet4Success Committee, GISD CTE Community Advisory Committee	Review lesson plans for strategic, aligned instruction utilizing the CCRS and the GISD CTE Foundational Skills Statements, evidence of improved pedagogical practices through classroom observation				
2) Review and modify Endorsement Areas and Programs of Study, designed to support college/career readiness through strategic alignment of high school academic, technical, and enrichment courses fostering multiple postsecondary options tied to student interests in a 21st Century global economy.	Director of CTE, CTE Advisory Committee, CTE Teachers, Campus Administration, HS Counselors, ESC 13 Specialists	Update CTE Programs of Study reflecting 17-18 TEKS changes available to all students grades 9-12 by 2017-2018 course selection.				
3) Provide on-going professional learning opportunities for providing relevant, research-based instructional strategies for all CTE students.	Director of CTE, Bilingual/ESL Staff, District SPED Director and staff, ESC 13 Specialists	Increased student achievement and student success, evidence of improved pedagogical practices through classroom observation and increased practicum, externship opportunities				
4) Utilize four year plan software for 4-year plans when providing guidance counseling for students' graduation plans and Correct each students' Program of Study to ensure current and accurate CTE coding.	CTE Director, Campus Administrators (MS and HS), Campus Counselors (MS and HS), Parents (MS and HS)	Accurate CTE coding for Summer of 2016 and the Fall 2017 PEIMS submissions and continued increase in the number of CTE students coded as 2 and/or receiving articulated college credit				
						

Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 10: To assess and monitor the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.

Evaluation Data Source(s) 10: E-campus Files, SSA Meeting Agenda, PFS Action Plan, NGS Updates, District student progress reports and report cards, District Parent/Teacher communications, Home visits and Parent communications, PFS Reporting Forms, Meeting agendas

Summative Evaluation 10:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Provide PFS criteria and updates on New Generation System (NGS) PFS reports to appropriate Migrant SSA member district staff	Region 13 ESC Migrant Staff	E-campus Files, SSA Meeting Agenda, PFS Action Plan, NGS Updates				
2) Update parents on the academic progress of their children	Teachers and appropriate District Staff Region 13 Migrant Staff	District student progress reports and report cards District Parent/Teacher communications Home visits and Parent communications				
3) Generate, distribute and review PFS Reports for each SSA member district	Region 13 ESC Migrant Staff	PFS Reports and e-mails PFS Reporting Forms				
4) Make sure PFS students have access to all services for which they are eligible-instructional, community resources and supplemental services	Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff	PFS Reporting Forms E-mail communications Campus and Home visits Service Delivery Plan				
5) Coordinate, as applicable, with appropriate staff from state foundation, federal and local district programs to access services for PFS students	Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff	PFS Reporting Forms E-mail communication Meeting agendas				
6) Include Migrant PFS Plan as attachment in District Improvement Plan (DIP)	Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff	Migrant PFS Action Plan as separate attachment to DIP				
						

Goal 6: We will ensure that our learning environments and facilities are nurturing, safe, and orderly.

Performance Objective 1: Provide effective curriculum programs and services to improve students' physical, mental, emotional, and social health.

Evaluation Data Source(s) 1: Effective documentation of communication and collaboration.

Summative Evaluation 1:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Curriculum and training will be provided to address the physical, mental, and emotional/social components of health & wellness. (Including bullying prevention, suicide prevention, and sexual abuse /maltreatment of children)	Lead Counselor, Academic Leadership Team, and Director of Health & Wellness	Curriculum documents, campus schedules				
2) The School Health Advisory Council will provide advice and make recommendations regarding health education curriculum or instruction related to the eight components of established coordinated school health.	School Health Advisory Council, Director of Health & Wellness, Lead Counselor, Academic Leadership Team	Website information, meeting agenda, meeting minutes				
3) Nutrition Services will continue to partner with health services to provide healthy dietary options and communicate healthy lifestyle awareness. Nutritional Services will also provide communication to district staff, students, and parents highlighting the importance of nutritional awareness.	Director of Nutrition Services	Newsletters, email correspondence, and other communication				
4) Campus counselors will network with community social services and organizations, as well as district outreach programs, to promote effective response to students' emotional, mental, and social needs.	Lead Counselor, Campus Counselors, Administrators, Director of Health & Wellness, Campus Nurses	Forms of communication such as newsletters, emails, program updates				
						

Goal 6: We will ensure that our learning environments and facilities are nurturing, safe, and orderly.

Performance Objective 2: District and campus emergency operations plans will be updated and practiced to ensure a higher degree of situational awareness and response.

Evaluation Data Source(s) 2: Effective documentation of communication including coordinated After Action Reviews at semester.

Summative Evaluation 2:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Georgetown ISD and all campuses will maintain a current, practiced emergency management operations plan to ensure detailed procedures for all emergency situations.	Executive Director of Campus Operations, Campus Principals	Documentation of After Action Reviews				
2) The district and campuses will update multi-hazard operations plans reflecting the Texas Unified Safety and Security Standards, designating response teams including individual actions and responsibilities.	Executive Director of Campus Operations, Campus Principals	Campus Emergency Response Plans				
						

Goal 6: We will ensure that our learning environments and facilities are nurturing, safe, and orderly.

Performance Objective 3: Increase the level of student, staff, family, and community collaboration and involvement in meeting the needs of all students.

Evaluation Data Source(s) 3: Effective documentation of communication and documentation of collaborative efforts.

Summative Evaluation 3:






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Campus Improvement Plans include goals and strategies in the areas of parent involvement, safe and drug-free schools, community and staff collaboration, student attendance, and student health and wellness.	District Leadership Team, Campus Administrators	Campus Improvement Plans				
2) All GISD campuses will promote activities focusing on the prevention, identification, response to and reporting of bullying GISD Secondary campuses will participate in No Place for Hate (NPFH) activities. GISD Elementary campuses will implement a character development curriculum provided by campus counselors.	District Leadership Team, Director Health & Wellness, Campus Administrators and Counselors	Campus activities, event notifications, and campus newsletters				
						

Goal 6: We will ensure that our learning environments and facilities are nurturing, safe, and orderly.

Performance Objective 4: Maintain safe and secure facilities to ensure student, staff, and visitor safety.

Evaluation Data Source(s) 4: Effective documentation of communication. Coordinated After Action Reviews at semester.

Summative Evaluation 4:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	May	Aug
1) Ensure clean and safe facilities to best support teaching and learning.	Executive Director of Support Services, Director of Maintenance & Custodial Services	Facilities				
2) Maintenance and facility support crews will provide excellent services for campuses with a focus on enhancing student learning (Maintenance, Custodial, Transportation).	Executive Director of Support Services, Director of Maintenance & Custodial Services	Documentation of maintenance work order completion				
3) Planning for future facilities and current facility renovation is completed through collaborative meetings, considering input from stakeholders to maximize the focus on student needs and safety.	District Leadership Team, Executive Director of Support Services	Documentation of meetings scheduled, plans for facility construction and renovations				
4) 4) Continue to focus on consistent and effective procedures related to district facility and campus entry.	District Leadership Team, Executive Director of Support Services	Documentation of meetings that address facility access				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						