

Georgetown Independent School District
FORBES MIDDLE SCHOOL
Campus Improvement Plan
2008-2012



Today's preparation determines tomorrow's achievement.

Campus Mission Statement:

Provide all students a quality education in a safe environment to develop responsible citizens and lifelong learners for success in the modern world.

Leonard Rhoads
Principal
Adopted November 2008

Forbes Middle School Campus Improvement Team

Teachers	Other campus-level professional staff and district-level professional staff	Parent Representatives	Business Representatives	Community Representatives
Judi Beauford Mary Lou Brownlow Deanna Cargill Linda Cisneros Betty Duderstadt Amy Foreman Kim Goodwin Sandy Kinn-Burks Christine Lucas Sarah Madden Mark Nelson Jessica Osborne Lauren Park Lisa Roberts Angela Rohlack Beatriz Tobin Stephanie Wood	Leonard Rhoads, Principal Ramona Krenek, Librarian Lindsey Love, Nurse Alisha Johnson, Technology	Lisa Szura	Bill Edmiston	Ann Jindra

FORBES MIDDLE SCHOOL NEEDS ASSESSMENT SUMMARY

The team used the following data sources to determine 2008-09 priorities to address our needs: TAKS scores; student, parent and teacher input; discipline referrals; attendance rate; library and computer lab usage information; and the district's safety audit report.

Major outcomes of the needs assessment are:

1. Need to increase academic performance by African-American, Hispanic, Special Education, ESL and economically disadvantaged students.
2. Need to improve communication between teachers, administrators and support staff to enhance decision making and planning.
3. Need to provide a safe learning environment – incorporate more violence prevention measures, including character education.
4. Need to provide technology training for staff.
5. Need to find ways to motivate the unmotivated students.
6. Need to hold teachers accountable individually.
7. Need to improve Science TAKS scores.

Student Achievement priorities are:

Science performance

African American student performance across all disciplines

FORBES MIDDLE SCHOOL PERFORMANCE OBJECTIVES

CAMPUS GOALS	CAMPUS PERFORMANCE OBJECTIVES
Goal #1: All students will meet GISD's TAKS Performance Targets in all subject areas at all grade levels in all student groups to achieve Exemplary in 2009.	<p>1.1 By spring 2009 Forbes Middle School students will meet Exemplary TAKS performance standards.</p> <p>1.2 100% of Forbes staff will meet highly qualified status.</p>
Goal #2: Students with special needs will demonstrate growth at their respective ability levels. (Special Education, Limited English Proficient, Gifted and Talented, At-Risk)	<p>2.1 Increase number of students scoring commended performance.</p> <p>2.2 At least 90% of SPED students meet ARD expectations.</p> <p>2.3 At least 75% or more of LEP students will achieve proficiency on TAKS.</p> <p>2.4 At least 75% of tested LEP students will advance one level on TELPAS tests.</p>
Goal #3: Students, parents and staff will use technology and information seeking skills to enhance and facilitate learning and communication.	<p>3.1 100% of classroom teachers will integrate technology to teach and enhance learning by 2010.</p> <p>3.2 100% of teachers will utilize technology to communicate with students and parents.</p> <p>3.3 95% of students will use technology and library resources to produce a product in a variety of subject areas.</p>
Goal #4: All school staff, students, parents and community will participate in developing students as responsible citizens and life-long learners in a positive school climate.	<p>4.1 By the end of the 2012 school year the number of parent and student activities will increase.</p> <p>4.2 By the end of May 2011 student participation in various school activities will increase.</p> <p>4.3 By 2010 develop and/or purchase character education curriculum/plans.</p>
Goal #5: A safe learning environment will be established through improved communication and planning.	<p>5.1 Campus community will improve safety drills and other precautionary procedures by May 2008.</p> <p>5.2 Campus community will share common goals/expectations for student discipline by May 2008.</p>

2008-2010 Forbes Middle School Performance Targets

Indicator	Student Groups	2006 % Met Standard	2007 % Met Standard	Gains from 2006	2008 % Met Standard	Gains from 2007	Rating by Category	2009 Target	2009 % Met Standard	Gains from 2008	Rating by Category	2010 Target	2010 % Met Standard	Gains from 2009	Rating by Category
1	Reading/ELA All Students	94	95	1	98	3	Exemplary	✓ ≥90				90			
2*	Reading/ELA Afr American	89	73	-16	92	19	Exemplary	✓ ≥90				90			
3	Reading/ELA Hispanic	85	91	6	94	3	Exemplary	✓ ≥90				90			
4	Reading/ELA White	97	98	1	99	1	Exemplary	✓ ≥90				90			
5	Reading/ELA Econ Disadv	83	91	8	96	5	Exemplary	✓ ≥90				90			
6	Writing All Students	94	91	-3	97	6	Exemplary	✓ ≥90				90			
7*	Writing Afr American	67	57	-10	>99	---	Exemplary	✓ ≥90				90			
8	Writing Hispanic	88	88	0	98	10	Exemplary	✓ ≥90				90			
9	Writing White	97	94	-3	96	2	Exemplary	✓ ≥90				90			
10	Writing Econ Disadv	85	82	-3	94	12	Exemplary	✓ ≥90				90			
11	Social Studies All Students	82	91	9	96	5	Exemplary	✓ ≥90				90			
12*	Social Studies Afr American	50	83	33	>99	---	Exemplary	✓ ≥90				90			
13	Social Studies Hispanic	58	76	18	89	13	Recognized	89.5				90			
14	Social Studies White	92	96	4	98	2	Exemplary	✓ ≥90				90			
15	Social Studies Econ Disadv	64	79	15	88	9	Recognized	89.0				90			

Indicator	Student Groups	2006 % Met Standard	2007 % Met Standard	Gains from 2006	2008 % Met Standard	Gains from 2007	Rating by Category	2009 Target	2009 % Met Standard	Gains from 2008	Rating by Category	2010 Target	2010 % Met Standard	Gains from 2009	Rating by Category
16	Mathematics All Students	93	94	1	95	1	Exemplary	✓ ≥90				90			
17*	Mathematics Afr American	78	73	-5	85	12	Recognized	87.5				90			
18	Mathematics Hispanic	82	87	5	90	3	Exemplary	✓ ≥90				90			
19	Mathematics White	98	97	-1	97	0	Exemplary	✓ ≥90				90			
20	Mathematics Econ Disadv	83	83	0	90	7	Exemplary	✓ ≥90				90			
21	Science All Students	73	75	2	74	-1	Acceptable	82.0				90			
22*	Science Afr American	50	40	-10	63	23	Acceptable	76.5				90			
23	Science Hispanic	48	48	0	56	8	Acceptable	73.0				90			
24	Science White	83	85	2	83	-2	Recognized	86.5				90			
25	Science Econ Disadv	52	54	2	50	-4	Acceptable	70.0				90			
Indicator	Student Groups	Class of 2005	Class of 2006	Actual Change	Class of 2007	Actual Change	Rating by Category	2009 Target	Class of 2008	Actual Change	Rating by Category	2010 Target	Class of 2009	Actual Change	Rating by Category
26	Completion Rate I All Students	NA	NA	NA	NA	NA	NA	NA				NA			
27	Completion Rate I Afr American	NA	NA	NA	NA	NA	NA	NA				NA			
28	Completion Rate I Hispanic	NA	NA	NA	NA	NA	NA	NA				NA			

Indicator	Student Groups	Class of 2005	Class of 2006	Actual Change	Class of 2007	Actual Change	Rating by Category	2009 Target	Class of 2008	Actual Change	Rating by Category	2010 Target	Class of 2009	Actual Change	Rating by Category
29	Completion Rate I White	NA	NA	NA	NA	NA	NA	NA				NA			
30	Completion Rate I Econ Disadv	NA	NA	NA	NA	NA	NA	NA				NA			
Indicator	Student Groups	2005 (Gr. 7-8)	2006 (Gr. 7-8)	Actual Change	2007 (Gr. 7-8)	Actual Change	Rating by Category	2009 Target	2008 (Gr. 7-8)	Actual Change	Rating by Category	2009 Target	2009 (Gr. 7-8)	Actual Change	Rating by Category
31*	Dropout Rate All Students	0.0	0.0	¹ Not Comparable	0.4	0.4	Exemplary	✓ ≤1.8				1.8			
32*	Dropout Rate Afr American	0.0	0.0	¹ Not Comparable	0.0	0.0	Exemplary	✓ ≤1.8				1.8			
33*	Dropout Rate Hispanic	0.0	0.0	¹ Not Comparable	0.8	0.8	Exemplary	✓ ≤1.8				1.8			
34*	Dropout Rate White	0.0	0.0	¹ Not Comparable	0.3	0.3	Exemplary	✓ ≤1.8				1.8			
35*	Dropout Rate Econ Disadv	0.0	0.0	¹ Not Comparable	0.0	0.0	Exemplary	✓ ≤1.8				1.8			

All TAKS results are shown at the Panel Recommended student passing standard for 2006-2008 so that accurate comparisons may be made.

** The Percent Met Standard for 2006 and 2007 have been recalculated to include Gr. 8 Science (at Panel Rec.) so that accurate comparisons may be made among all 3 years.

The Percent Met Standard for 2006 and 2007 have been recalculated to include TAKS-Inclusive (which is the equivalent of TAKS-Accommodated) so that accurate comparisons may be made.

The TAKS-Inclusive and TAKS (Accommodated) tests included for accountability purposes include Gr. 5 Science, Gr. 8 Science & Social Studies, and Gr. 11 ELA, Math, Science, & Social Studies.

¹Dropout and completion rates for data presented in 2006 are not comparable to 2007 and later due to a change in the dropout definition.

*Does not meet minimum size requirements to be included in accountability subset.

--- = Not reported to protect student confidentiality

Goal 1

All students will meet GISD's TAKS Performance Target in all subject areas at all grade levels in all student groups to achieve Exemplary in 2009

Performance Objective(s): 1.1 By spring 2009 Forbes Middle School students will meet Exemplary TAKS performance standards.
 1.2 100% of Forbes staff will meet highly qualified status.

Strategies: 1.1.A Provide teachers with information/tools necessary to identify and strengthen students' academic weaknesses.
 1.1.B Provide staff development targeting teaching strategies and integrating curriculum in the areas of reading, writing, math, social studies and science.

Action(s):	Responsibility	Resources	Timeline	Documentation
1. Teachers will include TAKS warm-up activities every week and utilize TAKS practice/sample questions on a regular basis. Teachers will be given a TAKS vocabulary list and asked to incorporate those terms whenever possible.	Teachers, Principal	TAKS InfoBooklets, Study Guides, TAKS Vocabulary	Aug-May 2008-2009	Lesson Plans, Vocabulary List
2. Forbes will work toward incorporating a more integrated curriculum (multi-disciplinary units).	Teachers, Administrators Coordinators	Time, Scope & Sequence, Teaming	2010	Lesson Plans, Scope & Sequence
3. Staff development will be provided to all instructional staff to improve TAKS scores.	Administrators, Instructional Staff, Paraprofessionals	Department Cooperative Planning	Sep-May 2008-2009	
4. Provide intensive accelerated instruction to students who have failed or are identified as at-risk of TAKS failure.	ACCELL & Regular Staff	SCE - \$ 103,003.38 . FTEs – 2.35.	2007-2010	Student progress data analyses
5. Forbes will incorporate reading and writing across the curriculum.	All Staff	Staff Development	Aug-May 2008-2009	Lesson Plan Signature

Action(s):	Responsibility	Resources	Timeline	Documentation
6. Teachers will monitor and provide assistance for all needy students with special emphasis given to African-American, Hispanic and Economically Disadvantaged student groups.	Teachers	Time	Apr 2009	Tutoring, TAKS Scores
7. Additional tutoring groups will be formed to address Science weaknesses based on teacher and district assessments.	Teachers, District Data	Data, Science Dept. Cooperative Planning	Apr 2009	Tutoring Groups, TAKS Scores
8. Plan to send teachers to Dana Center Institute training and utilize Science Pre-AP training if haven't already attended. Emphasis of training addresses weaknesses evidenced from previous TAKS test. Send any teachers that haven't attended these trainings to them during the summer.	Principal, Teachers	District Funds	Summer 2009	Attendance Certificate
9. To improve Science TAKS scores teachers will utilize: a) If I try strategies; b) Dana Center Institute materials; c) Pre-AP Science training materials; and d) "Reading in Science" and other Region IV materials.	Principal, Teachers	Science Dept. Cooperative Planning	Aug –May 2008-2009	Attendance
10. Science teachers will continue to use TSDS assessment tools; Study Island, and e-Instruction to monitor and adjust instruction to individual student needs.	Teachers, Principal	Science Dept Cooperative Planning, Study Island fee \$810	2008-2009	Attendance Certificate
11. Add a period ("Stretch") to the school day to allow staff time for tutoring and review for all students based on their individual weaknesses and needs in all core subject areas.	Administrators, Teachers	Schedule	2008-2009	Stretch Schedule

Evaluation Design:

Formative: Results from checkpoint and benchmark assessments will be reviewed and strategies implemented to increase student mastery.

Summative: TAKS results will be reviewed by teachers and administrators.

Evaluation Results:

2008: Forbes met AYP and was rated Acceptable by AEIS. The most significant gains in student performance were achieved in: Writing with increases of 10% in Hispanic and 12% in Economically Disadvantaged; Social Studies with increases of 13% in Hispanic and 9% in Economically Disadvantaged; and our African American increased by double digits in all areas tested.

Goal 2

Students with special needs will demonstrate growth at their respective ability levels. (Special Education, Limited English Proficient, Gifted and Talented, At-Risk)

- Performance Objective(s):**
- 2.1 Increase number of students scoring commended performance.
 - 2.2 At least 90% of SPED students meet ARD expectations.
 - 2.3 At least 75% or more of LEP students will achieve proficiency on TAKS.
 - 2.4 At least 75% of tested LEP students will advance one level on TELPAS tests.

- Strategies:**
- 2.1.A Provide staff development for teachers and students in each of the above mentioned areas.
 - 2.1.B Purchase equipment, materials needed.

Action(s):	Responsibility	Resources	Timeline	Documentation
1. Available paraprofessionals will tutor identified 8 th grade special education students in science and history TAKS objectives.	Principal, SPED Coordinator	Teachers, SPED Coordinator, Dept Head, Para-professionals, Student Incentives, Content Mastery	Nov-Apr	TAKS Performance Tutorial Attendance
2. GT Campus Facilitator will collaborate with GT/PAP teachers. She will share teaching strategies, lesson activities, provide suggestions in an attempt to strengthen teacher's skills and lessons.	GT Campus Facilitator	Time	2008-2009	Campus Facilitator Records
3. Provide online ESL training to new teachers.	Principal	Lifetouch, Patti Petty	May 2009	Completion Certificate
4. Maximize usage of our CEI lab for ESL and struggling readers.	Principal, ACCELL & ESL Teachers, ASAP	CEI Lab, CEI Teacher, Stretch Period	Sep-May	Class Attendance
5. Provide Kurzwell training for all teachers.	Administrators, Teachers	Time/Room	Feb 2009	Signature Form
6. Purchase a scanner for Content Mastery for Kurzwell program.	Principal, SPED Dept. Chair	District Funds \$132	Nov 2008	Purchase Receipt, Signature Form

Action(s):	Responsibility	Resources	Timeline	Documentation
7. Have all Language Arts teachers trained to be TELPAS raters.	Administrators, Teachers	Central Office, Substitutes	May 2009	TELPAS Rater Certification

Evaluation Design:

Formative: Principal will review G/T, ESL, SPED and At-Risk scheduled staff development calendar. Test results will be reviewed.

Summative: Student performance of special populations will be evaluated.

Evaluation Results:

2008: 58% Commended Reading; 45% Commended Math; 1st Quartile Comparable Improvement on Reading

Goal 3

Students, parents and staff will use technology and information seeking skills to enhance and facilitate learning and communication.

- Performance Objective(s):**
- 3.1 100% of classroom teachers will integrate technology to teach and enhance learning by 2010.
 - 3.2 100% of teachers will utilize technology to communicate with students and parents.
 - 3.3 95% of students will use technology and library resources to produce a product in a variety of subject areas.

- Strategies:**
- 3.1.A All students and staff will be provided with current technology to implement learning and communication.
 - 3.1.B All staff will be provided with staff development to improve technology skills.

Action(s):	Responsibility	Resources	Timeline	Documentation
1. Multiple opportunities for on-campus technology training.	Selected Teachers, Technology Facilitator	Time, On-Line Databases	2008-2012	Signature Form
2. All teachers will create and maintain a web page to include current assignments and appropriate information for students, parents and the public.	Principal, Teachers, Technology Facilitator	Staff Time, In-Service Time	Aug-May 2008-2009	Published Web Pages
3. Each classroom will develop/utilize at least one lesson/project per semester integrating student use of technology to produce a product.	Administrator, Teachers, Technology Facilitator	Computer Lab, Time, Variety of Technology Equipment, On-Line Databases	Sep-May 2008-2009	Completed Projects, Computer Reports, Lesson Plans
4. All teachers will have web pages created with current assignments/projects/tests posted.	Administrator, Teachers, Technology Facilitator	Time	Oct 2008	Web Pages
5. Acquire additional technology equipment (document cameras).	Administrator, Technology Committee	\$3,000	Aug-May 2008-2009	Inventory, Purchase Orders

Evaluation Design:

Objective 3.1:

Formative: Principal will review computer lab schedules and lesson plans.

Summative: Teachers' actual days in the computer lab will be recorded and reviewed. Integrated units, lesson plans, computer lab and library documentation will be reviewed.

Objective 3.2:

Formative: Principal and Technology Facilitator will review teacher web pages.

Summative: Principal and Technology Facilitator will review and record number of teacher web pages.

Objective 3.3:

Formative: Principal, Technology Facilitator and Librarian will review computer lab and library schedules.

Summative: Principal will review lesson plans and Technology Facilitator and Librarian will record the number of products.

Evaluation Results:

2008: Most of our teachers utilize technology to communicate with students and parents, but we can still improve communication.

Goal 4

All school staff, students, parents and community will participate in developing students as responsible citizens and life-long learners in a positive school climate.

- Performance Objective(s):**
- 4.1 By the end of the 2012 school year the number of parent and student activities will increase.
 - 4.2 By the end of May 2011 student participation in various school activities will increase.
 - 4.3 By 2010 develop and/or purchase character education curriculum/plans.

- Strategies:**
- 4.1.A Create dedicated parent/guardian days – lunch or breakfast activities.
 - 4.1.B Publicize clubs and organizations and encourage student participation.
 - 4.3 Campus Improvement Team will research character education material.

Action(s):	Responsibility	Resources	Timeline	Documentation
1. Character education plans developed to improve character and reduce behavior problems.	Administrator	Administrator \$1,000	Oct-May 2010	Pictures
2. "FISH" committee and/or Campus Improvement Team will plan student and staff activities to boost student/staff morale and increase school involvement.	Committee, Administrator, Students	\$1,000	2010	Plan
3. The Campus Improvement Team will promote the use of our "positive" referral that all staff can use to recognize good deeds and positive behavior.	Campus Improvement Team	\$600	2010	Referrals
4. Eighth graders will be the only students eligible to continue to mentor and they must have the recommendation of a teacher to apply.	Sponsor	Students, Teachers	2008-2009	Mentor Roster
5. Communicate that teachers are life-long learners. Special training credentials (awards, recognition, etc.) will be posted on each teacher's website.	Technology Facilitator, Teachers	Web Pages	2009	Posted Trainings Accomplishments
6. Promote NJHS and recognize achievements of those students.	NJHS Sponsor, Administrator	\$600	2008-2010	Receipt of Product

Evaluation Design:Objective 4.1:

Formative: Principal will review the number of scheduled parent/student/staff activities.

Summative: Principal will record the number of scheduled parent/student/staff activities and create baseline data.

Objective 4.2:

Formative: Principal will review numbers of students in various activities.

Summative: Teachers will record numbers of students involved in school activities.

Objective 4.3:

Formative: Character education curriculum will be researched.

Summative: Selection/purchase/development of character education.

Evaluation Results:

2008: 6th grade participation in four UIL events; Spelling, Number Sense, Oral Reading and Ready Writing.

Goal 5

A safe learning environment will be established through improved communication and planning.

Performance 5.1 Campus community will improve safety drills and other precautionary procedures by May 2009.

Objective(s): 5.2 Campus community will share common goals/expectations for student discipline by May 2009.

Strategies: 5.1.A Campus committees will discuss, improve and create safety procedures.

Action(s):	Responsibility	Resources	Timeline	Documentation
1. Add one emergency drill “secure in place” per semester. Have a megaphone available for use during drills.	Administration Crisis Team	Time Plan	2009	Drill Record
2. Teacher/Team discipline plans submitted to administration.	Administrators	Teachers	Ongoing	Plans
3. Implement <u>unannounced</u> fire drills; one per semester.	Administrators, Crisis Team	Time/Plan	2009	Drill Record
4. Re-evaluate/restructure campus duty stations.	Administrators, Campus Committees	Teacher Input, Time/Plan	2009	Duty Stations Amended
5. Teachers will post dress code rules for each teacher’s classroom.	Administrators, Campus Committees	Student Handbook, Campus Committees	2009	Dress Code, Posters
6. Create specific <u>campus</u> guidelines for dress code violations not specifically stated in student handbook.	Administrators, Campus Committees	Student Handbook, Campus Committees	2009	Written Dress Code Rules for Forbes
7. Evaluate/implement specific behavior guidelines for the Behavior Improvement Center (BIC)	Administrators, Campus Committees	Student Handbook, Needs Assessment, Teacher Input	2009	Posted Behavior Rules in BIC

Evaluation Design:

Safety procedures will be reviewed by Campus Crisis Management Team.

Safety procedures will be presented to Campus Improvement Team for approval. Plans approved by Site Base Team.

Evaluation Results:

2008: Fire, tornado, and lockdown drills conducted. Plans reviewed and improvements made.

APPENDIX

The District Performance Council has adopted the Effective Schools Correlates as the standards for educational quality.

SUMMARY OF EFFECTIVE SCHOOL CORRELATES

I. HIGH EXPECTATIONS

- Teachers believe all students can master basic skills in their program.
- Teachers believe that all students' home backgrounds are not the primary factor in determining achievement.
- Teachers' expectations are clearly defined in goals for student achievement.
- Teachers treat students in ways that emphasize success and potential rather than those which focus on failure.
- Teachers encourage all students through rewards, encouragement, and recognition.
- Student achievements are featured in school and community media.

II. PARENT AND COMMUNITY SUPPORT

- Parent/teacher conferences result in specific plans for home/school cooperation to improve student achievement.
- Parents and teachers are aware of the school or district homework policy.
- Many parents visit the school to observe the instructional program.
- Home visits, phone calls, newsletters, regular notes, etc. are frequently utilized to strengthen communication.
- Local businesses and organizations contribute money, time, and other resources.

III. MEASUREMENT

- Staff follows routine procedures for frequent collection, summarization, and reporting of student achievement.
- Assessment methods and instruments are selected to measure learning objectives.
- The teachers and principal thoroughly review and analyze test results to plan instructional program modification.
- Results of assessment reports are tied to learning objectives.

IV. INSTRUCTIONAL FOCUS

- Curriculum is designed so objectives (what should be taught), instruction (what actually is taught), and assessment (what is tested), all align.
- Goals are developed/endorsed by teachers, parents, administrators, and students.
- A written statement of purpose (mission) exists as the driving force behind most important school decisions.
- Instructional strategies and materials are adjusted to individual learning needs.
- Several events (assembly, trips) are planned to enhance the instructional program.

- Results of assessment reports are tied to learning objectives.
- Teachers and principals thoroughly review and analyze test results to plan instructional program modification.

V. SCHOOL CLIMATE

- The physical environment is safe, orderly, clean, and conducive to learning.
- Teachers believe it is their responsibility to teach all students and the professional environment establishes courtesy and respect.
- The staff believes that all children can learn and should be provided the opportunity to learn without negative criticism.
- Clear rules, policies, and expectations are in place and are consistently enforced by all adults.
- Students are recognized for academic efforts and accomplishments.
- Teachers are recognized for academic efforts, professional growth, and teaching accomplishments.
- There is a spirit of collaboration among the staff and between the staff and community in reaching the goals of the school.
- Students are made to feel welcome and wanted in a student-centered environment that maintains rapport to encourage learning.

VI. INSTRUCTIONAL LEADERSHIP

- The principal has frequent informal and formal observations.
- Individual teachers and principal meet to discuss focus of classroom observation.
- Regularly scheduled faculty meetings are held to discuss instructions and student achievement.
- Teachers, administrators, and parents assume responsibility for school discipline.
- School rules are understood, respected, and enforced by administrators, teachers, students, and the board of trustees.
- Most students abide by school/classroom rules.
- The physical condition of the school is generally pleasant and well maintained.
- Teachers treat students fairly and with consistency.
- School improvement priorities and plans are developed cooperatively with principal, teachers, parents, and students.
- The principal leads frequent formal discussion with staff concerning instructional and student achievement.

GEORGETOWN ISD'S MISSION STATEMENT

Following a rich tradition of community involvement, the mission of GISD is to empower students to become life-long learners and productive citizens in a dynamic, global society, by providing quality learning experiences that develop the knowledge, skills, abilities, and attitudes for continued success.

STATEMENT OF BELIEFS	GEORGETOWN ISD'S GOALS	GEORGETOWN ISD'S STRATEGIES
<ul style="list-style-type: none"> • Life-long learning is essential for citizens of our community, nation, and world. • The family, school, and community share the responsibility for the positive development of youth. • Given opportunities, all individuals can reach their potential to learn. • Every individual has a right to a safe, nurturing environment. • Knowledge empowers. • Individuals are responsible for their actions. • Working toward a vision promotes success. • Every person is unique, has value, and deserves the opportunity to earn respect. <p>PARAMETERS</p> <ul style="list-style-type: none"> • We will not tolerate prejudicial discrimination of any kind. • We will provide a safe and secure environment in all school facilities. • We will hold each individual responsible for his/her actions. • We will not compromise our efforts to provide a quality education. 	<p>Goal 1: <u>Exemplary Performance</u> All GISD students will demonstrate exemplary academic performance.</p> <p>Goal 2: <u>Prepared Graduates</u> All students will graduate prepared to transition into post secondary education or careers.</p> <p>Goal 3: <u>Quality Staff</u> All positions will be filled by highly qualified candidates/professionals.</p> <p>Goal 4: <u>Quality Learning Environments & Facilities</u> G.I.S.D. will promote nurturing, safe, and orderly environments and quality facilities for all students.</p> <p>Goal 5: <u>Positive Perceptions, Relationships & Collaboration</u> Enhance and build positive perceptions, relationships and collaboration among community and staff.</p> <p>Goal 6: <u>Fiscal Accountability & Responsibility</u> Ensure fiscal accountability and responsibility through strategic alignment and sound stewardship of the district's financial resources.</p> <p>Goal 7: <u>Organizational and Operational Effectiveness</u> Improve organizational and operational effectiveness to better support the district's mission and support for the student-teacher relationship.</p>	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • We will continually evaluate and refine the curriculum that enables students to become productive, life-long learners. <p><u>Instruction</u></p> <ul style="list-style-type: none"> • We will develop and implement learning experiences that link curriculum with real world applications to meet the needs of each student. <p><u>Technology</u></p> <ul style="list-style-type: none"> • We will establish and strengthen the network of instructional services (computer labs, libraries, class rooms, as well as other curriculum resources) to fully develop the technology skills of students and staff. <p><u>Intra-District Communications</u></p> <ul style="list-style-type: none"> • We will develop and implement a system-wide, internal communication process that assures timely, multidirectional information flow. <p><u>External Communications</u></p> <ul style="list-style-type: none"> • We will develop reciprocal teams of parents, community advocates, and school personnel to communicate and enhance both school and community projects and programs. • We will provide opportunities for active parental and community involvement in students' learning. <p><u>Wellness</u></p> <ul style="list-style-type: none"> • We will provide prevention and intervention to promote the health and well-being of all students and staff. • We will provide safe and secure environments in all school facilities <p><u>Educational and Support Service</u></p> <ul style="list-style-type: none"> • We will provide the appropriate educational services to meet the individual needs of all students. • We will encourage parents to become full partners in the education of their children.

GISD GRADUATE LEARNER PROFILE

GISD Graduate Profile was developed by the District Performance Council to represent the attributes that all GISD graduates should possess.

I. Effective Communicators

- Able to read for a variety of purposes and to apply reading skills to real-life situations.
- Able to use a range of writing styles effectively and appropriately for purpose, situation, and audience.
- Able to listen attentively and critically for a variety of purposes and to respond to speakers appropriately.
- Able to use effective speaking strategies for both formal and informal purposes and settings.

II. Academically Prepared

- Able to use mathematics, science, and social studies as tools for problem solving, communicating, and reasoning.
- Able to use the literary, visual, and performing arts to enrich their lives.

III. Responsible Citizens

- Able to incorporate the nature of economics as it applies to everyday living.
- Able to actively contribute to community or school service organizations.
- Able to make and to evaluate decisions based on ethical principles.
- Able to understand world issues, to identify the rights and obligations of citizens, and to participate in the democratic process.

IV. Productive Learners

- Able to apply the self-management skills of goal setting, time management, and continuous improvement.
- Able to demonstrate skills in resource management (allocate money, materials, space, and people).
- Able to manage information by acquiring and evaluating data, organizing and maintaining records, using technology to process information, and selecting equipment and tools to improve systems and to accomplish goals.
- Able to use critical and creative thinking to solve problems.

V. Life Skills Oriented

- Able to make wise career decisions based on self-knowledge, educational/occupational explorations, and career planning.
- Able to make informed decisions about physical and mental health.
- Able to demonstrate interpersonal and academic skills needed to be self-supporting citizens, to work effectively in teams, to manage conflict, to lead in community and business, and to be effective parents.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The district operates in full compliance with the student confidentiality requirements of the federal Family Educational Rights and Privacy Act (FERPA). For a full explanation of district practices and procedures regarding student confidentiality see district policies FL (LEGAL) and FL (LOCAL).

EQUAL EDUCATION OPPORTUNITIES

The Georgetown Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education or providing access to the benefits of educational services, activities, and programs, including Career and Technology Education programs, in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Age Discrimination Act of 1975 (34 CFR Part 110); Section 504 of the Rehabilitation Act of 1973, as amended; Title II of the Americans with Disabilities Act of 1990; and local Board policies.

(4-1) District and Campus Improvement Plans

1. Georgetown Independent School District (GISD) Pregnancy Related Services (PRS) provides support services to pregnant students during the pregnancy prenatal and postpartum periods as well as while parenting to help them adjust academically, mentally, and physically and to stay in school.
2. GISD provides an integrated program of educational and support services that include:
 - a. Compensatory Education Home Instruction (CEHI)
 - b. Life Skills for Pregnant/Parenting Students
 - i. Individual counseling, peer counseling, and self-help programs
 - ii. Career counseling and job-readiness training
 - iii. Child care for students' children on the campus or at a child care facility in close proximity to the campus
 - iv. Transportation for children of students to and from the campus or child care facility
 - v. Transportation for students, as appropriate, to and from the campus or child care facility
 - vi. Instruction related to knowledge and skills in child development, parenting, and home/family living
 - vii. Assistance to students in the program to obtain available services from government agencies or community service organization, including prenatal and postnatal health and nutrition programs
 - c. The above GISD services are delivered to the student when:
 - i. The student is pregnant and attending classes on a district campus;
 - ii. The pregnancy prenatal period prevents the student from attending classes on a district campus; and
 - iii. The pregnancy postpartum period prevents the student from attending classes on a district campus.
3. The GISD Compensatory Education allotment for PRS is used to pay teachers who provide/coordinate the above services.