

Georgetown Independent School District

District Improvement Plan

2021-2022 Performance Objectives



GEORGETOWN ISD

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

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.

Value Statement

Beliefs

We believe public education is the foundation of our community.

Our actions should be student-centered.

It is our responsibility to prepare students for their future.

Developing leaders is vital to our success.

Instruction should be designed based on the needs of the learners.

Community engagement enhances educational experiences.

Goals

Develop a future ready learning experience that reflects student voice, choice and ownership.

Engage the community to become champions and advocates for student success and the future of the District.

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

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

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Goals

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

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (2025-year goal).

Performance Objective 2: Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

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

67% of graduates in GISD will graduate meeting the state's CCMR criteria by August of 2022.

27% of graduates in GISD enrolled in an AP course will successfully complete the AP exam with a score of 3 or higher.

20% of graduates in GISD will earn college credit by successfully completing dual credit courses and/or OnRamps courses.

11% of graduates in GISD will meet the threshold for CCMR through earning an Industry Based Certification by August of 2022.

54% of GISD graduates will meet the threshold for CCMR through TSI Reading and Math standards by August of 2022.

HB3 Goal

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

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

70% of grade 3 students will demonstrate grade level numeracy as determined by STAAR, NWEA MAP, or Standards Based Assessments by August 2022.

60% of grade 3 students will demonstrate passing standard on the STAAR assessment by August 2022.

64% of grade 3 students will demonstrate passing equivalent on the MAP Growth Assessment by August 2022.

28% of grade 3 students will demonstrate Met Standard on all identified numeracy standards by August 2022.

HB3 Goal

Performance Objective 5: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

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

75% of grade 3 students will demonstrate grade level numeracy as determined by STAAR, NWEA MAP, DRA or Standards Based Assessments by August 2022.

71% of grade 3 students will demonstrate passing standard on the STAAR assessment by August 2022.

62% of grade 3 students will demonstrate passing equivalent on the MAP Growth Assessment by August 2022.

17% of grade 3 students will demonstrate Met Standard on all identified literacy standards by August 2022.

Baseline data will be established for DRA assessments for all students at 3rd grade.

HB3 Goal

Performance Objective 6: GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.

Performance Objective 7: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

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

Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)

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

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

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

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

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

Performance Objective 3: Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

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

Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Georgetown Independent School District

Benold Middle School

2021-2022



Mission Statement

Benold Middle School is committed to doing what is necessary to reach, teach, and encourage students to become passionate learners and positive people for the rest of their lives.

Vision

Benold Middle School will ensure student success by fostering a positive atmosphere of relevant learning and supportive relationships through the collaborative efforts of students, staff, and community.

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Goals

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

Performance Objective 1: Benold will sustain expectations for achieving a 5 year picture of success of comprehensively providing personalized learning experiences for all students that lead to mastery of content and growth in Learner Profile attributes.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Parent, Student and Staff Survey Data; Formative and Summative Data Points

Strategy 1 Details
<p>Strategy 1: Refine systems and structures that increase practices for pursuing learning personal ownership and inquiry. This will include: Student Clubs will be conducted once per week on an adjusted schedule to extend Advisory, each department will create and make progress in two goals for the year: 1. Focusing on increasing ownership of the staff in their department. 2. Focusing on increasing students' self-knowledge and personal responsibility or increasing students' practices for obtaining knowledge through inquiry and exploration, and staff will participate in monthly faculty meetings focusing entirely on professional learning as designed by each department driven by their collective progress in their goals.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>

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

Performance Objective 2: Benold will develop and sustain habits for building agency in tier I learning experiences with a focus on improved mastery for Hispanic, White, students with two or more races, Economically Disadvantaged, English Learners, Special Education students.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Staff Survey Data; Lesson Observation; Friendly Friends protocol; Pre/Post Unit Surveys; Formative and Summative Content Assessments

Strategy 1 Details
<p>Strategy 1: Community-Based Accountability Cohort: Implement system responses to identified areas of assessment including "student learning and progress" and "well-rounded students."</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>
Strategy 2 Details
<p>Strategy 2: Engage in Intervention Support for Students who did not take/pass the 2021 STAAR assessments.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>

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

Performance Objective 3: Department specific goals will be established and monitored to increase the quality and quantity of relevant and engaging student learning opportunities.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: SMART goals will be established and maintained through quarterly review and adjustment.

Strategy 1 Details
<p>Strategy 1: FINE ARTS - Theatre Arts - Goal #1 - Increase the number of students in the Theatre program.. - Goal #2 - Increase students' comfort and confident when performing.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>
Strategy 2 Details
<p>Strategy 2: FINE ARTS - Band - Goal #1 - Band staff will create and implement clear and consistent schedules for sectionals during classes that have a team-teaching component. (SNV, NV, & V) - Goal #2 - Students will consistently demonstrate characteristic tone quality on their instrument in all performing situations.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>
Strategy 3 Details
<p>Strategy 3: FINE ARTS - Choir -Goal #1 - Choir staff will work to ensure that all classes get the same opportunities and learning is consistent. This will require organization and planning to make sure this happens. Goal #2 - Students focus on rebuilding the Choir program and creating a more inclusive environment that embraces all students. We have created a Culture and Outreach Committee on our Choir Council to help with this.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
Strategy 4 Details
<p>Strategy 4: FINE ARTS - Art -Goal #1 - During our PLC we will track our lessons to ensure no crossover/repeat.- Goal #2 - Students will enter two competitions during the school year with a goal of 40%.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>

Strategy 5 Details

Strategy 5: FINE ARTS - Orchestra -Goal #1 - Enter grades each week into Skyward so that the work done in Google Classroom is more synched to the grades posted (consequently the email updates the families receive). - Goal #2 - Students will explore the skills they need to adapt to changing performance spaces, changing personnel in their class, and the impact it has on their performance, discovering ways they can persevere through a changing environment without sacrificing their own contributions.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Strategy 6 Details

Strategy 6: Science - Goal #1 - Teachers will differentiate instructions, to meet diverse student needs of both in person and remote learners. ... How are we helping students grow? In person vs remote learners; Goal #2 - Teachers will differentiate instructions, to meet diverse student needs of both in person and remote learners.
Use of Unit Goal Setting Form (8th Grade Example)
Students evaluate their own level of understanding at the start of a unit, then at the end they re-evaluate
Students set a current unit goal and explain how they will meet that goal.
End of unit reflections

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Strategy 7 Details

Strategy 7: SOCIAL STUDIES - Goal #1 - The Benold Social Studies department will continue to focus on increasing and improving vertical alignment, both reinforcing concepts for students while also emphasizing the interrelated nature of Social Studies across different locations and time periods.; Goal #2 - We will assist ELA in increasing the literacy of our students by providing content related reading and writing opportunities while working with the ELA department. Growth will be measured by data.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

Strategy 8 Details

Strategy 8: Math - Goal #1 - Benold Math Department will utilize differentiated practices for both remote and in person learners to increase student ownership of learning. Teachers will provide activities that will develop student self-responsibility while increasing students' knowledge of math.; Goal #2 - Benold Math Department will increase student ownership of learning by providing activities that develop student self-responsibility while showing growth of our students. Student growth will be measured through term grades, STAAR growth, and NWEA MAP MOY and EOY data.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Strategy 9 Details

Strategy 9: Reading Language Arts - Benold RLA department will interpret and utilize data to inform appropriate differentiation between PAP and on-level classes.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Strategy 10 Details

Strategy 10: PE - Goal #1 - Continuously give feedback in an effort to increase coaching/teaching within limited class times. This will increase the ownership of the area of our influence by maximizing time restraints. ; Goal #2 -Students will create and track personal goals in fitness, classroom, and personal wellness. This will increase our student's growth in self-knowledge & personal responsibility.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Strategy 11 Details

Strategy 11: Special Education - Goal #1 -We will be intentional and purposeful to increase understanding of the role the Special Education staff and systems by educating staff and students to understand how to utilize necessary services. Goal #2 - We will increase student ownership by empowering students to participate in class and access their accommodations and services on a regular basis.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Strategy 12 Details

Strategy 12: Project Lead the Way - Goal #1 - Create a method for feedback that empowers students to take more risks in their learning. Goal #2 - Provide students with tools and guidance to understand and evaluate their own progress and achievement of various tasks.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Strategy 13 Details

Strategy 13: College and Career Readiness - Goal #1 - Provide constant input and discussion towards the possibilities each student has for their future. Open dialog for students to pursue their goals.; Goal #2 -Create student awareness of possible college and career choices and opportunities by investigating through projects their potential education and career futures.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Strategy 14 Details

Strategy 14: Athletics - Goal #1 - All coaches on staff will continue to take on tasks that they normally have not done in an effort to learn more about how a program runs from top to bottom. This will increase our ownership of the area of our influence.; Goal #2 - Students will create and track personal goals in fitness, classroom, and personal wellness. This will increase our student's growth in self-knowledge & personal responsibility.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Strategy 15 Details

Strategy 15: Personalized Learning Path - PLP instructors will facilitate Inquiry Based Learning Passion Project experiences which enable and develop student ownership of learning across the academic school year. Students will progressively make more autonomous decisions concerning the content, process, and product of their learning experiences through these Passion Projects.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Strategy 16 Details

Strategy 16: Media Publications - Goal #1 - Media 1 to become more intentional with lesson planning and activities. Media 2 going to every school event possible for pictures and information for the yearbook. Goal #2 - Build out work agendas including daily, weekly and monthly expectations that includes structure for the lesson, topics addressed and timelines for completion.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 17 Details

Strategy 17: Spanish - Goal #1: For the school year (2021-2022), students will communicate 90% in the target language.; Goal #2 - Students will participate in conversations or dialogue at least 3 times a week.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Performance Objective 1: Benold will refine systems for regular communication and collaborative service efforts amongst students, staff, and the community to strengthen relationships between all stakeholders.

Evaluation Data Sources: Communication Tools Including But Not Limited to Email, Wall Posting, School Messenger, The Benold Bulletin, Facebook, Instagram, What's Up Benold, PTA Meetings, Sonic Happy Hour With The Principals, Video Announcements; Student, Parent and Staff Survey Data

Strategy 1 Details
Strategy 1: Benold will implement and work to refine a weekly newsletter to the community entitled the Benold Bulletin. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Benold will implement and work to refine a weekly newsletter to the faculty and staff entitled the What's Up Benold. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: Benold administration and teachers will participate in all Parent/Teacher Association meetings in which parents will be solicited for feedback of campus initiatives. TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 4 Details
Strategy 4: Benold will utilize digital communication/information sources including the Parent U, campus website and social media platforms to increase communication and dialogue amongst staff, students and community members, specifically focusing on Facebook and Instagram. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 5 Details
Strategy 5: Benold will partner with The Locker, parents and students to sustain a success Locker program on campus to support the needs of students and families. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Strategy 6 Details

Strategy 6: Benold will partner with parent and community organizations to support recognized initiatives of importance to further the mission and vision of the district. (Examples: Student Clubs, Creation of an Outdoor Classroom)

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: Benold will utilize a monthly Sonic Happy Hour with the Principal to engage the school community through discussions of topics of importance and answering questions brought by school community members.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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

Performance Objective 1: Benold will establish and sustain four campus teams to distribute decision-making for campus initiatives will engage in regular dialogue. These teams are: Teaching & Learning, Health and Wellness, Staff Culture, and Student Culture. Parents will also serve as volunteers for these teams as they choose.

Targeted or ESF High Priority

Evaluation Data Sources: Team Agendas and Minutes; Staff, Student and Parent Survey Data

Strategy 1 Details
<p>Strategy 1: Student Culture - Goal #1 - Strengthen systems and structures for building habits of students' self-knowledge and personal responsibility.</p> <p>Action Steps:</p> <ol style="list-style-type: none">1. Refine and monitor Advisory routines, procedures and expectations2. Partner with NJHS goals of including - 8th graders working with 6th grade classrooms <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Student Culture - Goal #2 - Strengthen the campus club structures for students to pursue knowledge through inquiry and exploration while preparing them for current and future success.</p> <p>Action Steps:</p> <ol style="list-style-type: none">1. Refine planning and collaboration time for staff2. Build partnerships with community members3. Foster service learning initiatives4. Coordinate a Future Readiness Fair5. Externship <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

Strategy 3 Details

Strategy 3: Student Culture - Goal #3 - Strengthen systems and structures for building habits and routines that enhance the students' growth in building and maintaining respectful relationships.

Action Steps:

1. Implement, Monitor and Refine Capturing Kids' Hearts habits and routines
2. Partner with Health & Wellness in cultivating social-emotional well-being of students
3. Coordinate the creation, implementation and refinement of Eagle Essentials
4. Develop avenues for peer mentoring
5. Expand capacity to help students develop conflict resolution skills and successful collaboration.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Staff Culture - Goal #1 - Connecting Staff - Create personalized learning opportunities in which teachers self select into a learning partnership with someone they would usually not come into contact with.

Action Steps:

1. Create coaching sessions, learning opportunities, and review learning suggestions brought to the team based on interest or desire.
2. Develop incentives for staff members to participate.
3. Survey teachers to determine who would like to be a part of the learning partnership process at some point throughout the year.
4. Allow teachers time to be acquainted during our gatherings in and out of campus settings.
5. Allow teachers to self select their partner or be placed based on the interest.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Staff Culture - Goal #2 - Strengthen Relationships - Through different events during the year, staff members will be able to join in fellowship with those from different parts of the campus.

Action Steps:

1. Create and implement a potluck schedule with departments, teams, office members, staff members, not leaving anyone out.
2. Learn the interests of staff members and create a variety of opportunities based on those interests to provide avenues for conversation, learning, and fun.
3. Remind and advertise the upcoming events to the staff.
4. Capture the fun from the events and post to WUB and other avenues to gain participation in future events.
5. Diving into equitable conversations with each other creating a foundation that will then be implemented with students in the future.
6. Capture the fun from the events and post to WUB and other avenues to gain participation in future events.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Staff Culture - Goal #3 - Love Where You Live - Community hotspots will be highlighted once a month as a central gathering place for staff to connect outside of school along with family and friends.

Action Steps:

1. Survey staff members for ideas on their favorite hot spot in the surrounding area including some information about why that is their favorite hot spot and "need to know" before you go.
2. Broadcast this information in an easy to read calendar set up that allows staff members plenty of time to plan if they wish to join.
3. While there, be intentional about having outside of work conversations.
4. Capture the fun from the events and post to WUB and other avenues to gain participation in future events.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: Health and Wellness - Goal #1 - #BErelational SEL Academy C2Y2: Social Emotional Learning (SEL) is the process of supporting the Learner Profile within a safe and caring learning environment. SEL develops our capacity for compassionate empathy, self-management, social and cultural humility, and responsible decision making. We will continue our participation in the SEL Academy as we enter year 2 of implementation.

Action Steps:

1. Conduct annual SES and reach an 85% response rate for students in April/May
2. Establish team roles, develop new goals, consider strategic integration of learner profile
3. Send staff surveys, collect data, review data, and design systems of support where needed
4. Collaborate and consult with district SEL Specialist; Heather Moeller
5. Attend SEL focused trainings throughout the school year

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 8 Details

Strategy 8: Health and Wellness - Goal #2 - ##BEwell Healthy School Challenges: The Health & Wellness Design Team will promote and support overall wellness and healthy lifestyle choices through various campus events and fun challenges for staff and students.

Action Steps:

1. Collaborating with the Staff Culture team to organize fun, engaging, and relevant events for staff.
Examples of activities may include: Step Tracking Contest, healthy recipe book
2. Partner with the Student Culture team to organize student friendly activities/challenges that are fun, engaging, and promote healthy lifestyle habits.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 9 Details

Strategy 9: Health and Wellness - Goal #3 - #BEcalm Stress Management: Provide strategies and resources to staff and students to help reduce stress and anxiety.

Action Steps:

1. Counselors will directly teach mindfulness practices during guidance lessons.
2. The Health & Wellness Design Team will create opportunities for staff to participate in mindfulness activities (Headspace, Yoga, Adult Coloring, etc...)
3. Through various collaboration efforts with PTA and (possible) fundraising, we will create a designated space for a Staff Wellness Room which will allow staff members to refocus, re-center, and rejuvenate during their school day.
4. You have to Maslow before you can Bloom. The Nest is a designated space for students to go throughout the day when they need to take a break to refocus and practice using mindfulness strategies. The Nest will also have a healthy snack cart available for students who may be in need.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 10 Details

Strategy 10: Teaching and Learning - Goal #1 - Teachers will design authentic learning experiences for students.

Action Steps:

1. Teachers will be provided with professional learning opportunities (including Day of Design) and support that help them determine the needs of their students and create meaningful learning opportunities for their students. Life application and student agency will be used to guide decision-making in creating learning experiences.
2. Teachers will consider the Learner Profile when designing engaging work for their students.
3. Teachers in the PLI Collaborative will share information and experiences.
4. Teachers will utilize the many resources that are available in "The GATE".
5. Norms will be established and maintained for planning documents and the sharing of these documents with other staff.
6. Teachers, Departments and Grade Levels will continuously review assessments of and feedback from students before and after units of study to identify ownership, to promote student mastery and growth in Learner Profile attributes, and to apply their learning experiences to real life.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 11 Details

Strategy 11: Teaching and Learning - Goal #2 - Our PLCs will be "rebranded" as an intentional, productive and collaborative time that teachers look forward to.

Action Steps:

1. We will create an inviting, resource filled room where PLCs will meet.
2. Common content teachers will meet weekly in the PLC room to collaborate and look at the work that we are putting in front of our kids.
3. Grade level teachers will meet weekly to discuss individual student needs, design cross curricular activities and determine how different contents can support each other.
4. Teachers will review students' assessment results and feedback to make informed decisions in future design.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 12 Details

Strategy 12: Teaching and Learning - Goal #3 - Teachers will have consistently high academic standards of students across the disciplines.

Action Steps:

1. With department input we will create a list of non-negotiables to be implemented into every classroom.

Example - First word of a sentence is always capitalized.

Example - A.C.E. Strategy for short answer questions (Answer, Cite, Explain)

2. We will set a schoolwide expectation of rigor as appropriate for individual students and classes.

Example - questioning should go beyond memorization and recitation; it should be higher order and asking students to apply what they have learned.

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Performance Objective 2: Benold will implement and sustain a walk-through process of empowerment by allowing teachers choice in when their walk-throughs occur and what areas are focused on for feedback. All staff will schedule a minimum of one walk-through each quarter. This process will include an opportunity for a pre-conference and a required post conference for collaboration and feedback.

Targeted or ESF High Priority

Evaluation Data Sources: Increased use of successful strategies incorporated into tier I instruction. ; Walk-Though artifacts

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

Performance Objective 3: Departments will create and maintain their own professional learning calendars which focuses on progress towards their departmental goal and incorporates each member as both facilitator and learner.

Targeted or ESF High Priority

Evaluation Data Sources: Qualitative and quantitative data identifying progress towards department goals. Meeting agendas and minutes.

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

Performance Objective 4: Campus Administration and Counselors will regularly engage in a process termed "rounding" in which answers are sought from all staff in which those who are having success and displaying habits that reflect our vision, mission and beliefs are recognized then celebrated with these individuals on a weekly basis.

Targeted or ESF High Priority

Evaluation Data Sources: Weekly Data Review

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

Performance Objective 1: Benold will utilize a teaming model for all grade levels in which teachers will meet weekly to address individualized needs of students and create/implement/review action plans for student support.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Designing Engaging Work and Coaching for Design Attendance by Benold Staff; Team Meeting Agendas and Minutes for Each Grade; Student Quantitative Data (Report Cards, Referrals, Attendance, Assessment Data); Student, Parent and Staff Survey Data

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

Performance Objective 2: Benold will pilot a process for incorporation, support and review of students participating in special populations not represented in advanced level classes to participate in these classes.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Teacher, Student and Parent Feedback; Formative and Summative Assessment; LPAC and ARD documentation

Georgetown Independent School District
Carver Elementary School - TIP
2021-2022 Cycles/Essential Actions/Action Steps

Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Rationale: Campus instructional leadership is vital to student success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Roles and responsibilities will be clearly defined and assigned. Professional learning to advance roles and responsibilities will be implemented. The campus will partner with the district for ongoing coaching and feedback. Grade level and department leaders will be empowered to lead instructional development across their teams. Professional Learning Communities (PLC) will be utilized to advance instructional leadership.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus pathway will be created with stakeholders to be a shared vision. The pathway will be at the forefront of every decision and communication.

Desired Annual Outcome: Instructional leaders, to include teachers, will have confidence in the design of engaging, standards aligned instructional activities where data can be gathered to continuously measure progress and inform instructional decisions.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.

Desired 90-day Outcome: The campus will move toward its pathway of becoming a learning organization where we can learn and grow from one another to impact student success outcomes. As a result, student academic achievement will improve.

District Actions: Partner with campus leaders for ongoing support, coaching, and feedback.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Identify campus leadership needs, create shared vision for each role, explicitly state role responsibilities, and communicate campus leadership roles campus wide.</p> <p>Evidence Used to Determine Progress: Campus artifacts like organization charts, meeting sign ins and agendas, and campus communications</p> <p>Person(s) Responsible: Campus Administration</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: May 6, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Identify areas of growth for instructional leadership teams, seek out high quality professional learning, and implement professional learning to advance each leader in their role.</p> <p>Evidence Used to Determine Progress: Professional Learning artifacts and certificates</p> <p>Person(s) Responsible: Campus administration Instructional Leaders</p> <p>Resources Needed: Funds for PL fees and substitutes as needed</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: May 6, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Measuring progress toward and mastery of academic standards is vital to student support and success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Seek out and implement high quality data-driven instruction professional learning. Utilize Professional Learning Communities (PLC) to advance this work.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Using data to inform instructional decisions will be included in the shared vision for the campus pathway. This priority will be at the forefront of communication. Data will be shared in a transparent way with all stakeholders.

Desired Annual Outcome: Instructional leaders, to include teachers, will have confidence in the design of engaging, standards aligned instructional activities where data can be gathered to continuously measure progress and inform instructional decisions.

District Commitment Theory of Action: Partner with campus leaders for ongoing support, coaching, and feedback.

Desired 90-day Outcome: Teachers will review student mastery in real time and make instructional adjustment in a timely manner to impact student achievement levels.

District Actions: Partner with campus leaders for ongoing support, coaching, and feedback.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Implement Professional Learning Communities (PLCs) with a dedicated time during the school day that focuses on using data to inform instructional decisions.</p> <p>Evidence Used to Determine Progress: PLC agendas and artifacts Student data artifacts</p> <p>Person(s) Responsible: Campus Administration Learning Design Coach Teachers</p> <p>Resources Needed: Access to assessment and student data management systems</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Weekly - Evidence Collection Date: May 6, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Campus will seek out and implement high quality professional learning around data informed instruction and formative assessment strategies.</p> <p>Evidence Used to Determine Progress: Professional Learning Agendas and Certificates</p> <p>Person(s) Responsible: Campus Administration Learning Design Coach Teachers</p> <p>Resources Needed: Funds for professional learning and substitutes as needed</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: May 6, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Rationale: Campus instructional leadership is vital to student success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Roles and responsibilities will be clearly defined and assigned. Professional learning to advance roles and responsibilities will be implemented. The campus will partner with the district for ongoing coaching and feedback. Grade level and department leaders will be empowered to lead instructional development across their teams. Professional Learning Communities (PLC) will be utilized to advance instructional leadership.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus pathway will be created with stakeholders to be a shared vision. The pathway will be at the forefront of every decision and communication.

Desired Annual Outcome: Instructional leaders, to include teachers, will have confidence in the design of engaging, standards aligned instructional activities where data can be gathered to continuously measure progress and inform instructional decisions.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Measuring progress toward and mastery of academic standards is vital to student support and success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Seek out and implement high quality data-driven instruction professional learning. Utilize Professional Learning Communities (PLC) to advance this work.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Using data to inform instructional decisions will be included in the shared vision for the campus pathway. This priority will be at the forefront of communication. Data will be shared in a transparent way with all stakeholders.

Desired Annual Outcome: Instructional leaders, to include teachers, will have confidence in the design of engaging, standards aligned instructional activities where data can be gathered to continuously measure progress and inform instructional decisions.

District Commitment Theory of Action: Partner with campus leaders for ongoing support, coaching, and feedback.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Rationale: Campus instructional leadership is vital to student success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Roles and responsibilities will be clearly defined and assigned. Professional learning to advance roles and responsibilities will be implemented. The campus will partner with the district for ongoing coaching and feedback. Grade level and department leaders will be empowered to lead instructional development across their teams. Professional Learning Communities (PLC) will be utilized to advance instructional leadership.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus pathway will be created with stakeholders to be a shared vision. The pathway will be at the forefront of every decision and communication.

Desired Annual Outcome: Instructional leaders, to include teachers, will have confidence in the design of engaging, standards aligned instructional activities where data can be gathered to continuously measure progress and inform instructional decisions.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Measuring progress toward and mastery of academic standards is vital to student support and success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Seek out and implement high quality data-driven instruction professional learning. Utilize Professional Learning Communities (PLC) to advance this work.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Using data to inform instructional decisions will be included in the shared vision for the campus pathway. This priority will be at the forefront of communication. Data will be shared in a transparent way with all stakeholders.

Desired Annual Outcome: Instructional leaders, to include teachers, will have confidence in the design of engaging, standards aligned instructional activities where data can be gathered to continuously measure progress and inform instructional decisions.

District Commitment Theory of Action: Partner with campus leaders for ongoing support, coaching, and feedback.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Georgetown Independent School District
Cooper Elementary School - TIP
2021-2022 Cycles/Essential Actions/Action Steps

Superintendent:
DCSI/Grant Coordinator:

Fred Brent

Principal: Tish Ptomey
ESC Case Manager: Melinda Marquez
ESC Region: 13

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: Teachers need support in using data to inform lessons development. We have created some formative assessments but need to systematically use the data to inform instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will create monthly data meetings to examine and learn how to use the data. We will also discuss data in our PLC meetings weekly. Leadership will provide a consistent template for teachers to use weekly. Learning Design Coach and admin will support teachers with the planning process and lesson plan template expectations. Leadership will develop a consistent plan to give feedback on lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We plan to communicate with the community through quarterly site-based meetings. Our teachers will meet monthly to examine data to make informed decisions.

Desired Annual Outcome: Teachers use weekly PLC meetings to collaboratively unpack standards/HPLS and design their lessons using the 4 critical questions. Teachers will develop proficiency in the use of the lesson planning template to ensure that daily lesson plans are aligned from lesson objectives to assessments, as evidenced in 90% of lesson plans. Formative assessments aligned to lesson objectives will be collaboratively developed and utilized to meet individual student needs as evidenced in PLC agendas/notes and teacher lesson plans.

District Commitment Theory of Action: The district will provide access to assessments aligned to the standards and the expected level of rigor. The district will also provide professional learning

Desired 90-day Outcome: None

District Actions: The District will provide clear expectations and on-going support for the campus level PLC process. The District will provide on-going support and professional learning for the campus Learning Design Coach in support of the PLC process on the campus. The District will provide on-going coaching and support for the campus principal around professional learning for vision, mission, and beliefs driven work.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Staff will participate in professional learning on Schlechty's Engagement and Design principles and processes. Teachers will implement learning into their unit design and planning processes.</p> <p>Evidence Used to Determine Progress: Increase Student Engagement - shown through Student Feedback Surveys & Classroom Observation Data; Increased "Profound Learning" for students</p> <p>Person(s) Responsible: Principal; Assistant Principal; Campus Design Team; Campus Design Coaches</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Cougar Way lessons will be created and implemented to communicate campus expectations and procedures to students, including the use of flexible furniture and technology use.</p> <p>Evidence Used to Determine Progress: Increased Attainment of the Learner Profile Attributes.</p> <p>Person(s) Responsible: Campus Administration; Counselor, Team Leads</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: All CES teachers will participate in Capturing Kids Hearts professional learning and will implement its methodologies.</p> <p>Evidence Used to Determine Progress: Decreased Student Discipline Referrals; Increased Student Engagement Shown in Observation Data and Student Feedback</p> <p>Person(s) Responsible: Campus Administration</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Currently, instructional leaders do not have a set meeting to review and disaggregate data in order to provide evidence-based feedback to teachers. Teachers have time blocked to meet in PLCs, but the current practices don't include a written protocol or tracking tool for data analysis, identifying gaps between student work and an exemplar, or scripting and practicing reteach lessons.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Partner with Region 13 for PLC support. A team of 10 will attend the PLC+ cohort with Region 13.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will partner with Region 13 for a PLC Plus training. The district will provide curriculum, NWEA Map, digital support throughout the year. Our LDC will attend weekly professional learning with the district to develop her role. The administrators and LDC will coach, model, and provide feedback on using data to drive instruction. The district will provide coaching for math and literacy for assigned grade levels based on needs.

Desired Annual Outcome: Teachers will continue to develop in their implementation of the PLC process and grow in using formative and summatives to inform instruction, which will also help with the other prioritized focus area.

District Commitment Theory of Action: If the district provides the campus with access to academic and behavioral data, establishes systems for supporting and identifying struggling learners, and provides professional learning around responsive instructional practices, then our campus will be better able to establish data-driven practices to better identify and support all learners.

Desired 90-day Outcome: None

District Actions: The district will support the campus by ensuring that all necessary data files are provided and support for disaggregating and analyzing data is provided.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Set up a schedule and process for monthly campus-wide data meetings.</p> <p>Evidence Used to Determine Progress: calendar, agendas</p> <p>Person(s) Responsible: Admin, LDC, Interventionist</p> <p>Resources Needed: Calendar, agendas, and prioritized data points throughout the year</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Sign up a campus team to attend PLC+ with Region 13</p> <p>Evidence Used to Determine Progress: Attendance & PLC documents</p> <p>Person(s) Responsible: Admin/Region 13, teachers</p> <p>Resources Needed: grant funds from Region 13</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2021 - Frequency: Quarterly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: CES teachers will use student artifacts to study trends in engagement and progress toward master of the learning goals.</p> <p>Evidence Used to Determine Progress: Increased student engagement; Increased mastery of HPLS and state standards.</p> <p>Person(s) Responsible: Campus Administration</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: Teachers need support in using data to inform lessons development. We have created some formative assessments but need to systematically use the data to inform instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will create monthly data meetings to examine and learn how to use the data. We will also discuss data in our PLC meetings weekly. Leadership will provide a consistent template for teachers to use weekly. Learning Design Coach and admin will support teachers with the planning process and lesson plan template expectations. Leadership will develop a consistent plan to give feedback on lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We plan to communicate with the community through quarterly site-based meetings. Our teachers will meet monthly to examine data to make informed decisions.

Desired Annual Outcome: Teachers use weekly PLC meetings to collaboratively unpack standards/HPLS and design their lessons using the 4 critical questions. Teachers will develop proficiency in the use of the lesson planning template to ensure that daily lesson plans are aligned from lesson objectives to assessments, as evidenced in 90% of lesson plans. Formative assessments aligned to lesson objectives will be collaboratively developed and utilized to meet individual student needs as evidenced in PLC agendas/notes and teacher lesson plans.

District Commitment Theory of Action: The district will provide access to assessments aligned to the standards and the expected level of rigor. The district will also provide professional learning

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Currently, instructional leaders do not have a set meeting to review and disaggregate data in order to provide evidence-based feedback to teachers. Teachers have time blocked to meet in PLCs, but the current practices don't include a written protocol or tracking tool for data analysis, identifying gaps between student work and an exemplar, or scripting and practicing reteach lessons.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Partner with Region 13 for PLC support. A team of 10 will attend the PLC+ cohort with Region 13.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will partner with Region 13 for a PLC Plus training. The district will provide curriculum, NWEA Map, digital support throughout the year. Our LDC will attend weekly professional learning with the district to develop her role. The administrators and LDC will coach, model, and provide feedback on using data to drive instruction. The district will provide coaching for math and literacy for assigned grade levels based on needs.

Desired Annual Outcome: Teachers will continue to develop in their implementation of the PLC process and grow in using formative and summatives to inform instruction, which will also help with the other prioritized focus area.

District Commitment Theory of Action: If the district provides the campus with access to academic and behavioral data, establishes systems for supporting and identifying struggling learners, and provides professional learning around responsive instructional practices, then our campus will be better able to establish data-driven practices to better identify and support all learners.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: Teachers need support in using data to inform lessons development. We have created some formative assessments but need to systematically use the data to inform instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will create monthly data meetings to examine and learn how to use the data. We will also discuss data in our PLC meetings weekly. Leadership will provide a consistent template for teachers to use weekly. Learning Design Coach and admin will support teachers with the planning process and lesson plan template expectations. Leadership will develop a consistent plan to give feedback on lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We plan to communicate with the community through quarterly site-based meetings. Our teachers will meet monthly to examine data to make informed decisions.

Desired Annual Outcome: Teachers use weekly PLC meetings to collaboratively unpack standards/HPLS and design their lessons using the 4 critical questions. Teachers will develop proficiency in the use of the lesson planning template to ensure that daily lesson plans are aligned from lesson objectives to assessments, as evidenced in 90% of lesson plans. Formative assessments aligned to lesson objectives will be collaboratively developed and utilized to meet individual student needs as evidenced in PLC agendas/notes and teacher lesson plans.

District Commitment Theory of Action: The district will provide access to assessments aligned to the standards and the expected level of rigor. The district will also provide professional learning

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Currently, instructional leaders do not have a set meeting to review and disaggregate data in order to provide evidence-based feedback to teachers. Teachers have time blocked to meet in PLCs, but the current practices don't include a written protocol or tracking tool for data analysis, identifying gaps between student work and an exemplar, or scripting and practicing reteach lessons.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Partner with Region 13 for PLC support. A team of 10 will attend the PLC+ cohort with Region 13.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will partner with Region 13 for a PLC Plus training. The district will provide curriculum, NWEA Map, digital support throughout the year. Our LDC will attend weekly professional learning with the district to develop her role. The administrators and LDC will coach, model, and provide feedback on using data to drive instruction. The district will provide coaching for math and literacy for assigned grade levels based on needs.

Desired Annual Outcome: Teachers will continue to develop in their implementation of the PLC process and grow in using formative and summatives to inform instruction, which will also help with the other prioritized focus area.

District Commitment Theory of Action: If the district provides the campus with access to academic and behavioral data, establishes systems for supporting and identifying struggling learners, and provides professional learning around responsive instructional practices, then our campus will be better able to establish data-driven practices to better identify and support all learners.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Georgetown Independent School District

East View High School

2021-2022



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.

Value Statement

We will facilitate collaboration, model respect, build trusting relationships, exhibit passion, and create a safe and risk-tolerant environment for all learners.

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Goals

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

Performance Objective 1: Design and activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards.

Evaluation Data Sources: Curriculum-Based Assessments, Professional Learning Communities and Coaching for Design Smart Goals, AP Participation and Performance, & Industry Certifications.

Strategy 1 Details
<p>Strategy 1: Systemic practices to increase literacy across campus.</p> <p>1.) Cross-curricular engagement in Professional Learning Communities that are goal driven on utilizing the elements of the Learner Profile to design meaningful and engaging work, while building upon soft skills to address student fluency in reading and writing.</p> <p>2.) Teachers lead instructional exploration and affirmation through Learning Walks and Instructional Rounds.</p> <p>3.) Campus wide targets for literacy development.</p> <p>4.) Response To Intervention tracking and monitoring for Tier 2 instruction.</p>

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

Performance Objective 2: Create opportunities to address physical, mental and emotional wellness. Allow students to plan, development, and implement new learning, celebrations, and traditions.

Evaluation Data Sources: Implementation of support groups, reduction of outcries, increased student performance. Frequent feedback opportunities throw open forums and surveys.

Strategy 1 Details
Strategy 1: Implementation of social emotional development to address student mental health issues, guidance team strategies that target research based Tier 1 and 2 prevention and intervention for academic and social emotion wellness, increased recruiting efforts for student participation in extracurricular and/or Career and Technology Education to enhance student engagement.
Strategy 2 Details
Strategy 2: The Social-Emotional Wellness Action Team will utilize the guidance curriculum to give lessons in the classroom setting at least once every 9 weeks. 2.) The guidance team will work with other programs, such as Hope Squad, No Place for Hate, and Capturing Kids Heart, to create initiatives that proactively inform students, parents, and staff in the areas of: a.) mental health issues, b.) suicide awareness, c.) drug and alcohol abuse, d.) anxiety and other social emotional and health and wellness issues deemed appropriate to address. 3.) The administrative team will work in collaboration with teachers and support staff utilizing a restorative matrix to respond to student discipline issues. 4.) A restorative circles committee will be established to train and embed restorative practices in the classroom. 5.) The campus will utilize parent, staff, peer, and community mentor programs.

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

Performance Objective 1: The campus publicizes celebrations, artifacts, and stories that tell the story of East View High and GISD.

Evaluation Data Sources: Climate surveys, parent participation in engagement opportunities, and community partnerships.

Strategy 1 Details
<p>Strategy 1: 1.) The campus will develop engagement opportunities for stakeholders.</p> <p>2.) The campus will proactively update campus website and social media platforms.</p> <p>3.) The campus will bring more student voice to life in its messaging.</p> <p>4.) Clubs and organizations will utilize digital messaging proactively to celebrate and inform.</p> <p>5.) The campus will help to inform stakeholders on how to navigate existing systems, such as the campus and district website that provide valuable information.</p>

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

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

Evaluation Data Sources: Climate survey and evidence in True Accountability Pillars.

Strategy 1 Details
<p>Strategy 1: 1.) Teacher-lead action committees in the areas of Health and Safety, Academic Outcomes, Design and Collaboration, and Climate and Morale.</p> <p>2.) Campus-wide continuous improvement in all committee work.</p> <p>3.) Embedded feedback benchmarks.</p> <p>4.) Increasing parent-lead engagement opportunities that align to campus and community goals.</p> <p>5.) Students voice and choice in leadership and personalized learning opportunities.</p>

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

Performance Objective 1: Cultivate leadership and a staff that is beliefs-aligned to best meet the needs of students. Develop new leadership and sustain leadership commitments and responsibilities with alignment at all levels.

Evaluation Data Sources: Leadership development systems and processes aligned to Strategic Framework and Learner Profile. Leadership commitments self-growth and reflective practices.

Strategy 1 Details
<p>Strategy 1: 1.) The campus administrative team will serve as instructional leaders by collaborating in Professional Learning Communities, modeling teaching and learning through presentation and participation, and pursuing professional development continuously.</p> <p>2.) The campus administrative team will build teacher leaders and cultivate committees that align to building capacity and fidelity in the work aligned to the District Strategic Framework and Learner Profile.</p> <p>3.) The lead counselor will work with the campus testing coordinator, teacher leaders, and administration to lead continuous improvement in Tier 1 strategies, data analysis, and RTI committees.</p> <p>4.) The campus design team will incorporate coaching for design and instructional rounds for continuous improvement.</p> <p>5.) Sheltered instruction push-in support will be provided to help teachers utilize the ELPS in designing meaningful and engaging work.</p> <p>6.) Resource and BCS Special Education teachers will utilize the Solid Roots curriculum to support their students individualized education plan.</p>

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

Performance Objective 2: Increase student leadership development opportunities and campus wide character development.

Evaluation Data Sources: Student action teams and student-lead events.

Strategy 1 Details
Strategy 1: 1.) Character development across campus. 2.) Leadership development via PALS and Student Clubs and Organizations. 3.) Learner Profile Skills acquisition and practice.

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

Performance Objective 1: Continue to address equity as an acquisition of knowledge and exploration aligned with curriculum and resources.

Evaluation Data Sources: Artifacts of culture exploration through advisories, committees, recognitions and celebrations.

Strategy 1 Details
<p>Strategy 1: 1.) Campus will utilize PRIDE time for extension of student-engagement.</p> <p>2.) Campus design team will collaborate on meaningful units of study that embrace diverse learning and resources that address equity in alignment with curriculum.</p> <p>3.) Students will have an opportunity to express cultural uniqueness through celebrations and affirmations on campus.</p>

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

Performance Objective 2: The campus will continue to build partnerships between community members and create opportunities for meaningful participation and engagement.

Evaluation Data Sources: Targeted areas of community-engagement in College & Career, Military and Future Readiness.

Strategy 1 Details
Strategy 1: The campus leadership team will create an engagement continuum for meaningful partnerships to take place between community members and the campus.

CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Georgetown ISD	Campus Name	Forbes Middle School	Superintendent	Fred Brent	Principal	Justin Del Bosque
District Number	246904	Campus Number	246904042	District Coordinator of School Improvement (DCSI)	Wes Vanicek	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	NA	Was TAP Implementation Ordered or Voluntary?		ESC Support	Jamie Haywood
DATA ANALYSIS							
Using your accountability data from 2019 and 2021 (see link in Column G), and any relevant student achievement data from 2020-201, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.							
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: A 10% increase in Approaches, 10% increase in Meets, 5% in Masters will result in 80 B Rationale: With a campus focus on TEKS-aligned curriculum and assessment, student performance will increase and the goal will be met. Domain 2: A 7% increase in the percentage of students who meet or exceed progress, resulting in a 70 C Domain 2A score. Rationale: The campus will focus on data-driven instruction, resulting in an increase in student performance and progress. Domain 3: 70- 3 out of 16 indicators met in Academic Achievement and Growth, ELP indicator met, 2 student success indicators met. Rationale: High expectations for student learning by staff as well as students will result in a increase in student performance for all students.			
	What changes in student group and subject performance are included in these goals?			Our student outcomes were low across the board in the spring of 2019. To achieve these goals in Domain 2 and 3 almost all of our student groups (low SES, hispanic, African American, SPED and LEP) will have to experience 10% gains in the meets or above range. We would like to see our "meets" achievement indicator increase by 10% points across the board.			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			na			
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				5 - Full Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				4 - Partial Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				5 - Full Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				5 - Full Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				4 - Partial Implementation			

5.3 Data-driven instruction.		3 - Beginning Implementation	
PRIORITIZED FOCUS AREAS			
<p>Complete each section below (please refer to your RPA):</p> <p>Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.</p> <p>Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.</p> <p>Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/</p> <p>Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.</p> <p>Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.</p> <p>District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/</p>			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	2.1
Rationale	We have identified essential standards for core curriculum courses. We are reviewing BOY MAP Data. We will use BOY MAP data to drive instruction.	We have selected essential standards, written common assessments for the essential standards and have systemic interventions for remediation of those standards. We are continuing to refine our assessments to match teacher created proficiency scales to ensure instructional alignment of curriculum materials and assessments.	We replaced 10 teachers this past school year and teachers are leaving the profession. We are trying to focus on the induction portion of this goal because all of our teachers are highly qualified. We intend to use our LDC to work with induction of new teachers on campus.
How will the campus build capacity in this area? Who will you partner with?	Our campus Professional Learning Communities meet regularly (weekly) and will continue to review the work we put in front of students and how our students are performing on assessments. We will partner with our curriculum coordinators and District Teaching and Learning Staff to provide high quality professional learning on campus.	Our campus is learning about rubric scales and working with our campus coach and other district leaders to understand the necessary foundational systems and structure to ensure successful implementation. Our staff learning about rubric scales is on October 6th.	Our campus will utilize our LDC to provide year long support for new to Forbes teachers and induction year teachers. We will partner with our district teaching and learning staff to provide professional learnings for these teachers.
Barriers to Address throughout this year	New staff learning will be a barrier amidst current learning needs and managing teaching and learning during a pandemic. Staff understanding and buy-in will be an obstacle as any and all adjustments or changes require individual internalization of the change being requested; this does not occur at the same rate or pace for all people, whether staff or students.	Teacher capacity or new learning due to added responsibilities with teaching during COVID. The perception that this is one more thing.	New teacher capacity due to learning a new job, new campus and all the challenges that come with teaching students during COVID.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	This work will continue to be central focus in our professional learning communities, our staff learning sessions as well as our community meetings. Providing hands-on experiences for stakeholders to experience the benefit of the change will be necessary to create buy-in.	The campus will continue to have monthly open community member meetings. These goals and expectations are developed with feedback from community members during these meetings and these meetings will continue to serve as reciprocal feedback process for the campus.	The campus will continue to have monthly open community community member meetings. These goals and expectations are discussed with community members and parents. Parents have opportunities to submit feedback regarding this goal.

Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	Instruction and assessments will be aligned with the rubric scales to ensure the appropriate level of rigor for each standard.	To have new teachers fully inducted into priority work in GISD and where we are in implementation at Forbes Middle School.
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STUDENT DATA																	
To complete the Student Data Tab, please enter data for all STAAR tested courses.																	
- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters. For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column. Please enter a Summative Goal as well.																	
- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators. Just like in Domain 1, please include the 2019and 2021 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency. Please enter a Summative Goal as well.																	
If you are choosing to track Academic Achievement- Track Meets ONLY																	
If tracking Student Success (E/L/MS) track an average of Approaches, Meets and Masters (as one number) High Schools or K-12 campuses should use one number that is in relation to CCMR.																	
For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.																	
- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I. For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column. Please enter a Summative Goals as well. ** To unfreeze panes, select the View tab and click the Freeze Panes button.																	
Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	2021 Results	Cycle 1			Cycle 2			Cycle 3		
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	71%	65%	MAP BOY	85%		MAP MOY	87%		MAP EOY	90%	90%
		All	All	Reading	Meets	STAAR	42%	39%	MAP BOY	50%		MAP MOY	53%		MAP EOY	55%	55%
		All	All	Reading	Masters	STAAR	21%	22%	MAP BOY	25%		MAP MOY	28%		MAP EOY	30%	30%
		All	All	Mathematics	Approaches	STAAR	70%	58%	MAP BOY	85%		MAP MOY	87%		MAP EOY	90%	90%
		All	All	Mathematics	Meets	STAAR	33%	24%	MAP BOY	50%		MAP MOY	53%		MAP EOY	55%	55%
		All	All	Mathematics	Masters	STAAR	11	8%	MAP BOY	25%		MAP MOY	28%		MAP EOY	30%	30%
		All	All	Science	Approaches	STAAR	79	62%	BOY Assessment	85%		MOY Assessment	87%		EOY Assessment	90%	90%
		All	All	Science	Meets	STAAR	42	39%	BOY Assessment	50%		MOY Assessment	53%		EOY Assessment	55%	55%
		All	All	Science	Masters	STAAR	17	22%	BOY Assessment	25%		MOY Assessment	28%		EOY Assessment	30%	30%
		All	All	Social Studies	Approaches	STAAR	66	61%	BOY Assessment	85%		MOY Assessment	87%		EOY Assessment	90%	90%
		All	All	Social Studies	Meets	STAAR	31	24%	BOY Assessment	50%		MOY Assessment	53%		EOY Assessment	55%	55%
		All	All	Social Studies	Masters	STAAR	12	8%	BOY Assessment	25%		MOY Assessment	28%		EOY Assessment	30%	30%
		All	All	Writing	Approaches	STAAR	61	68%	MAP BOY	85%		MAP MOY	87%		MAP EOY	90%	90%
		All	All	Writing	Meets	STAAR	25	33%	MAP BOY	50%		MAP MOY	53%		MAP EOY	55%	55%
		All	All	Writing	Masters	STAAR	6	11%	MAP BOY	25%		MAP MOY	28%		MAP EOY	30%	30%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	SpEd	Mathematics	All	STAAR	32	15%	MAP BOY	17%		MAP MOY	20%		MAP EOY	23%	23%
		All				STAAR											
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	ELL	Reading	All	STAAR	46	21%	MAP BOY	25%		MAP MOY	28%		MAP EOY	30%	30%
		All				STAAR											
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELL)	TELPAS	All	TELPAS	21%	43%	MAP BOY	25%		MAP MOY	28%		MAP EOY	30%	30%

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	2.1
Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	Instruction and assessments will be aligned with the rubric scales to ensure the appropriate level of rigor for each standard.	To have new teachers fully inducted into priority work in GISD and where we are in implementation at Forbes Middle School.
Desired 90-day Outcome	To be able to provide in class support to those struggling to master the High Priority Learning Standards (HPLS).	Learn what a rubric scale is and practice using them to assess student mastery.	Meet with new and new to Forbes teachers to determine needs and see where current stress lies and how we can assist.
Barriers to Address During this Cycle	Using SOAR to address 4545 needs only because of numbers.	Teacher capacity for new learning while supporting student learning during COVID.	Taking teacher protected time to meet and discuss needs and supports.
District Actions for this Cycle	Provide access to assessments that indicate levels of student mastery	Provide campus with support in teaching strategies that align with the curriculum.	Provide mentorship resources and support on the induction process.

District Commitment Theory of Action	If the District ensures access to high-quality assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	If the District provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence, an assessment platform that captures assessment data by item and student level, and professional learning opportunities aligned to the use of the curriculum and assessment data then the campus will be able to know more specifically the student learning outcomes and needs for intervention or extension as well be able to design and deliver high quality, aligned instruction.	If the district provides the campus with mentorship materials and professional learnings geared toward induction year teachers then the campus will be able to assist new teachers with district priority work and how it aligns to the mission, vision and beliefs of Georgetown ISD.
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ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Assess students mastery of HPLS as they occur in curriculum	5.3	09/06/2021-5/15/22	CBA's, Teacher Tests, Teacher Resources	Teachers	Formative and Summative	ongoing	Some Progress	Continue Assessing Mastery of HPLS
Provide learning around district created rubric scales and how to assess mastery accordingly.	4.1	10/06/2021	Rubric Scales, Curriculum Docs, CBA's	Leadership Team	PLC Agenda & Notes	10/06/2021	Some Progress	
Meet with new and new to Forbes teachers to gather needs and concerns.	2.1	11/1/2021-5/15/2021	Feedback Survey, New Teacher Google Classroom	Leadership Team	Feedback from new teachers	ongoing	Some Progress	
Providing remediation during tutorial time for struggling learners each day for 39 minutes in Math and/or Reading.	5.3	09/01/2021-05/15/2022	Curriculum Docs, Teacher Resources, Intervention Resources	Teachers and Leadership Team	Formative and Summative Assessment	ongoing	Some Progress	
Weekly Teacher PLC's	2.1	09/06/2021-05/15/2022	Priority Work direction and collaboration	Leadership Team	PLC Agenda & Notes	Ongoing	Some Progress	

Math, Reading, 8th Science, and 8th Social Studies Teachers creating Mid Year Standards Based Assessment	5.3, 4.1	11/2021	Access to District Item Bank, Lead4ward Released Assessment	Teachers	PLC Agenda & Notes	11/2021	Significant Progress	
Administer NWEA BOY MAP	5.3	09/2021-10/2021	NWEA MAP	Leadership Team/Teachers	Reports	10/2021	Met	
Use BOY MAP scores to guide instruction	5.3	09/2021-12/2021	NWEA MAP data dashboard and reports	Teachers	Reports	10/2021	Significant Progress	
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?				Carryover Action Steps		New Action Steps		

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	2.1
Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	Instruction and assessments will be aligned with the rubric scales to ensure the appropriate level of rigor for each standard.	To have new teachers fully inducted into priority work in GISD and where we are in implementation at Forbes Middle School.
Desired 90-day Outcome	To be able to provide in class support to those struggling to master the High Priority Learning Standards (HPLS).	Continue using rubric scales to gather a consensus of mastery among teachers. Start aligning rubrics to classroom activities and instruction.	Continue to gather needs and feedback from new teachers.
Barriers to Address During this Cycle	Using SOAR to address 4545 needs only because of numbers.	Time for teachers to examine rubric scales and plan activities and lessons.	Time to meet with teachers and gather feedback.
District Actions for this Cycle	Provide access to assessments that indicate levels of student mastery	Maintain curriculum documents and resources and have them accessible to teachers.	Provide time for new teachers to meet with mentors and learn together throughout the school year.

District Commitment Theory of Action	#REF!	#REF!	#REF!
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ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Assess students mastery of HPLS as they occur in curriculum	5.3	09/06/2021-5/15/2022	CBA's, Teacher Tests, Teacher	Teachers	Formative and Summative	ongoing	Some Progress	Continue Assessing Mastery of HPLS
Content Partners meet to determine rubric scale level of mastery.	4.1	12/1/2021-5/15/2022	Rubric Scales, Curriculum Docs,	Leadership Team	PLC Agenda & Notes	ongoing	Some Progress	
Continue to meet with new teachers to determine needs.	2.1	11/2021	Feedback Survey, New Teacher Google Classroom	Leadership Team	Feedback from new teachers	ongoing	Some Progress	
Providing remediation during tutorial time for struggling learners each day for 39 minutes in Math and/or Reading.	5.3	09/01/2021-05/15/2022	Curriculum Docs, Teacher Resources, Intervention Resources	Teachers and Leadership Team	Formative and Summative Assessment	ongoing	Some Progress	
Weekly Teacher PLC's	2.1	09/06/2021-05/15/2022	Priority Work direction and collaboration	Leadership Team	PLC Agenda & Notes	Ongoing	Some Progress	
Give teacher created standards based mid year assessment (Math, Reading, 8th Science, 8th Social Studies)	5.3	12/2021	Teacher Created Assessment	Teachers	Copy of Exam	12/2021	No Progress	

Administer NWEA MOY MAP	5.3	12/2021-02/2022	NWEA MAP	Leadership Team/Teachers	Reports	10/2021	No Progress	
Use MOY MAP scores to guide instruction	5.3	01/2021-05/2022	NWEA MAP data dashboard and reports	Teachers	Reports	10/2021	No Progress	
Administer STAAR Interim	5.3	03/2022	STAAR Interim Access	Leadership Team/Teachers	Reports	03/2022	No Progress	
Learning Walks during PLC to check for standards alignment and elements of priority work.	4.1, 2.1	12/2021-05/2022	Learning Walk Forbes Template (GISD Template shortened)	Leadership Team/Teachers	PLC Artifacts and Template	Ongoing	No Progress	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

Carryover Action Steps

New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	2.1
Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	Instruction and assessments will be aligned with the rubric scales to ensure the appropriate level of rigor for each standard.	To have new teachers fully inducted into priority work in GISD and where we are in implementation at Forbes Middle School.
Desired 90-day Outcome	Finish providing support on HPLS for students and review HPLS before state assessments.	Continue using rubric scales to gather a consensus of mastery among teachers. Start aligning rubrics to classroom activities and instruction.	Continue to gather needs and feedback from new teachers.
Barriers to Address During this Cycle	Using SOAR to address 4545 needs only because of numbers.	Time for teachers to examine rubric scales and plan activities and lessons.	Time to meet with teachers and gather feedback.
District Actions for this Cycle	Provide access to assessments that indicate levels of student mastery	Maintain curriculum documents and resources and have them accessible to teachers.	Provide time for new teachers to meet with mentors and learn together throughout the school year.

District Commitment Theory of Action	#REF!	Maintain curriculum documents and resources and have them accessible to teachers.	#REF!
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ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE			
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.			
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps	
END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			

Did the campus achieve the desired outcome? Why or why not?			
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CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			

Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
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[illegible]

Georgetown Independent School District
Ford Elementary School
2021-2022



Mission Statement

District and Campus Mission: Inspiring and empowering learners to lead, grow, and serve.

Ford Elementary is dedicated to empowering students and staff to lead, grow, and serve by creating a challenging, collaborative learning environment that brings the GISD Learner Profile attributes to life for our learners and leaders.

Vision

District and Campus Vision: Home of the most inspired students, served by the most empowered leaders.

Jo Ann Ford Elementary's vision is to inspire and empower learners and leaders through building positive, collaborative relationships and designing engaging work for students and staff.

Core Beliefs

Ford Elementary Believes that the GISD Learner Profile Drives the Work Designed for Students:

The GISD and Ford Learner:

- 1) Communicates, collaborates, and applies critical thinking
- 2) Creates and innovates
- 3) Obtains knowledge through inquiry and exploration
- 4) Adapts and perseveres
- 5) Develops self knowledge and personal responsibility
- 6) Builds and models respectful relationships

Core Beliefs:

We believe public education is the foundation of our community. Article 7, Section 1 of the Texas Constitution says that a system of free public schools is essential to the preservation

of the liberties and rights of the people, and that it is the duty of the State Legislature to establish and make suitable provision for the support and maintenance of those school systems.

Our actions should be student-centered. [relationships]

All children deserve positive relationships with caring adults who recognize their potential and attend to the needs of the whole child.

It is our responsibility to prepare students for their future. [innovation]

A growth mindset, ongoing evaluation, and adaptation are critical in our evolving and growing society.

Developing leaders is vital to our success. [system + structure]

Leadership development at all levels drives our performance as a district, and, viability as a thriving community.

Instruction should be designed based on the needs of the learners. [learning]

Learners require customized, well-designed educational experiences that develop their unique interests and talents to create a passion for learning.

Community engagement enhances educational experiences. [collaboration + engagement]

Collaborative environments that give voice and offer ownership to stakeholders are essential to meeting current and future needs.

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Goals

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

Performance Objective 1: All students will make at least one years progress in reading between the beginning and end of the year.

Evaluation Data Sources: DRA, MCLASS, STARR, MAP Data

Strategy 1 Details
Strategy 1: Utilize Units of Study by Lucy Calkins and Fountas and Pinnell resources with fidelity to support the GISD written ELAR Curriculum.
Strategy 2 Details
Strategy 2: Intervention Teachers will utilize LLI materials to intervene and provide support to needed learners.
Strategy 3 Details
Strategy 3: M-Class will be utilized in Grades K-2 to provide progress monitoring data and instructional support to all students in grades K-2.
Strategy 4 Details
Strategy 4: Literacy Labs will be implemented and supported by district to reinforce and extend teachers knowledge and expertise with Balanced Literacy and the Usage of Phonemic awareness program.
Strategy 5 Details
Strategy 5: Implementation of Heggerty-Phonemic Awareness Program.

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

Performance Objective 2: Student performance for all student groups measured in Domain 3 of STAAR will demonstrate a 10% increase in reading performance and a 15% increase in math performance compared to 2019 STAAR.

Strategy 1 Details
Strategy 1: Professional Learning and ongoing support for teachers with the implementation on the Units of Study Resource, and Math Workshop, all grade levels.
Strategy 2 Details
Strategy 2: Continue to utilize the Response to Intervention process and campus interventionist to intervene with at risk students and support the curriculum. Intervention Teachers will use LLI to intervene with struggling reading students.
Strategy 3 Details
Strategy 3: Teachers and Administration will be trained to and will unpack grade level TEKS to develop teacher mastery of aligning, planning and designing instruction based on student needs and mastery of TEKS objectives.
Strategy 4 Details
Strategy 4: Analyzing assessment data during PLCs and RtI meetings to monitor and address student growth/progress and to plan for interventions and enrichment based on identified areas of need.

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

Performance Objective 3: Learning will be designed to activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards reflecting the GISD written, taught and tested curriculum resulting in growth for 100% of students.

Strategy 1 Details
Strategy 1: Utilize campus design coach to support the campus in the design and implementation of engaging work and improving instructional strategies to address the personalized learning needs of students.
Strategy 2 Details
Strategy 2: Implementation and utilization of resources, support and professional learning opportunities to support the progression of personalized learning on our campus.
Strategy 3 Details
Strategy 3: Ensure all students and teachers have necessary supplies, manipulatives, support and resources to advance the learning of all students

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

Performance Objective 4: Ensure Special Education program obtains and utilizes need resources and supports to support student growth.

Evaluation Data Sources: Administrative Team, District Support, Teachers

Strategy 1 Details
Strategy 1: Utilize campus design coach to support the campus in the process and implementation of designing engaging work and improving instructional strategies to address the needs of students.

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

Performance Objective 1: Ford Elementary will develop deeper participation and gather input in decision making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

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

Performance Objective 2: Ford Elementary will send weekly communication and and updates to parents and community.

Evaluation Data Sources: Administration, Front Office Staff, Teachers

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

Performance Objective 1: Ford Elementary will elicit 100% staff engagement and feedback in creating, establishing, and refining campus processes, and procedures.

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

Performance Objective 2: Ford Administration will provide leadership opportunities, and will support and empower staff to lead learning and practices on a campus and district level.

Strategy 1 Details
Strategy 1: Master schedule has specialized time for Professional Learning Community meetings in order for teachers to analyze data, analyze student work samples, identify trends, create formative assessments, determine student and staff needs for support, inform instruction, provide time for intentional planning, design and collaboration.

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

Performance Objective 1: Create a positive climate with an innovative culture through relationship building by establishing multiple systems of support that are aligned to the vision, mission and beliefs of Georgetown ISD.

Georgetown Independent School District

Frost Elementary School - TIP

2021-2022 Cycles/Essential Actions/Action Steps



Superintendent:
DCSI/Grant Coordinator:

Fred Brent
Wes Vanicek

Principal: Tamra Marbib
ESC Case Manager: Jamie Haywood
ESC Region: 13

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: While we made progress in some areas, we did not meet all our goals. We are seeing progress in overall reading scores and specifically exceeded our goal for students projected to meet and master.

In math, however we did not see the growth that we had hoped for. While we were closest in the meets category, approaches and masters categories were significantly below our goal.

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Rationale: This was a priority focus area last year for our campus. Campus perception data obtained in feedback surveys from staff, students and families shows improvement in consistency in practices and policy implementation related to the mission, vision and beliefs, with specific emphasis on district Learner Profile traits in order to continue momentum to build successful learning habits for our students and staff. Meaningful work to align and articulate the vision, mission and beliefs of the campus is underway and showing improvement. Focus on Learner Profile traits has improved and will continue throughout the next school year. Emphasis on district beliefs will be a new area of growth. The goal is for our students and staff to internalize, recognize and apply these traits and beliefs to deepen their characteristics as learners. In addition, our campus will be participating in a Social Emotional Learning Cohort with several other campuses in the district to promote best practices in classroom procedures and plans.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will partner with District Teaching and Learning Staff and District SEL Specialist to provide professional learning to review Learner Profile traits, introduce Learner Profile resources available, reinforce district beliefs and how those relate to our campus culture and provide learning on SEL practices in the classroom. Teachers will utilize campus Learner Profile resources and SEL implementation guidance to embed these focus areas in weekly lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly email newsletter, standing agenda item for faculty meetings and PLC work, all staff have a role in realigning campus mission, vision, and beliefs, CKH Process Champions facilitate implementation during staff meetings. Teachers and staff will provide direct instructional opportunities to students to promote greater understanding of Learner Profile traits in order for students to be able to demonstrate these characteristics as well as recognize them in the actions of others. Administration will intentionally embed Learner Profile and beliefs work in to TTESS processes with teachers through goal setting, feedback loops, and observation. Process Champions, SEL Action Team, and administration will utilize campus web page and email blasts to communicate focus areas to students, families, and community members.

Desired Annual Outcome: By the end of May 2022, 100% of the teachers will be able to articulate the school's mission, vision, and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway. By January 2022, 100% of staff will participate in initial phases of District led SEL Cohort which includes teacher training and development in SEL practices and strategies for the classroom.

District Commitment Theory of Action: If the District policies and practices align with and promote positive school culture and the District provides campuses with the best practice resources and tools for engaging families and finally if the District provides data systems to track pertinent school culture data, then the campus staff can articulate the school's mission, vision and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway.

Desired 90-day Outcome: Provide mission, vision, beliefs and learner profile professional learning through PLCs and intentionally include Learner Profile and Beliefs into Goal Setting and Professional Development TTESS meetings with 100% of teachers by September 30, 2021. 100% of staff will participate in SEL Onboarding Training.

District Actions: The District will provide clear expectations and on-going support for the campus level PLC process. The District will provide on-going support and professional learning for the campus Learning Design Coach in support of the PLC process on the campus. The District will provide on-going coaching and support for the campus principal around professional learning for vision, mission, and beliefs driven work.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All teachers have received training on SEL and goal setting meetings were focused on campus goals with a focus on Learner Profile traits and incorporating them in to lessons and learning.

Step 1 Details	Reviews
<p>Action Step 1: Provide initial SEL District Cohort Training for all staff to support implementation of SEL instructional practices across the campus. This will deepen teacher understanding of SEL and provide connection and clarity of how to implement through classroom instruction.</p> <p>Evidence Used to Determine Progress: Training participation and sign in reports.</p> <p>Person(s) Responsible: Principal's Administrative Assistant</p> <p>Resources Needed: District SEL Specialist created and delivered training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Action step met.</p>
Step 2 Details	Reviews
<p>Action Step 2: Discuss Learner Profile and Beliefs in PLC in order to incorporate a focus on Learner Profile and Beliefs in lessons and plans by discussing throughout GSPD meetings with all teachers at the beginning of the year.</p> <p>Evidence Used to Determine Progress: TTESS Documentation, PLC Agendas</p> <p>Person(s) Responsible: Principal and Assistant Principal</p> <p>Resources Needed: Eduphoria Strive, PLC Agendas</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Action Step met.</p>

Step 3 Details	Reviews
<p>Action Step 3: Implement Learner Profile and Beliefs Learning during each weekly PLC meeting with specific focus on planning lessons that include and promote consistent instruction and recognition of student behaviors in line with Learner Profile and belief.</p> <p>Evidence Used to Determine Progress: PLC Agendas</p> <p>Person(s) Responsible: Principal and Learning Design Coach</p> <p>Resources Needed: PLC</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We will add additional campus wide recognition opportunities to promote greater student and staff understanding of Learner Profile traits.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers will be responsible for applying learning that began last year and empowering students to recognize traits in each other. They will have to assess student understanding of traits prior to allowing students to identify them in each other since they will have varying levels of understanding depending on implementation in their previous class.

What specific action steps address these challenges?: Consistent review of Learner profile traits in PLCs for teachers, pre planned lessons on learner profile traits for teachers to implement in lessons, and SEL onboarding training.

Cycle 1 - (Sept – Nov)

2. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Rationale: The campus staff grew greatly in the implementation of PLCs and the use of data driven instruction in the past year. This process has allowed us to analyze our Tier 1, 2 and 3 percentages and identify a disparity in the number of students we serve versus the expected percentages at each grade level. This analysis has uncovered the need for strengthening our Tier 1 instruction, continued clarification of intervention referrals and services, and collaboration between service providers for our at risk learners. Focus on these areas will allow us to serve our students in a more comprehensive manner. In addition, focus on Tier 1 instruction should help strengthen student understanding and decrease needs for intervention.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to will provide professional learning, clear expectations, and coaching for prioritizing and unpacking learning standards. Additional focus will be given for utilizing district curriculum resources in order to meet student learning needs. Feedback protocols will be implemented to provide ongoing feedback on lesson design and implementation. Time will be provided in the master schedule to allow for collaboration on lesson design and implementation. Interventionists and Learning Design Coach will facilitate identification and implementation of unit priority standards to help target instruction for all students and needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided in the summer and throughout the school year to build capacity for teachers. Training will include lesson design, unpacking of standards, modeling of new concepts, coaching, and feedback based on unit design and implementation. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design. In addition, staff will communicate prioritized standards and skills with students and families in order to promote school-home connections that focus on priority work. These will also be considered in planning of community engagement opportunities such as family nights.

Desired Annual Outcome: By May 2022, 100% of teachers will participate in professional learning on prioritizing and unpacking standards. By May 2022, 50% of unit designs will show evidence of prioritization unpacking, webbing, and assessment of standards. While our hope is that far more than 50% of designs will show this evidence, after considering the growth and change in processes we are implementing as well as Covid impacts that we needed to ensure an attainable goal that would not counter act teacher morale. Grade level data tracking of pre-assessment and post-assessment to monitor student mastery of skills based on non negotiable unit standards developed by teachers will be evidenced in lesson plans.

District Commitment Theory of Action: If the district ensures access to common formative assessment tools and reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Desired 90-day Outcome: By December 2021, 100% of teachers will engage in grade level design to identify non negotiable standards based on High Priority Learning Standards identified in district curriculum documents for two units and target instruction to ensure mastery of these skills for all students. Progress on standards will be tracked through formative assessments and analyzed through PLC work to determine areas of need for intervention and enrichment.

District Actions: District Curriculum Coordinators will provide training, coaching, and feedback on lesson design and delivery with specific focus in math and reading.

Did you achieve your 90 day outcome?: No

Why or why not?: All but 5% of teachers have participated in at least one grade level design day. Our Special Education teachers will be participating in design days. We struggled with substitute availability for several grade level sessions and were unable to achieve 100% teacher participation.

Step 1 Details	Reviews
<p>Action Step 1: Grade Level planning/design days each 9 weeks to provide learning on prioritizing and unpacking standards to utilize in lesson design and planning.</p> <p>Evidence Used to Determine Progress: Grade Level design days scheduled and subs provided.</p> <p>Person(s) Responsible: Principal and Learning Design Coach</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: Substitutes - 6100-Payroll - \$2,975</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: This is an ongoing step that we will work on each 9 weeks. Due to considerable sub shortages and issues, we are also working to think of creative ways to ensure that these do not get missed due to lack of coverage.</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will identify and document priority learning standards for each Unit. Teachers will utilize those to unpack and design instruction to ensure student mastery and document in planning documents.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Design Day webbing activities</p> <p>Person(s) Responsible: Teachers, Principal, Assistant Principal, Learning Design Coach</p> <p>Resources Needed: Curriculum Documents, Lesson plans, substitute availability</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: This is an ongoing action step. We will continue this practice and adjust based on feedback from each one. This is a growing practice that has also begun to include learning observations and feedback opportunities for teachers.</p>
Step 3 Details	Reviews
<p>Action Step 3: Grade Level Design days will provide time for administration and district staff to clarify resources and curriculum document usage to promote clarity and focus.</p> <p>Evidence Used to Determine Progress: Grade Level Design Days, Resource Clarity documents</p> <p>Person(s) Responsible: LDC, Administration, District Curriculum Coordinators</p> <p>Resources Needed: Substitutes, Curriculum Documents</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: This is an ongoing action step. We will continue this grow the relationship with district curriculum staff and teachers by providing support on design days.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teacher understanding of district curriculum documents and resources could present challenges to achieving this goal. Continuity and consistency of resources in previous years could cause concern as teacher try to implement lessons.

What specific action steps address these challenges?: Provide design days with district curriculum supports to promote understanding and usage of curriculum documents and clarify recommended resources.

Cycle 1 - (Sept – Nov)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Rationale: Campus staff surveys show a considerable desire for feedback on instructional practices. Teachers are eager to improve their practices, making it an opportune time to develop practices that promote critical thinking skills and provide differentiation and scaffolded support for struggling students. As teachers are increasing their knowledge and depth of understanding of the standards through professional learning, design time, and coaching with Learning Design Coach and District Curriculum Coordinators, a focus on best practices in classroom routines, activities, and tasks will promote increased student learning across all tiers and services, with a strong focus on Tier 1 instruction.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to provide design time for teachers to focus on instructional materials and activities to engage learners in content-rich and meaningful tasks that promote deep understanding and engagement for students. Teachers will participate in Learning Labs throughout the year that will provide real time in class support and feedback from curriculum coordinators and the Learning Design Coach on instructional practices and student engagement activities to maximize instructional time. Campus Leaders will partner with TIL to improve practices in observation and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided throughout PLCs and design days will be provided each semester to build capacity for teachers. In addition, teachers will participate in Learning Labs each semester for real time coaching and feedback on their instructional practices in the classroom. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design and development of engaging activities and strategies for students. In addition to ongoing classroom level communication, these efforts will be showcased during family involvement nights where student work will be on display.

Desired Annual Outcome: My May 2022, 100% of teachers will participate in weekly PLCs and at least 3 design days throughout the year to deepen their understanding of prioritizing and designing engaging work for students on particular standards. 20% of teachers will participate in Learning Lab cohorts to attain ongoing feedback on instructional practices to improve student engagement in activities and mastery of skills.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities and support for Learning Labs for staff to receive feedback on lesson design, instruction, and student engagement informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to deliver, reflect, and improve experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver differentiated instruction that meets the needs of each student.

Desired 90-day Outcome: By October 29, 2021, 100% of teachers will participate in professional learning to design instruction and activities based on identified non negotiable standards based on High Priority Learning Standards identified in district curriculum documents for each unit and target instruction to ensure engaging, differentiated activities to support the mastery of these skills for all students. 20% of teachers will also begin work in Learning Labs that will model, provide practice, and feedback on best practices with instruction and engaging activities,.

District Actions: District Curriculum Coordinators will provide training, coaching, and feedback on lesson design and delivery with specific focus on engagement and differentiated activities that promote content rich practices and student tasks.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers have participated in professional learning and greater than 20% of teaches have begun work in learning labs.

Step 1 Details	Reviews
<p>Action Step 1: Provide professional learning on designing instructional activities to ensure differentiation and engaging activities that support critical thinking skills and deepened student mastery.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Professional Learning Days with substitutes provided, and Learning Lab days with district curriculum coordinator support.</p> <p>Person(s) Responsible: Administration, District Curriculum Coordinators, LDC</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Action Step met.</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will participate in content specific learning labs to promote practices that ensure design and implementation of differentiated, engaging work for students to ensure mastery of prioritized learning standards.</p> <p>Evidence Used to Determine Progress: Agendas for Professional learning days for Learning Labs</p> <p>Person(s) Responsible: Administration, District Curriculum Coordinators, LDC</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Action step met.</p>
Step 3 Details	Reviews
<p>Action Step 3: Initial Walkthroughs will focus on evidence of clear student expectations as well as implementation of routines and procedures. Feedback will be given for areas of strength as well as areas that may need refining.</p> <p>Evidence Used to Determine Progress: Walkthrough documentation</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Walkthrough forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: One Time - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We will utilize the information from walkthroughs to guide professional learning opportunities in the spring focused on routines and strategies to implement in the classroom to help with classroom management at a Tier 1 level.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: While teachers have expressed desire for feedback, adjusting and recreating instructional practices could prove to be challenging. Student routines and procedures could need adjustment which could create distraction to the systems already in place.

What specific action steps address these challenges?: Training through PLCs and design days as well as Coaching Opportunities through Learning Labs will address these challenges with in class support to implement new instructional routines and activities.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Rationale: This was a priority focus area last year for our campus. Campus perception data obtained in feedback surveys from staff, students and families shows improvement in consistency in practices and policy implementation related to the mission, vision and beliefs, with specific emphasis on district Learner Profile traits in order to continue momentum to build successful learning habits for our students and staff. Meaningful work to align and articulate the vision, mission and beliefs of the campus is underway and showing improvement. Focus on Learner Profile traits has improved and will continue throughout the next school year. Emphasis on district beliefs will be a new area of growth. The goal is for our students and staff to internalize, recognize and apply these traits and beliefs to deepen their characteristics as learners. In addition, our campus will be participating in a Social Emotional Learning Cohort with several other campuses in the district to promote best practices in classroom procedures and plans.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will partner with District Teaching and Learning Staff and District SEL Specialist to provide professional learning to review Learner Profile traits, introduce Learner Profile resources available, reinforce district beliefs and how those relate to our campus culture and provide learning on SEL practices in the classroom. Teachers will utilize campus Learner Profile resources and SEL implementation guidance to embed these focus areas in weekly lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly email newsletter, standing agenda item for faculty meetings and PLC work, all staff have a role in realigning campus mission, vision, and beliefs, CKH Process Champions facilitate implementation during staff meetings. Teachers and staff will provide direct instructional opportunities to students to promote greater understanding of Learner Profile traits in order for students to be able to demonstrate these characteristics as well as recognize them in the actions of others. Administration will intentionally embed Learner Profile and beliefs work in to TTESS processes with teachers through goal setting, feedback loops, and observation. Process Champions, SEL Action Team, and administration will utilize campus web page and email blasts to communicate focus areas to students, families, and community members.

Desired Annual Outcome: By the end of May 2022, 100% of the teachers will be able to articulate the school's mission, vision, and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway. By January 2022, 100% of staff will participate in initial phases of District led SEL Cohort which includes teacher training and development in SEL practices and strategies for the classroom.

District Commitment Theory of Action: If the District policies and practices align with and promote positive school culture and the District provides campuses with the best practice resources and tools for engaging families and finally if the District provides data systems to track pertinent school culture data, then the campus staff can articulate the school's mission, vision and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway.

Desired 90-day Outcome: By the end of February 2022, the campus SEL committee will be formed and will meet monthly to determine campus implementation goals and action steps. The SEL committee will be formed from 20% of staff including administration, counselor, and teachers. By February 2022, 100% of teachers will be able to produce a student artifact that demonstrates student learning and recognition of at least one learner profile trait.

District Actions: The District will provide clear expectations and on-going support for the campus level PLC process. The District will provide on-going support and professional learning for the campus Learning Design Coach in support of the PLC process on the campus. The District will provide on-going coaching and support for the campus principal around professional learning for vision, mission, and beliefs driven work.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Discuss Learner Profile and Beliefs in PLC in order to incorporate a focus on Learner Profile and Beliefs in lessons and design lessons that demonstrate awareness and understanding of the Learner Profile.</p> <p>Evidence Used to Determine Progress: TTESS Documentation, PLC Agendas</p> <p>Person(s) Responsible: Principal and Assistant Principal, classroom teachers</p> <p>Resources Needed: Eduphoria Strive, PLC Agendas</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus SEL Committee will meet and determine action steps to support implementation of SEL.</p> <p>Evidence Used to Determine Progress: Meeting Agendas</p> <p>Person(s) Responsible: Administration, District SEL Coordinator</p> <p>Resources Needed: District SEL Onboarding site, committee</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Staff will participate in Professional Learning on SEL.</p> <p>Evidence Used to Determine Progress: PL Attendance documentation</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: PL Offerings</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 21, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: We will add additional campus wide recognition opportunities to promote greater student and staff understanding of Learner Profile traits.</p> <p>Evidence Used to Determine Progress: Participation in events and celebrations each month to reinforce students showing learner profile skills.</p> <p>Person(s) Responsible: Administration, teachers.</p> <p>Resources Needed: Learner Profile slips, time and location for celebrations</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 5, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Celebration Supplies - 6300-Supplies and materials - \$50</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers and staff may struggle to incorporate Learner Profile traits in lessons. Evidence through artifacts might be a challenge

What specific action steps address these challenges?: Action Step 1

Cycle 2 - (Dec – Feb)

2. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Rationale: The campus staff grew greatly in the implementation of PLCs and the use of data driven instruction in the past year. This process has allowed us to analyze our Tier 1, 2 and 3 percentages and identify a disparity in the number of students we serve versus the expected percentages at each grade level. This analysis has uncovered the need for strengthening our Tier 1 instruction, continued clarification of intervention referrals and services, and collaboration between service providers for our at risk learners. Focus on these areas will allow us to serve our students in a more comprehensive manner. In addition, focus on Tier 1 instruction should help strengthen student understanding and decrease needs for intervention.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to will provide professional learning, clear expectations, and coaching for prioritizing and unpacking learning standards. Additional focus will be given for utilizing district curriculum resources in order to meet student learning needs. Feedback protocols will be implemented to provide ongoing feedback on lesson design and implementation. Time will be provided in the master schedule to allow for collaboration on lesson design and implementation. Interventionists and Learning Design Coach will facilitate identification and implementation of unit priority standards to help target instruction for all students and needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided in the summer and throughout the school year to build capacity for teachers. Training will include lesson design, unpacking of standards, modeling of new concepts, coaching, and feedback based on unit design and implementation. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design. In addition, staff will communicate prioritized standards and skills with students and families in order to promote school-home connections that focus on priority work. These will also be considered in planning of community engagement opportunities such as family nights.

Desired Annual Outcome: By May 2022, 100% of teachers will participate in professional learning on prioritizing and unpacking standards. By May 2022, 50% of unit designs will show evidence of prioritization unpacking, webbing, and assessment of standards. While our hope is that far more than 50% of designs will show this evidence, after considering the growth and change in processes we are implementing as well as Covid impacts that we needed to ensure an attainable goal that would not counter act teacher morale. Grade level data tracking of pre-assessment and post-assessment to monitor student mastery of skills based on non negotiable unit standards developed by teachers will be evidenced in lesson plans.

District Commitment Theory of Action: If the district ensures access to common formative assessment tools and reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Desired 90-day Outcome: By December 2021, 25% of unit designs will show prioritization of unpacking, webbing, and assessment of standards. By December 2021, 100% of grade levels will have evidence of formative assessments that were utilized to drive instructional practices during a unit.

District Actions: District Curriculum Coordinators will provide consultants, training, coaching, and feedback on lesson design and delivery with specific focus in math and reading.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Grade Level planning/design days each 9 weeks to provide learning on prioritizing and unpacking standards to utilize in lesson design.</p> <p>Evidence Used to Determine Progress: Grade Level design days scheduled and subs provided.</p> <p>Person(s) Responsible: Principal and Learning Design Coach</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Substitutes - 6100-Payroll - \$2,975</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will identify and document priority learning standards for each Unit and utilize those to unpack and design instruction to ensure student mastery. This is an ongoing action step. We will continue this practice and adjust based on feedback from each one. This is a growing practice that has also begun to include learning observations and feedback opportunities for teachers.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Design Day webbing activities</p> <p>Person(s) Responsible: Teachers, Principal, Assistant Principal, Learning Design Coach</p> <p>Resources Needed: Curriculum Documents, Lesson plans, substitute availability</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Grade Level Design days will provide time for administration and district staff to clarify resources and curriculum document usage to promote clarity and focus.</p> <p>Evidence Used to Determine Progress: Grade Level Design Days, Resource Clarity documents</p> <p>Person(s) Responsible: LDC, Administration, District Curriculum Coordinators</p> <p>Resources Needed: Substitutes, Curriculum Documents</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We may encounter issues securing subs for the design days.

What specific action steps address these challenges?: We will secure subs well in advance and navigate any cancellations to ensure the design days take place.

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Rationale: Campus staff surveys show a considerable desire for feedback on instructional practices. Teachers are eager to improve their practices, making it an opportune time to develop practices that promote critical thinking skills and provide differentiation and scaffolded support for struggling students. As teachers are increasing their knowledge and depth of understanding of the standards through professional learning, design time, and coaching with Learning Design Coach and District Curriculum Coordinators, a focus on best practices in classroom routines, activities, and tasks will promote increased student learning across all tiers and services, with a strong focus on Tier 1 instruction.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to provide design time for teachers to focus on instructional materials and activities to engage learners in content-rich and meaningful tasks that promote deep understanding and engagement for students. Teachers will participate in Learning Labs throughout the year that will provide real time in class support and feedback from curriculum coordinators and the Learning Design Coach on instructional practices and student engagement activities to maximize instructional time. Campus Leaders will partner with TIL to improve practices in observation and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided throughout PLCs and design days will be provided each semester to build capacity for teachers. In addition, teachers will participate in Learning Labs each semester for real time coaching and feedback on their instructional practices in the classroom. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design and development of engaging activities and strategies for students. In addition to ongoing classroom level communication, these efforts will be showcased during family involvement nights where student work will be on display.

Desired Annual Outcome: My May 2022, 100% of teachers will participate in weekly PLCs and at least 3 design days throughout the year to deepen their understanding of prioritizing and designing engaging work for students on particular standards. 20% of teachers will participate in Learning Lab cohorts to attain ongoing feedback on instructional practices to improve student engagement in activities and mastery of skills.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities and support for Learning Labs for staff to receive feedback on lesson design, instruction, and student engagement informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to deliver, reflect, and improve experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver differentiated instruction that meets the needs of each student.

Desired 90-day Outcome: By February 2022, 100% of teachers will have participated in 2 design days focusing on prioritization of standards and design of engaging work to ensure student mastery of skills.

District Actions: District Curriculum Coordinators will provide training, coaching, and feedback on lesson design and delivery with specific focus on engagement and differentiated activities that promote content rich practices and student tasks. District Coordinators will provide support in determining resources for campus wide expectations support.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Provide continued professional learning and support on designing instructional activities to ensure differentiation and engaging activities that support critical thinking skills and deepened student mastery.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Professional Learning Days with substitutes provided, and Learning Lab days with district curriculum coordinator support.</p> <p>Person(s) Responsible: Administration, District Curriculum Coordinators, LDC</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will participate in content specific learning labs to promote practices that ensure design and implementation of differentiated, engaging work for students to ensure mastery of prioritized learning standards.</p> <p>Evidence Used to Determine Progress: Agendas for Professional learning days for Learning Labs</p> <p>Person(s) Responsible: Administration, District Curriculum Coordinators, LDC</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Substitutes - 6100-Payroll - \$2,850</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Walkthroughs will focus on evidence of clear student expectations. In addition, walkthroughs will document evidence of implementation of routines and procedures emphasized in learning labs for Math and Reading. Feedback will be given for areas of strength as well as areas that may need refining.</p> <p>Evidence Used to Determine Progress: Walkthrough documentation</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Walkthrough forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Explore options for professional learning on Tier 1 classroom management growth and supports.</p> <p>Evidence Used to Determine Progress: Meeting agendas and documentation on district and/or partner opportunities.</p> <p>Person(s) Responsible: Administration, BCS Teacher, Counselor, Teachers</p> <p>Resources Needed: Meeting agendas, support options</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Training, Coaching, Support - 6400-Other operating costs - \$4,500</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers may be resistant to the possibility of adjusting routines and procedures for the classrooms in order to promote a more structured and consistent environment for students based on professional learning.

What specific action steps address these challenges?: Action Step 4

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Rationale: This was a priority focus area last year for our campus. Campus perception data obtained in feedback surveys from staff, students and families shows improvement in consistency in practices and policy implementation related to the mission, vision and beliefs, with specific emphasis on district Learner Profile traits in order to continue momentum to build successful learning habits for our students and staff. Meaningful work to align and articulate the vision, mission and beliefs of the campus is underway and showing improvement. Focus on Learner Profile traits has improved and will continue throughout the next school year. Emphasis on district beliefs will be a new area of growth. The goal is for our students and staff to internalize, recognize and apply these traits and beliefs to deepen their characteristics as learners. In addition, our campus will be participating in a Social Emotional Learning Cohort with several other campuses in the district to promote best practices in classroom procedures and plans.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will partner with District Teaching and Learning Staff and District SEL Specialist to provide professional learning to review Learner Profile traits, introduce Learner Profile resources available, reinforce district beliefs and how those relate to our campus culture and provide learning on SEL practices in the classroom. Teachers will utilize campus Learner Profile resources and SEL implementation guidance to embed these focus areas in weekly lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly email newsletter, standing agenda item for faculty meetings and PLC work, all staff have a role in realigning campus mission, vision, and beliefs, CKH Process Champions facilitate implementation during staff meetings. Teachers and staff will provide direct instructional opportunities to students to promote greater understanding of Learner Profile traits in order for students to be able to demonstrate these characteristics as well as recognize them in the actions of others. Administration will intentionally embed Learner Profile and beliefs work in to TTESS processes with teachers through goal setting, feedback loops, and observation. Process Champions, SEL Action Team, and administration will utilize campus web page and email blasts to communicate focus areas to students, families, and community members.

Desired Annual Outcome: By the end of May 2022, 100% of the teachers will be able to articulate the school's mission, vision, and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway. By January 2022, 100% of staff will participate in initial phases of District led SEL Cohort which includes teacher training and development in SEL practices and strategies for the classroom.

District Commitment Theory of Action: If the District policies and practices align with and promote positive school culture and the District provides campuses with the best practice resources and tools for engaging families and finally if the District provides data systems to track pertinent school culture data, then the campus staff can articulate the school's mission, vision and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway.

Desired 90-day Outcome: By May 2022, 100% of teachers will effectively include mission, vision and beliefs in classroom expectations and expectations and student artifacts will show understanding and demonstration of the skills. By May 2022, campus SEL committee will begin communicating goals and implementation plans for SEL learning to teachers and staff.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Rationale: The campus staff grew greatly in the implementation of PLCs and the use of data driven instruction in the past year. This process has allowed us to analyze our Tier 1, 2 and 3 percentages and identify a disparity in the number of students we serve versus the expected percentages at each grade level. This analysis has uncovered the need for strengthening our Tier 1 instruction, continued clarification of intervention referrals and services, and collaboration between service providers for our at risk learners. Focus on these areas will allow us to serve our students in a more comprehensive manner. In addition, focus on Tier 1 instruction should help strengthen student understanding and decrease needs for intervention.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to will provide professional learning, clear expectations, and coaching for prioritizing and unpacking learning standards. Additional focus will be given for utilizing district curriculum resources in order to meet student learning needs. Feedback protocols will be implemented to provide ongoing feedback on lesson design and implementation. Time will be provided in the master schedule to allow for collaboration on lesson design and implementation. Interventionists and Learning Design Coach will facilitate identification and implementation of unit priority standards to help target instruction for all students and needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided in the summer and throughout the school year to build capacity for teachers. Training will include lesson design, unpacking of standards, modeling of new concepts, coaching, and feedback based on unit design and implementation. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design. In addition, staff will communicate prioritized standards and skills with students and families in order to promote school-home connections that focus on priority work. These will also be considered in planning of community engagement opportunities such as family nights.

Desired Annual Outcome: By May 2022, 100% of teachers will participate in professional learning on prioritizing and unpacking standards. By May 2022, 50% of unit designs will show evidence of prioritization unpacking, webbing, and assessment of standards. While our hope is that far more than 50% of designs will show this evidence, after considering the growth and change in processes we are implementing as well as Covid impacts that we needed to ensure an attainable goal that would not counter act teacher morale. Grade level data tracking of pre-assessment and post-assessment to monitor student mastery of skills based on non negotiable unit standards developed by teachers will be evidenced in lesson plans.

District Commitment Theory of Action: If the district ensures access to common formative assessment tools and reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Desired 90-day Outcome: By May 2022, 50% of unit designs will show evidence of prioritization, unpacking, webbing, and assessment standards. By May 2022, 100% of teachers will be able to provide evidence in lesson plans of instructional planning that includes reflection on addressing students needs based on formative assessments.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Rationale: Campus staff surveys show a considerable desire for feedback on instructional practices. Teachers are eager to improve their practices, making it an opportune time to develop practices that promote critical thinking skills and provide differentiation and scaffolded support for struggling students. As teachers are increasing their knowledge and depth of understanding of the standards through professional learning, design time, and coaching with Learning Design Coach and District Curriculum Coordinators, a focus on best practices in classroom routines, activities, and tasks will promote increased student learning across all tiers and services, with a strong focus on Tier 1 instruction.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to provide design time for teachers to focus on instructional materials and activities to engage learners in content-rich and meaningful tasks that promote deep understanding and engagement for students. Teachers will participate in Learning Labs throughout the year that will provide real time in class support and feedback from curriculum coordinators and the Learning Design Coach on instructional practices and student engagement activities to maximize instructional time. Campus Leaders will partner with TIL to improve practices in observation and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided throughout PLCs and design days will be provided each semester to build capacity for teachers. In addition, teachers will participate in Learning Labs each semester for real time coaching and feedback on their instructional practices in the classroom. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design and development of engaging activities and strategies for students. In addition to ongoing classroom level communication, these efforts will be showcased during family involvement nights where student work will be on display.

Desired Annual Outcome: My May 2022, 100% of teachers will participate in weekly PLCs and at least 3 design days throughout the year to deepen their understanding of prioritizing and designing engaging work for students on particular standards. 20% of teachers will participate in Learning Lab cohorts to attain ongoing feedback on instructional practices to improve student engagement in activities and mastery of skills.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities and support for Learning Labs for staff to receive feedback on lesson design, instruction, and student engagement informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to deliver, reflect, and improve experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver differentiated instruction that meets the needs of each student.

Desired 90-day Outcome: By May 2022, 100% of teachers will have participated in at least 3 design days with a focus on prioritizing standards and designing engaging work. Also by May 2022, 20% of teachers will have completed learning Lab cohorts in a reading or math content area as well as 100% of teachers will have evidence of feedback from administration on the effectiveness of instructional strategies through walkthroughs and/or observations.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Georgetown Independent School District

Georgetown High School

2021-2022



Mission Statement

Our Mission:

Embracing a tradition of diverse educational experiences and extensive community partnerships, the Georgetown Independent School District mission is to empower and inspire all students to lead and serve in a global society by creating world class learners and engaged citizens through relevant experiences every day.

Learner Profile

The Georgetown ISD Learner...

- Communicates, collaborates and applies critical thinking
- Creates and innovates
- Obtains knowledge through inquiry and exploration
- Adapts and perseveres
- Develops self-knowledge and personal responsibility
- Builds and models respectful relationships

GHS Core Values

Excellence, Tradition, Diversity, Community, Life-long Learners

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Goals

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

Performance Objective 1: Design learning experiences, focused on the learner profile, that address needs of all learners (remote and in-person).

Targeted or ESF High Priority

Evaluation Data Sources: PLC notes

Strategy 1 Details
Strategy 1: PLC's will include accounting for Learner Profile Experiences in the classroom for all student groups, with a focus on EL learners, as they relate to standards. ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy
Strategy 2 Details
Strategy 2: Teachers will receive feedback from walkthroughs using a Learner profile lens that they can consider when designing lessons. We will include teachers in learning walks. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy
Strategy 3 Details
Strategy 3: Administrators and the Design Coach will attend PLC's and offer feedback from collective walkthrough experiences. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy

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

Performance Objective 2: Create opportunities to address physical, mental, and emotional wellness.

Evaluation Data Sources: Guidance and Counseling Curriculum, and discipline data

Strategy 1 Details
Strategy 1: Counseling and admin team will incorporate guidance curriculum into the classroom setting each semester and through awareness weeks related to specific causes. ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy
Strategy 2 Details
Strategy 2: No Place for Hate, Capturing Kids Hearts, and other initiatives will be used to inform the GHS community in areas of mental health, suicide awareness, drug and alcohol abuse, anxiety, healthy relationships, and other health and well being and social emotional issues. ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy

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

Performance Objective 3: Increase the use of Design Qualities for designing engaging work for all students. Consider the engagement of students working remotely and how the Design Qualities apply.

Evaluation Data Sources: PLC docs and notes. Teacher feedback on student participation/engagement in class and online.

Strategy 1 Details
Strategy 1: Teachers will invite and engage the Design coach and Instructional Design Coach in their PLC's. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers
Strategy 2 Details
Strategy 2: Administration will utilize the LP walkthrough document to assist engaging work feedback. ESF Levers: Lever 2: Effective, Well-Supported Teachers

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

Performance Objective 4: CCMR: We will utilize the CCMR counselor on our campus to engage students in experiences with the industries, post secondary institutions, and military branches that offer a pathway for students upon graduation.

Evaluation Data Sources: Industry based certificate earned campus wide. Attendance information at our events for colleges and military visits.

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

Performance Objective 1: Invite deeper participation and gather input in decision making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

Evaluation Data Sources: Sign ins at PTSA, STUCO events attendance docs, and design team minutes.

Strategy 1 Details
<p>Strategy 1: The principal will utilize committees such as PTSA, student council, principal's counsel, and design team to connect campus vision/mission to the district.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

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

Performance Objective 2: Increase use of communication platforms that share GISD/GHS story across a broad range of platforms and highlights student work.

Evaluation Data Sources: Communications Plan and Social Media Platforms

Strategy 1 Details
Strategy 1: The campus will update campus websites and teacher websites (google classrooms primarily as a means for COVID comms) routinely. ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: The campus will use multiple means of communication to include Twitter, Facebook, text alerts, and email. ESF Levers: Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: The campus will include student voice in the messaging. ESF Levers: Lever 3: Positive School Culture

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

Performance Objective 1: Cultivate leadership and a staff that is beliefs-aligned and best meets the needs of students.

Evaluation Data Sources: Leadership development systems and processes aligned to Strategic Framework and Learner Profile.

Strategy 1 Details
Strategy 1: Admin will serve as instructional leaders by participating in PLC's, providing feedback related to LP, and offering PD related to engaging work and data informed lessons. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Design team, department chairs, and admin will offer teacher leadership opportunities aligned to district framework and learner profile. TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy
Strategy 3 Details
Strategy 3: The Design Team will incorporate coaching for design for all new teachers, and all teaches who desire to grow in this area. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers
Strategy 4 Details
Strategy 4: Resource and BCS teachers will continue to utilize and grow with the Solid Roots curriculum to support student IEP's.

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

Performance Objective 1: Utilize the new access to devices and create digitally collaborative spaces (COVID safe) that reflect a student's need for choice.

Evaluation Data Sources: Participation in online tutorials, project opportunities, and teacher hangouts.

Strategy 1 Details
Strategy 1: Our campus digital coach will attend PLC's and provide ongoing support for teachers utilizing engaging and meaningful technology applications by offering new platforms, connecting resources to curriculum and standards, and offering resources beyond the textbook. Connecting remote learning experiences to the means available. ESF Levers: Lever 2: Effective, Well-Supported Teachers
Strategy 2 Details
Strategy 2: PLC's will focus on equity in teaching and learning with remote vs. in person learning.

Georgetown Independent School District

Mccoy Elementary School

2021-2022



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 Beliefs

GISD Learner will

- Communicate, collaborates, and applies critical thinking.
- Creates and Innovates
- Obtains knowledge through inquiry and exploration
- Adapts and perserveres.
- Develops self-knowledge and personal responsibility.
- Builds and models respectful relationships.

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Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration. 10

Goals

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

Performance Objective 1: Increase the quality of student engagement and attainment of the learner profile by personalizing instruction through professional learning systems and instructional feedback systems.

Evaluation Data Sources: Student and Parent feedback surveys and documentation of professional Learning opportunities for staff.

Strategy 1 Details
Strategy 1: Creating and implementing peer leadership programs- Bobcat Buddies, Office helpers, Student Council, Brewing Independence and Paw Patrol.
Strategy 2 Details
Strategy 2: Create premade STEM lessons for teachers around each learner profile trait and connect the learning to their social contract.
Strategy 3 Details
Strategy 3: Provide opportunities for students to be publicly recognized for them exhibiting the Learner Profile Traits. (Bobcat of the month aligned to LP Trait, Learner Profile Bucks/Class Bingo Reward, and LP awards for EOY Awards ceremony)

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

Performance Objective 2: Student performance for all student groups measured in Domain 3 of TEA Accountability will demonstrate an increase in reading and math performance in accordance with Raye McCoy Elementary Student Performance Targets.

HB3 Goal

Evaluation Data Sources: The percentage of 3rd-grade students meeting or mastering grade-level standards on STAAR Grade 3 Math and Reading.

Strategy 1 Details
Strategy 1: We will increase the quality of our Tier 1, 2, and 3 instruction through regular PLCs and Design days for staff.
Strategy 2 Details
Strategy 2: Create assessment tools for data analysis to be utilized during PLC and learner profile growth. Pre-assessments Tweak Design Post-assessment Now what?

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

Performance Objective 1: McCoy will engage with the community to tell our story and increase their involvement with the campus.

Evaluation Data Sources: Interactions on social media pages, campus event flyers, and parent feedback through anonymous forums and Coffee with the Principals.

Strategy 1 Details
Strategy 1: We will advertise new dates and events on our campus. (Fall & Spring Conferences, Showcase of Learning -grade level nights, Fall & Spring Parent Workshop)
Strategy 2 Details
Strategy 2: We will engage parents and the community in the hiring process for all staff members by inviting parents and community members to be on the interview committee.

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

Performance Objective 2: We will establish digital portfolios to collect goals, data, and progress for each child.

Evaluation Data Sources: We will use feedback surveys to collect data on parent response to student experiences and student feedback on how tracking growth impacted their learning.

Strategy 1 Details
Strategy 1: Teachers will hold goal setting conferences with students. Students will monitor progress toward mastering personal learning goals.

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

Performance Objective 1: We will use data systems to inform our instruction related to whole child development (Learner Profile), SEL, and academic success.

Evaluation Data Sources: PLC agendas, Calendar for Design and Planning days built into campus master schedule.

Strategy 1 Details
Strategy 1: We will utilize the Leading Learning document and data walls that show how all students are growing. This will help us customize and target instruction for both remediation and extension opportunities.

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

Performance Objective 2: We will train our behavior staff and supporting general education teachers in Solid Roots.

Evaluation Data Sources: We will have a more informed staff equipped to collect functional behavioral data to utilize in decision making.

Strategy 1 Details
Strategy 1: Behavioral staff will meet one on one with teachers and train them on Daily Behavior Report cards and how to provide the feedback loop.

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

Performance Objective 3: We will provide additional staff training in ELP's best practices.

Evaluation Data Sources: Increase in TELPAS Scores

Strategy 1 Details
Strategy 1: We will have district support staff come in and train our staff on sheltered instruction.
Strategy 2 Details
Strategy 2: We will monitor student language development and intervene with just in time support.

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

Performance Objective 1: Create an empowered campus culture with positive relationships through continuous culture building initiatives and relationship building systems.

Evaluation Data Sources: Social contracts, staff attendance at professional learning opportunities around design, project-based learning, and Capturing Kids Hearts.

Strategy 1 Details
Strategy 1: Utilizing student input and participation, tied to the Social Contract, to continue to improve school-wide behavioral expectations in the classroom, common areas, and community.
Strategy 2 Details
Strategy 2: Develop and implement a process to offer clubs/service-learning projects.

Georgetown Independent School District

Mitchell Elementary School

2021-2022



Mission Statement

District Mission: Inspiring and empowering every learner to lead, grow, and serve.

Vision

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

Beliefs

Georgetown ISD District Beliefs

We believe public education is the foundation of our community.

Our actions should be student-centered. [relationships]

It is our responsibility to prepare students for their future. [innovation]

Developing leaders is vital to our success. [system + structure]

Instruction should be designed based on the needs of the learners. [learning]

Community engagement enhances educational experiences. [collaboration + engagement]

LEARNER PROFILE

The Georgetown ISD learner...

- Communicates, collaborates, and applies critical thinking
- Creates and innovates
- Obtains knowledge through inquiry and exploration
- Adapts and perseveres

- Develops self-knowledge and personal responsibility
- Builds and models respectful relationships. Goals

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Goals

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

Performance Objective 1: All students will make at least one years progress in reading between the beginning and end of the year.

Evaluation Data Sources: DRA reading level assessment, MAP Data, Lexia Core 5 Reading Program

Strategy 1 Details
Strategy 1: Utilize Units of Study by Lucy Calkins and Fountas and Pinnell resources with fidelity to support the GISD written ELAR Curriculum. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy
Strategy 2 Details
Strategy 2: Utilize Lexia Core 5 as support for all reading students campus wide.
Strategy 3 Details
Strategy 3: Learning Design Coach (LDC) will engage in weekly PLCs to drive conversations around design, vertical alignment, depth of knowledge required in the TEKS, and to review data with grade level teams with a focus on personalized learning for students.
Strategy 4 Details
Strategy 4: Teachers and administrators will continue to attend "Reading Academy" training and implement practices in daily instruction.

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

Performance Objective 2: Student performance for all student groups measured in Domain 3 of TEA Accountability will demonstrate and increase in reading and math performance in accordance with Mitchell Elementary Student Performance Targets.

HB3 Goal

Evaluation Data Sources: STAAR 2022

MAP Assessment Data

DRA

Strategy 1 Details
Strategy 1: Professional Learning and ongoing support for teachers with the implementation of Lucy Calkins Units of Study Resource, Balanced Literacy, Guided Math, and writing at all grade levels.
Strategy 2 Details
Strategy 2: Continue to utilize the Response to Intervention process and campus interventionists to intervene with at risk students and support the curriculum. Intervention Teachers will use LLI , Do The Math, SiL and Soluciones to provide reading and math interventions to students.
Strategy 3 Details
Strategy 3: Ensure effective utilization of the ELPS, reinforcement of effective teaching strategies to support ELL students, through PLC planning and professional learning.
Strategy 4 Details
Strategy 4: Teachers will analyze curriculum and TEKS alignment during vertical team meetings. Vertical team meetings will focus on academic areas of improvement as as identified by the campus & team and create action plans for addressing collaboratively.
Strategy 5 Details
Strategy 5: Purchase and provide training on materials to monitor student progress or provide targeted intervention for reading. Materials, resources, and learning opportunities will be provided specifically targeting academic vocabulary, fluency, reading comprehension, and phonics. Outside tutors may also be hired to collaborate with teachers in supporting student learning.

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

Performance Objective 3: Learning will be designed to create personalized learning experiences focused on the Learner Profile and High Priority Learning Standards reflecting the GISD written, taught and tested curriculum resulting in growth for 100% of students.

Evaluation Data Sources: MAP Growth, Formative Assessments, State Assessments, DRA's, progress monitoring, Walk-Through Observations, T-TESS Observations

Strategy 1 Details
Strategy 1: Utilize campus design coach to support the campus in the design and implementation of engaging work and improving instructional strategies to address the needs of students.
Strategy 2 Details
Strategy 2: Implementation of Personalized Learning Action Team, utilization of resources, support and ongoing professional learning opportunities to support the progression of personalized learning on our campus.
Strategy 3 Details
Strategy 3: Teachers will support students in goal setting and monitoring personal progress in order to foster student ownership and responsibility of their own learning.
Strategy 4 Details
Strategy 4: Ensure all students and teachers have necessary supplies, manipulatives, support and resources to advance the learning of all students .

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

Performance Objective 4: Increase opportunities and systems to address physical, mental, and emotional wellness of students.

Evaluation Data Sources: SEL Survey, Threat Assessment Surveys, Discipline Logs, Counselor Visits

Strategy 1 Details
Strategy 1: Increase the use of Social-Emotional Learning Strategies in daily instruction for students through implementation of SEL instruction in morning meetings, create calming corners in each of our classrooms, and ongoing professional learning by staff through teacher participation in SEL action team.
Strategy 2 Details
Strategy 2: CKH Process Champions and Campus Leadership will model and support the implementation of CKH campus wide through the use of Social Contracts, the 4 questions, and consequences. Ongoing professional learning through CKH traction visits and coaching will be provided each semester. Character lessons will be modeled by the leadership team campus wide and implemented into daily morning meetings.

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

Performance Objective 1: Increase campus communication to highlight student learning and work across a broad range of platforms.

Evaluation Data Sources: Social Media platforms, Site-based Meeting Agenda, Family Involvement Participation (sign in sheets), Surveys

Strategy 1 Details
Strategy 1: Utilize social media and other platforms (campus newsletters, local newspaper, facebook, PTA communication, Skyward, etc) to communicate events and celebrations with the community.
Strategy 2 Details
Strategy 2: Design, plan, and provide family involvement activities and events with 100% staff engagement. Student-centered parent involvement nights will be held in the fall and spring to showcase student ownership of their learning and academic progress
Strategy 3 Details
Strategy 3: Classes offered to parents in collaboration with the Family Involvement Specialists to help meet the needs of parents including small group instruction for parents on topics that are "just in time" or supporting learning. Topics can include but are not limited to: Social/Emotional Strategies, Utilizing Technology, English as a Second Language, and Supporting Learning at Home.

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

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

Evaluation Data Sources: Data from feedback opportunities such as climate survey, Family involvement survey data, event attendance data (sign in sheets)

Strategy 1 Details
Strategy 1: Provide opportunities for communication and feedback from parents through site based decision making committee meetings, parent involvement nights, social media, surveys, newsletters and other outlets.
Strategy 2 Details
Strategy 2: Increase the number of volunteers and mentors serving students at Mitchell Elementary and increase partnerships to support student learning experiences.

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

Performance Objective 1: Cultivate leadership and staff whose beliefs are aligned to what best meets the needs of students.

Evaluation Data Sources: Staff Participation in leadership opportunities on and off campus and community engagement.

Strategy 1 Details
Strategy 1: Campus design team will meet frequently to establish and monitor the attainment towards the campus picture of success and moon shot goal.
Strategy 2 Details
Strategy 2: Campus leadership will provide ongoing support for first-year teachers and teachers new to Mitchell by assigning a campus mentor to provide ongoing support throughout the year.
Strategy 3 Details
Strategy 3: Expand leadership opportunities to build capacity and cultivate leadership through collaboration and problem solving.
Strategy 4 Details
Strategy 4: Develop and implement opportunities to increase campus culture, morale and team building.

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

Performance Objective 2: Campus instructional leaders will lead and support adult learners in their own growth.

Evaluation Data Sources: T-TESS, Meeting Agendas, Surveys

Strategy 1 Details
Strategy 1: Campus instructional leaders will facilitate monthly meetings to review relevant student learning data, including CBAs, progress monitoring, and universal screeners to ensure personalized, needs based instruction for students (focus on student work and formative data)
Strategy 2 Details
Strategy 2: Campus instructional leaders will support teams in developing protocols and agendas for PLC meetings, ensuring that PLCs focus on evaluation and development of student work using the Designing Engaging Work framework, the district curriculum, and protocols for evaluating student work and assessments aligned to curriculum.
Strategy 3 Details
Strategy 3: Campus leadership will schedule and calendar regular times for walkthroughs, PLCs, and RTI meetings.
Strategy 4 Details
Strategy 4: Action teams will learn and apply design thinking to take ownership of different aspects of the school including CKH, SEL, PLC, Personalized Learning, and Campus Culture (Sunshine Committee).

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

Performance Objective 1: Instruction will be designed for all grade levels and will demonstrate student voice, choice , ownership and need with aligned resources.

Evaluation Data Sources: Classroom organization, technology use data, teacher observations, evidence of design process and planning

Strategy 1 Details
Strategy 1: Instruction will be based on personalized learning, standard alignment, technology innovation and attainment of the Learner Profile.
Strategy 2 Details
Strategy 2: Teachers will utilize the Learner Profile, and the Leading Learning Document to design and/or plan units, lesson, instruction and activities that are innovative and engaging to students.
Strategy 3 Details
Strategy 3: Implementation and utilization of innovative technologies for instruction and enrichment purposes.

Georgetown Independent School District

Purl Elementary School

2021-2022



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.

Georgetown ISD Beliefs:

Our actions should be student-centered. [relationships] All children deserve positive relationships with caring adults who recognize their potential and attend to the needs of the whole child.

It is our responsibility to prepare students for their future. [innovation] A growth mindset, ongoing evaluation, and adaptation are critical in our evolving and growing society.

Developing leaders is vital to our success. [system + structure] Leadership development at all levels drives our performance as a district, and, viability as a thriving community.

Instruction should be designed based on the needs of the learners. [learning] Learners require customized, well-designed educational experiences that develop their unique interests and talents to create a passion for learning.

Community engagement enhances educational experiences. [collaboration + engagement] Collaborative environments that give voice and offer ownership to stakeholders are essential to meeting current and future needs.

The GISD Learner Profile:

Communicates, collaborates, and applies critical thinking

Creates and innovates

Obtains knowledge through inquiry and exploration

Adapts and perseveres

Develops self-knowledge and personal responsibility

Builds and models respectful relationships

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Goals

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

Performance Objective 1: The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 32% to 51% by August 2025.

See Plan Addendum - Target Goals HB3

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Progress monitoring: MAP Data, Istation, DRA/EDL Data
Summative: STAAR

Strategy 1 Details
Strategy 1: Provide subs for content focused Design days for each grade level (one in the fall and one in the spring). Teams will go through the entire process of Design then Planning for an upcoming unit utilizing the Leading Learning guide.
Strategy 2 Details
Strategy 2: Teachers will analyze curriculum and TEKS alignment during vertical team meetings. Vertical team meetings will focus on academic areas of improvement as as identified by the campus & team and create plans for addressing collaboratively. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Strategy 3 Details
Strategy 3: Teachers will personalize learning for students through small group instruction. Previous training on "Co-teaching with Confidence" through Region 13, will continue to support this instructional strategy. Principals & the LDC will push in to classrooms to observe and support the instructional process through coaching and planning support. ESF Levers: Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Teachers will select and engage in professional leaning and growth opportunities through self-identified PATHWAYS (teacher learning groups). The PATHWAY goals are specific areas of professional growth that will impact students' learning and academic progress through implementation of best instructional strategies.

PATHWAY Pillars: Goal Setting & Reflection, Authentic, Engaging Learning Environment, Data Analysis, Systems & Structure for Student Centered Learning, Early Literacy & Numeracy

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Learning Design Coach (LDC) will lead weekly PLCs to drive conversations around design, vertical alignment, depth of knowledge required in the TEKS, and to review data with grade level teams with a focus on personalized learning for students.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Performance Objective 2: Each of our student groups will increase performance by at least 5% in Academic Achievement Status ("meets" standard) and Student Success Status ("approaches" standard) from Domain 3 to Close the Gaps.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

MAP Data

Standards Based Report Cards

Strategy 1 Details
<p>Strategy 1: Purchasing and providing training on materials to monitor student progress or provide targeted intervention for reading. Materials, resources, and learning opportunities specifically to target growth in the following areas: academic vocabulary, fluency, reading comprehension, and phonics.</p> <p>Resources purchased but not limited to: Heggerty, Starfall, ST Math, MobyMax, Flocabulary, iStation, LLI, Fountas & Pinnell Classroom</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Resources will be evaluated for effectiveness in addressing differing students' needs based on performance data, student engagement and individual student growth.</p> <p>Resources purchased but not limited to: Heggerty, Starfall, ST Math, MobyMax, Flocabulary, iStation, LLI, Fountas & Pinnell Classroom</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: LDC will lead weekly PLCs to drive conversations around design, vertical alignment, and depth of knowledge required in the TEKS and the district HPLS.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
Strategy 4 Details
<p>Strategy 4: Leadership will facilitate multiple perspectives of data review through the weekly PLC and faculty meetings to progress monitor student growth and learning and adjust instruction accordingly.</p>

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

Performance Objective 3: Each of our student groups will increase performance by at least 5% in Academic Achievement Status ("meets" standard) and Student Success Status ("approaches" standard) from Domain 3 to Close the Gaps.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

MAP Data

Standards Based Report Cards

Strategy 1 Details
<p>Strategy 1: Purchasing and providing training on materials to monitor student progress or provide targeted intervention for reading. Materials, resources, and learning opportunities specifically for academic vocabulary, fluency, reading comprehension, and phonics.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Teachers and staff will continue to grow in implementation strategies for co-teaching based on 20-21 learning "Co-teaching with Confidence" from Region 13.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: LDC will lead weekly PLCs to facilitate teacher growth in the areas of instructional design, vertical alignment, depth of knowledge required in the TEKS, and performance data and personalized learning for students.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

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

Performance Objective 1: Provide opportunities for each semester for family participation and parent involvement in campus events.

Evaluation Data Sources: Parent Survey
Sign-in sheets for Parent Involvement Nights
PTA Membership
Website Traffic Analysis

Strategy 1 Details
<p>Strategy 1: Student-centered parent involvement nights will be held in the fall and spring to foster learning partnerships between parents, students and school staff.</p> <p>Resources for engaging activities and take home learning will be provided to families. Nights will be advertised and include a digital format and virtual participation as needed in response to ongoing concerns due to COVID-19.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Translation services will be used for print material to ensure Spanish speaking parents have full access to campus communications (campus newsletters, invitations and advertisement of campus events). Translations will also be used for callout announcements sent home to parents throughout the school year.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>Strategy 3: Advertise GISD Family & Parent Involvement organized opportunities for parent education classes via Parent Newsletter, handouts and flyer postings.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 4 Details
<p>Strategy 4: Encourage PTA membership and involvement among staff and families (marquee, campus newsletter, email & text reminders) to attend PTA general meetings and support campus events.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

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

Performance Objective 2: Increase positive student connection to school, and safety in the relationships built with adults and peers.

Evaluation Data Sources: SEL Heat Map
Student Survey
Discipline Data

Strategy 1 Details
Strategy 1: Create campus-wide practices and procedures to affirm (CKH) and spotlight students' positive character, strengths in Learner Profile, and success in learning. ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Initiate a Student / Principal Advisory Committee to discuss and provide input on campus events, happenings and needs. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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

Performance Objective 3: Ensure positive partnerships with community members / agencies to enhance the learning environment for students growth & learning.

Evaluation Data Sources: Community project partners
Calendared events

Strategy 1 Details
Strategy 1: Partner with Education Connection (FUMC) to provide Reading Buddies for students in need of reading fluency support and mentoring connections. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Partner with Eastside High School PALS program to provide student mentors for Annie Purl students to support individual student growth in the areas of relationship building, self esteem and motivation. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: Maximize engagement with School Garden through community collaborate with Texas Sprouts and alignment to curriculum for instructional opportunities across all grade levels on campus. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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

Performance Objective 1: Teachers have a common understanding of the GISD processes of design (the words and collaboration) required to move forward designing engaging work for students.

Evaluation Data Sources: Lesson plans, PLC notes/agendas, Design Days

Strategy 1 Details
<p>Strategy 1: Teachers will participate in GISD Learning Labs to gain a perspective and coaching in Reading & Math instructional design practices and receive feedback on implementation.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: The campus Learning Design Coach will lead weekly PLC (Professional Learning Community) meetings to drive conversations around design, vertical alignment, depth of knowledge required in the TEKS, and reviewing data with grade level teams to personalize learning for students.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>

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

Performance Objective 1: Teachers will apply design thinking to initiate, prepare and execute events and projects throughout the campus.

Evaluation Data Sources: Agendas, Planning documents, Calendar

Strategy 1 Details
<p>Strategy 1: Provide opportunities for teachers to focus on & engage with professional learning and growth opportunities through self-identified PATHWAYS (teacher learning groups).</p> <p>The PATHWAY goals are specific areas of professional growth that will impact students' learning and academic progress through implementation of best instructional strategies. PATHWAY Pillars: Goal Setting & Reflection, Authentic, Engaging Learning Environment, Data Analysis, Systems & Structure for Student Centered Learning, Early Literacy & Numeracy</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Gain input from campus leadership (teachers & administration) on best practices for instructional design and preparation of HB4545 after school learning to ensure targeted student growth in Math & Reading.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Maximize engagement with School Garden through community collaborate with Texas Sprouts and alignment to curriculum for instructional opportunities across all grade levels on campus.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>

Georgetown Independent School District

Richarte High School

2021-2022



Mission Statement

Make a Difference and Be the Difference

The Mission of Richarte High School is to Advance, Accelerate, Amplify and Customize learning by building on every student's potential everyday in a caring, safe environment.

Richarte High School is the accelerated academic alternative school of choice for Georgetown Independent School District (GISD). Students apply and if accepted, attend Richarte for a variety of reasons to personalize their educational experience.

Students at RHS are able to:

accelerate their educational experience and graduate early,

recover credits and graduate,

have a flexible schedule,

individualize their learning and scheduling options.

Vision

GISD Vision and Mission

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

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

Our role is to connect our student's passion with their education, and we believe in GISD's mission and vision of Inspire, Empower, Lead, Grow Serve.

Core Beliefs

Education Summits were conducted, involving parents, staff, community leaders, and students to solicit feedback that resulted in the development of the **GISD Learner Profile**:

- Communicates, collaborates, and applies critical thinking. Creates and innovates.
- Obtains knowledge through inquiry and exploration.
- Adapts and perseveres.
- Develops self-knowledge and personal responsibility.
- Builds and models respectful relationships.

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Goals

Revised/Approved: November 5, 2021

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

Performance Objective 1: Students will be able to access an online Virtual School program at Richarte High School through the Edgenuity platform and Google classroom.

Strategy 1 Details
Strategy 1: Teachers will receive updated teacher training in Edgenuity to facilitate online learning. ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Staff and students will monitor student progress daily and will report progress every other week. ESF Levers: Lever 5: Effective Instruction

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

Performance Objective 2: Richarte students will increase positive life choices and career path options by participating in a variety of hands on project based activities designed specifically to increase learning opportunities and experiences.

Evaluation Data Sources: Participation numbers and awarded credit in PBL.

Strategy 1 Details
Strategy 1: Students will participate in an individualized PBL (project based learning) experience designed to enhance their college/career readiness and or have an emphasis on social justice or improving humanity.

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

Performance Objective 3: Increase number and type of Career and Technology and hands on elective offerings for students.

Targeted or ESF High Priority

Evaluation Data Sources: Number of students participating in CTE courses.

Strategy 1 Details
<p>Strategy 1: Increase students taking Child Development, Broadcasting, Professional Music, Health and Wellness Activities, as well as access additional GHS career and technology classes.</p> <p>TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>

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

Performance Objective 4: Create a Teacher Lead/Student Involved Professional Learning Community system to increase student progress monitoring, attendance, grad plans and buy in.

Targeted or ESF High Priority

Evaluation Data Sources: Increased attendance and progress rates by 90%.

Strategy 1 Details
<p>Strategy 1: Implementation of Advisory/ PLC time for students to have targeted instruction and intervention as well as increase progress in online classes through enhanced staff conversations with students regarding future career path options, as well as monitoring of data and attendance.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: 1. Implementation of a maker space area for students to increase social emotional learning and access for creative pursuits as well as structured socialization and relationship building activities to support PBL.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>

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

Performance Objective 5: Continuation of flexible scheduling options including a Twilight School / Evening program for students who need an alternative or evening schedule to improve attendance rates and student success.

Targeted or ESF High Priority

Evaluation Data Sources: Credit numbers completed during the Twilight program and numbers of students served.

Strategy 1 Details
<p>Strategy 1: Evening/Twilight school program implemented on Mon, Tues, Wed and Thurs evenings for students who need a flexible attendance option due to work or other circumstances.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>
Strategy 2 Details
<p>Strategy 2: Implement flexible attendance options through additional attendance times for students who are At Risk for not graduating.</p> <p>Comprehensive Support Strategy</p>

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

Performance Objective 6: Students will increase success in the areas of ELA and MATH through the utilization of credit recovery, increased interventions for struggling learners, and improvement in assessments.

Targeted or ESF High Priority

Strategy 1 Details
<p>Strategy 1: Students will access interventions in ELA & Math through scheduling of a Reading/Math Intervention class as well as additional academic support through Advisory and individualization through our campus PLC time.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>

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

Performance Objective 7: Students will increase success in college, career and military readiness through identification of career paths, certifications, SAT and TSI scores, and Military Readiness.

Targeted or ESF High Priority

Strategy 1 Details
<p>Strategy 1: Implementation of a College Prep Math class to help students increase success on TSI.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

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

Performance Objective 1: Richarte students will participate in community service learning experiences both on campus and with local organizations by fostering a culture of service above self and giving back to the community.

Evaluation Data Sources: Number of students participating in Key Club and other service events.

Strategy 1 Details
Strategy 1: Students will participate in service projects with Brookwood in Georgetown, Kiwanis, GISD Elementary schools and other organizations.

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

Performance Objective 2: Creation of campus communication plan with strategies to implement for various types of communication.

Strategy 1 Details
Strategy 1: Survey students and families to determine preferred and effective means of communication and implement various communication models.
Strategy 2 Details
Strategy 2: Facilitate periodic meetings with Advisor staff representatives for parents and students. Increased social media presence with implementation of campus Facebook and Twitter accounts, weekly online all campus meetings and weekly update emails, as well as using Remind 101. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture

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

Performance Objective 1: Creation of Campus Design team along with Student Design team.

Evaluation Data Sources: Team meeting minutes.

Strategy 1 Details
Strategy 1: Creation of Campus and Student Design team and selection process. Facilitation of lunch meetings two times per semester with students and staff.

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

Performance Objective 2: Train and implement staff and students on mental health and on behavioral/social/emotional needs.

Strategy 1 Details
Strategy 1: Ensure all staff have been trained through National Lifemanship Training for staff and student group with Spirit Reigns, SAMA training and Cultural Awareness.
Strategy 2 Details
Strategy 2: Student group selected and targeted for Spirit Reigns program throughout semester.

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

Performance Objective 1: Richarte students will increase their access to positive experiences, exploration and risk taking by participating in a variety of hands on project based activities designed specifically to increase learning opportunities and experiences.

Evaluation Data Sources: Participation numbers in Fall Seminar Topics and number of students eligible for additional credit.

Strategy 1 Details
Strategy 1: Seminar time during Advisory created to give students a variety of innovative experiences through a rotational model.
Strategy 2 Details
Strategy 2: Create rubric, guidelines and expectations in order to give 1/2 credit for enhanced elective choices reflecting a student's interest and career choices.
Strategy 3 Details
Strategy 3: Increase individualized learning options such as Project Based Learning, Online learning options and Blended Learning to meet individual student's needs. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Georgetown ISD	Campus Name	James Tippit Middle School	Superintendent	Dr. Fred Brent	Principal	Alfonso R. Longoria
District Number	246904	Campus Number	000000041	District Coordinator of School Improvement (DCSI)	Wes Vanicek	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Jaime Haywood
DATA ANALYSIS							
Using your accountability data from 2019 and 2021 (see link in Column G), and any relevant student achievement data from 2020-2021, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.							
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: 15% gain at approaches, 5% gain at meets and 5% gain at masters. Rationale: By focusing on data-driven instruction and objective-driven daily lesson plans, student performance will increase resulting in gains in Domain 1. Domain 2B: Increase in percent at approaches (15%), meets (5%) and masters (5%). Rationale: As the campus makes data-driven instructional decisions, performance on STAAR will increase resulting in gains in Domain 2. Domain 3: We will increase the percentage of student groups meeting the Domain 3 Academic Achievement targets from 0% to 50%. Rationale: Our campus serves a population of which 22% are classified as English Language Learners. This student group did not meet the Domain 3 target in math or reading as only 14% met the grade level standard in each content area. 13% of our students are served by special education services. Only 15% of these students met the grade level standard in math. Data-driven Professional Learning Communities (PLC) will focus on formative assessment results which will guide instruction and increase performance of these student groups.			
	What changes in student group and subject performance are included in these goals?			Domain 1: Student performance in all student groups and all content areas will increase as a result of this goal. Domain 2: Student performance in all student groups and all content areas will increase as a result of this goal. Domain 3: Performance of our English Language Learners and students served by special education in math will increase as a result of this goal.			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			N/A			
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.							
Essential Action					Implementation Level (1 Not Yet Started - 5 Fully Implemented)		
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.					4 - Partial Implementation		
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.					4 - Partial Implementation		

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	4 - Partial Implementation
5.1 Effective classroom routines and instructional strategies.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	
Rationale	A foundation has been established for PLC's that focus on the 4 guiding questions of PLC. This has been done with intentional PLC time every day built into our master schedule. Our PLC support team supports teachers in creating assessments aligned to standards. Campus leadership tracks disaggregated data and has some discussion with teachers. More work needs to happen with intentional data meetings in PLC where corective action plans are developed.	We have established Professional Learning Communities (PLC's) based on content and grade level that meet every day. We have designed our master schedule to reflect the priority of PLC's by providing intentional meeting times. We recognize that still more needs to be done in regards to having a systemic way to design lesson plans, ensure they are aligned to standards and assess learning, and that they are used to provide feedback from campus instructional leadership.	
How will the campus build capacity in this area? Who will you partner with?	We have created a "Year at a Glance Campus Assessment Calander" with designated dates for data analysis. Corrective action plans will be developed to address struggling learners.	We have created a "Year at a Glance Campus Assessment Calander" with designated dates for data analysis. Corrective action plans will be developed to address struggling learners. We also have revised a Unit Plan Template that teachers are required to use when they are collaborating in PLC.	
Barriers to Address throughout this year	New to campus teachers will need time to be trained in data collection systems. All campus teacher will need time to grow in profiency of school wide learning management system. (Schoology)	Continued learning and practice for teachers, especially those who are new to campus on creating learning experiences and assessing learning at the appropriate DOK (Depth of Knowledge) level.	

How will you communicate these priorities to your stakeholders? How will you create buy-in?	We have had professional learning discussions about how assessment for learning is critical to the learning process. Assessment is also part of our PLC framework and all of this aligns to our district/campus mission, vision, and beliefs.	We have made it a requirement for all teacher to use four guiding questions in thier PLC/Planning time. These questions are 1)What are students expected to learn and how will they learn it? 2) How will teacher and student know if they learned it? 3) What will be done if student doesnt learn it? 4)What will be done if they do learn it?	
Desired Annual Outcome	Our teachers will utilize PLCs to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment) as evidenced in at least 90% of PLC agendas.	Teacher will use Unit Lesson Plan template 100% of the time to design learning experinces for standards expected to be taught. Standards and thier assessments will be at the appropriate DOK level.	
District Commitment Theory of Action	If the district ensures access to high-quality common assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	If the District provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence, an assessment platform that captures assessment data by item and student level, and professional learning opportunities aligned to the use of the curriculum and assessment data then the campus will be able to know more specifically the student learning outcomes and needs for intervention or extension as well be able to design and deliver high quality, aligned instruction.	

STUDENT DATA																		
To complete the Student Data Tab, please enter data for all STAAR tested courses.																		
- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters. For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column. Please enter a Summative Goal as well.																		
- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators. Just like in Domain 1, please include the 2019and 2021 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency. Please enter a Summative Goal as well.																		
If you are choosing to track Academic Achievement- Track Meets ONLY																		
If tracking Student Success (EI/NS) track an average of Approaches, Meets and Masters (as one number) High Schools or K-12 campuses should use one number that is in relation to CCMR.																		
For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.																		
- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I. For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column. Please enter a Summative Goals as well. ** To unfreeze panes, select the View tab and click the Freeze Panes button.																		
Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2021 Results	Cycle 1			Cycle 2			Cycle 3			2022 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63%	60%	NWEA Map	60%		NWEA Map	65%		NWEA Map	70%		
		All	All	Reading	Meets	STAAR	32%	32%	NWEA Map	30%		NWEA Map	35%		NWEA Map	50%		
		All	All	Reading	Masters	STAAR	14%	12%	NWEA Map	10%		NWEA Map	15%		NWEA Map			
		All	All	Mathematics	Approaches	STAAR	62%	57%	NWEA Map	60%		NWEA Map	65%		NWEA Map			
		All	All	Mathematics	Meets	STAAR	25%	26%	NWEA Map	25%		NWEA Map	30%		NWEA Map			
		All	All	Mathematics	Masters	STAAR	5%	6%	NWEA Map	5%		NWEA Map	7%		NWEA Map			
		All	All	Science	Approaches	STAAR	58%	53%	Benchmark	50%		Benchmark	55%		Benchmark			
		All	All	Science	Meets	STAAR	32%	29%	Benchmark	30%		Benchmark	35%		Benchmark			
		All	All	Science	Masters	STAAR	12%	11%	Benchmark	10%		Benchmark	30%		Benchmark			
		All	All	Social Studies	Approaches	STAAR	48%	42%	Benchmark	40%		Benchmark	45%		Benchmark			
		All	All	Social Studies	Meets	STAAR	17%	19%	Benchmark	20%		Benchmark	25%		Benchmark			
		All	All	Social Studies	Masters	STAAR	6%	8%	Benchmark	5%		Benchmark	7%		Benchmark			
		All	All	Writing	Approaches	STAAR	47%	53%	Benchmark	50%		Benchmark	55%		Benchmark			
		All	All	Writing	Meets	STAAR	19%	21%	Benchmark	20%		Benchmark	25%		Benchmark			
		All	All	Writing	Masters	STAAR	7%	2%	Benchmark	5%		Benchmark	7%		Benchmark			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Sped	Mathematics	All	STAAR	27%	17%	NWEA Map	20%		NWEA Map			NWEA Map			
		All				STAAR												
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ESL	Math	All	STAAR	38%	8%	NWEA Map	30%		NWEA Map			NWEA Map			
		All				STAAR												
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	17%	55%	Benchmark	15%		Benchmark			Benchmark			

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	
Desired Annual Outcome	Our teachers will utilize PLCs to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment) as evidenced in at least 90% of PLC agendas.	Teacher will use Unit Lesson Plan template 100% of the time to design learning experiences for standards expected to be taught. Standards and their assessments will be at the appropriate DOK level.	
Desired 90-day Outcome	The campus PLC Support team will hold data analysis meetings that occur after designated assessment check points. Teacher will develop a plan for intervention and re teach. Students will also set goals based on this data.	Campus PLC support team meets with teachers multiple times weekly to provide support and feedback with lesson designs and assessment to ensure appropriate DOK level.	
Barriers to Address During this Cycle	Creation of BOY assessments for some content areas. Professional learning and experience needed around data analysis meetings.	More experience needed in design & creating assessments at appropriate DOK level.	
District Actions for this Cycle	Provide support as needed around assessment resources and processes to analyze data for needs and trends.	Campus support with unpacking standards and rich instructional activities that align to them.	

District Commitment Theory of Action	If the district ensures access to high-quality common assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	If the District provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence, an assessment platform that captures assessment data by item and student level, and professional learning opportunities aligned to the use of the curriculum and assessment data then the campus will be able to know more specifically the student learning outcomes and needs for intervention or extension as well be able to design and deliver high quality, aligned instruction.	
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ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Adjust protocol with PLC support team for collecting learning data and utilizing it to make instructional decisions.	5.3	8/15 - 10/31	Written expectations, data tool, professional learning	Principal, AP's, PLC support team	Submitted data per unit (pre-assessment, formative	October 31	Significant Progress	
Professional learning on assessment. (Purpose of assessment, types of assessment, how to create an appropriate assessment)	5.3	8/15 - 10/31	Time	PLC support team, Principal	Teachers create and submit aligned assessments.	October 31	Significant Progress	
Designated time every week for professional learning focusing over curriculum, data, intervention and design using the PLC framework.	5.3	8/15 - 10/1	Time	PLC support team, Principal	Teachers participating in professional learning weekly	October 31	Met	Ongoing work
Create a campus assessment calendar for the entire school year for all core subject areas. Create designated timeline for data analysis after assessments are given.	5.3, 4.1	8/15 - 10/1	Time	Campus interventionist, Principal	Assessment calendar for entire school year.	October 31	Met	Ongoing work

Create local benchmark assessments for all core subject areas aligned to standards being taught guided by the YAG.	5.3, 4.1	8/15 - 10/1	Time, DOK resources, Standards, YAG	Campus interventionist, Principal	Local benchmarks per core content areas	October 31	Significant Progress	
Professional learning and feedback on the Design process for internalizing, modifying and using lesson plans aligned to standards.	4.1	8/15 - 10/31	Time, DOK resources, Standards, YAG	Principal, AP's, PLC support team, department leads	Unit Plan Template	October 31	Significant Progress	
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?			Carryover Action Steps			New Action Steps		

CYCLE 2 90-DAY OUTCOMES (December-February)			
<p>Essential Action: Pre-populates from the 'Foundations' tab.</p> <p>Desired Annual Outcome: Pre-populates from the 'Foundations' tab.</p> <p>For each Prioritized Focus Area, please complete the following sections:</p> <p>Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.</p> <p>Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>.</p> <p>District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.</p> <p>District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.</p>			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	
Desired Annual Outcome	Our teachers will utilize PLCs to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment) as evidenced in at least 90% of PLC agendas.	Teacher will use Unit Lesson Plan template 100% of the time to design learning experiences for standards expected to be taught. Standards and thier assessments will be at the appropriate DOK level.	
Desired 90-day Outcome	The campus PLC Support team will hold data analysis meetings that occur after designated assessment check points. Teacher will develop a plan for intervention and re teach. Students will also set goals based on this data.	Campus PLC support team meets with teachers multiple times weekly to provide support and feedback with lesson designs and assessment to ensure appropriate DOK level.	
Barriers to Address During this Cycle			
District Actions for this Cycle			

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)			
Essential Action: Pre-populates from the 'Foundations' tab.			
Desired Annual Outcome: Pre-populates from the 'Foundations' tab.			
For each Prioritized Focus Area, please complete the following sections:			
Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.			
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u> .			
District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.			
District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	
Desired Annual Outcome	Our teachers will utilize PLCs to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment) as evidenced in at least 90% of PLC agendas.	Teacher will use Unit Lesson Plan template 100% of the time to design learning experiences for standards expected to be taught. Standards and thier assessments will be at the appropriate DOK level.	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			

District Commitment Theory of Action	If the district ensures access to high-quality common assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and	If the District provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence, an assessment platform that captures assessment data by item and student level, and professional learning opportunities aligned to the use of the curriculum and assessment data then the campus will be able to know more specifically the student						
ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.								
For each action step, indicate: <ul style="list-style-type: none">- the prioritized essential action it is aligned to,- the start date/end date during this specific cycle,- the resources needed to accomplish this task,- the person(s) responsible for ensuring task is accomplished,- the evidence that will be used to determine progress toward the action step, and- the date evidence will be collected.								
At the end of each cycle -								
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.								
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			

Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
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Georgetown Independent School District
Village Elementary School
2021-2022



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 Beliefs

The GISD learner will.....

- Communicate, collaborate, and apply critical thinking.
- Create and innovate.
- Obtain knowledge through inquiry and exploration.
- Adapt and persevere.
- Develop self-knowledge and personal responsibility.
- Build and model respectful relationships.

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Goals

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

Performance Objective 1: Authentic learning experiences will show alignment between TEKS (student learning objectives/standards), designed units, and what is being observed in the classroom.

Strategy 1 Details
Strategy 1: Training new staff members in the use of the design process and Schlechty design qualities.
Strategy 2 Details
Strategy 2: Literacy and Math labs throughout the year will be a coaching model to support teachers with implementation of our frameworks.
Strategy 3 Details
Strategy 3: LDCs and coordinators will model lessons for grade level teachers
Strategy 4 Details
Strategy 4: Staff will do peer-observations throughout the school year to glean from each other's strengths and continue vertical alignment.

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

Performance Objective 2: Student agency will increase over time from students asking what is expected to students being able to articulate what they're learning and why.

Strategy 1 Details
Strategy 1: The counselor will provide in-class lessons for each grade level around properly advocating for their emotional and social needs.
Strategy 2 Details
Strategy 2: Students will be recognized for their growth in the learner profile attributes as measured through teacher observations and the learner profile rubric.

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

Performance Objective 1: Promote partnership between family, community and campus.

Evaluation Data Sources: Data from feedback opportunities such as climate survey and face-to-face communication between school staff and our community.

Strategy 1 Details
Strategy 1: Activate communication initiative that shares the Village and GISD stories across a broad range of platforms and highlights student work and connections to the Learner Profile.
Strategy 2 Details
Strategy 2: Teacher action team will facilitate the Hispanic heritage showcase and support the continued celebration of the diverse culture on our campus.
Strategy 3 Details
Strategy 3: Built in time with new Village staff to reflect on teaching practices
Strategy 4 Details
Strategy 4: All materials being sent to parents will be sent in both English and Spanish.

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

Performance Objective 1: In response to COVID-19- Our campus staff and parent surveys will show that all stakeholders see practical evidence of valuable health and safety measures taken at Village.

Strategy 1 Details
Strategy 1: The campus design team will continually collaborate on the creation and implementation of our Campus Plan in response to COVID-19.
Strategy 2 Details
Strategy 2: Campus design team will implement strategies to provide the proper environment for social distancing and other safety measures; these include signage for multiple student entrances/exits, lanyards for securing masks when outdoors and active, and drawstring bags for the hands-free carrying of art/music/library supplies to and from classes on campus.

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

Performance Objective 2: Empower all learners on our campus through the availability of leadership opportunities such as the design team, leadership team, and campus committees, as well as opportunities to lead learning opportunities.

Evaluation Data Sources: Participation in campus committees. Professional learning opportunities provided on-campus by campus faculty and staff.

Strategy 1 Details
Strategy 1: Students will be recognized for growth in the attributes of the Learner Profile, and will have opportunities to get involved in leadership roles on our campus.

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

Performance Objective 3: Village will be a learning organization where every member contributes to the development of independent learners. Village will be one team that collaborates to set clear, common goals that drive every decision.

Strategy 1 Details
Strategy 1: Redefining PLC built-in time to focus on team building
Strategy 2 Details
Strategy 2: Campus faculty and staff members will provide on-campus professional learning opportunities.
Strategy 3 Details
Strategy 3: Vertical action teams will meet to discuss common vocabulary and view the school experience through the lens of a student.
Strategy 4 Details
Strategy 4: Staff will do peer-observations throughout the school year to glean from each other's strengths and continue vertical alignment.
Strategy 5 Details
Strategy 5: Built-in MTSS meetings/time will be utilized for digging into student data and analyzing needs as a team to better prepare for MTSS and show student growth.
Strategy 6 Details
Strategy 6: Every Village new team members will be provided a mentor teacher based on the teachers' needs, whether new to teaching or new to Village.

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

Performance Objective 1: Cultivate a value for diversity through the increase in professional learning opportunities.

Evaluation Data Sources: Professional learning opportunities facilitated by teacher action teams. Artifacts that demonstrate value for diversity from students and staff. Empathy interview and survey data will demonstrate acknowledgement of a safe environment for all.

Strategy 1 Details
Strategy 1: Teacher action team will facilitate the Hispanic heritage showcase and support the continued celebration of the diverse culture on our campus.
Strategy 2 Details
Strategy 2: SEL cohort 3 - our campus will attend ongoing PL with a focus on social emotional learning and it's impact on authentic school experiences.

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

Performance Objective 2: Create opportunities to address physical, mental and emotional wellness.

Evaluation Data Sources: Guidance and Counseling Curriculum, Capturing Kids' Hearts, and discipline data.

Strategy 1 Details
Strategy 1: All staff will be trained in and implement strategies from Capturing Kids' Hearts.

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Georgetown ISD	Campus Name	George Wagner Middle School	Superintendent	Dr. Fred Brent	Principal	Danielle Holloway
District Number	246904	Campus Number	045	District Coordinator of School Improvement (DCSI)	Wes Vanicek	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Jamie Haywood
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			<p>Domain 1 - Goal of 75 C is a gain of 13%. This can be achieved by increasing approaches by 15% from 62 to 77, increasing meets standard by 10% from 27 to 37 and increasing students who master by 5% from 9 to 14. Rationale: Focusing on data-driven instruction will increase student performance, resulting in an increased Domain 1 score.</p> <p>Domain 2B - Our goal is to increase the STAAR Performance component score from 33 to 44. Rationale: Strengthening leadership roles on campus will result in more support for teachers as they increase their skills in providing students with a more personalized approach to learning. The result of this will be an increase in student performance and growth.</p> <p>Domain 3 - We will increase the percentage of student groups meeting Domain 3 targets from 0% to 30%. Rationale: 47% of the students we serve are classified as economically disadvantaged. Only 23% of these students met the grade level standard in reading and only 18% met it in math. By consistently preparing daily lesson plans that clearly align to learning objectives and by providing formative assessments that indicate levels of mastery, performance in this all student groups will increase, resulting in a higher Domain 3 score.</p>			
	What changes in student group and subject performance are included in these goals?			Our student outcomes are low across the board in content areas and domains. To achieve these goals in Domain 2 and 3 almost all of our student groups (Hispanic, White, Two or More Races, Economically Disadvantaged, ELLs) will have to experience significant increases. We are prioritizing our EcoDis population in math and reading for Domains 2 and 3.			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			n/a			
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.							
Essential Action					Implementation Level (1 Not Yet Started - 5 Fully Implemented)		
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.					3 - Planning for Implementation		
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.					4 - Partial Implementation		
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.					4 - Partial Implementation		

4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	3 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	3 - Planning for Implementation
5.3 Data-driven instruction.	3 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasessf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	5.3
Rationale	<p>We recognize that while we have a variety of leadership roles established and actively encourage all staff to participate in some level of leadership around our campus work, we are limited in our ability to support growth in leadership skills and lack meaningful feedback loops. In addition, while our instructional leadership team meets regularly and provides instructional feedback to teachers, we need to continue to grow in our ability to strategically collaborate around and provide appropriate teacher supports.</p> <p>In order to move towards a more personalized approach to learning, it is important that we develop systems that provide regular, meaningful supports to teachers as they grow in their skills in instruction and leadership.</p>	<p>We recognize that while we have established unit plan expectations, have provided training on unpacking standards and alignment of activities/assessment to content standards, and are committed to developing our GISD Learner Profile, we need to support teachers through professional learning on design and provide meaningful feedback loops. In addition, we have added several new staff to our team this year that will need differentiated professional learning around designing lessons that are aligned to the state standards with a clear picture of mastery.</p> <p>In order to move towards a more personalized approach to learning, it is important that we develop systems and supports around unpacking our state standards, determining a clear picture of mastery, and ensuring alignment in all instructional decisions.</p>	<p>We recognize that we need to develop stronger data practices on our campus. While we have 1) established expectations around assessment and data collection and 2) systems in place to ensure teachers have time built into their daily schedule to collaborate, we are still growing in our implementation and use of both. We also recognize the need to include students in conversations around their data to increase their ownership and develop in their Learner Profile attribute (e.g. - develop personal self-knowledge).</p> <p>In order to move towards a more personalized approach to instruction, it is important that we continuously review student data to inform instructional decisions so that we can support students in their growth towards mastery.</p>
How will the campus build capacity in this area? Who will you partner with?	<p>We will partner with our district and other campuses that have created similar protocols with success. The Chief Strategists (Leadership and Culture & Assessment and Feedback) will support the CLT in creating the new processes/protocols, as well as provide ongoing coaching and support to the Principal and the ILT in this practice. Ongoing support will be provided monthly by district level leaders and bi-weekly through campus PLC.</p>	<p>We will partner with our campus' Instructional Leadership Team and our district's Department for Teaching and Learning to ensure all core teachers effectively use the design process while ensuring alignment to content standards. Our Digital Learning Coach and Learning Design Coach will provide on-going coaching support to content teachers around the design process.</p>	<p>We will partner with our campus' Instructional Leadership Team and our district's Department for Assessment and Feedback to ensure all core teachers consistently and effectively analyze student assessment data, identify of trends in data, determine root causes, and create learning experiences that support gaps based on individual student needs. Our Digital Learning Coach and Learning Design Coach will provide on-going coaching support to content teachers around the progress monitoring process.</p>
Barriers to Address throughout this year	<p>Lack of empowerment amongst campus leaders.</p> <p>Learning around leadership skill growth.</p> <p>Lacking intentional feedback loops around leadership skills.</p> <p>Lack of system/process to analyze teacher data.</p>	<p>Varying needs of professional learning around unpacking standards and content alignment, with increased number of new staff.</p> <p>Refinement of feedback structures focused on alignment and assessment.</p> <p>Refinement of unit plan templates. Lack of consistency in utilizing unit plan templates with fidelity.</p> <p>Lack of design focus in teachers' development of units and/or lessons.</p>	<p>Varying needs of professional learning around data collection and analysis.</p> <p>Ability to use data to inform real-time instructional practices.</p> <p>Refinement of feedback structures focused on assessment and feedback.</p>

<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "developing leaders is vital to our success". Developing shared ownership enhances our ability to collectively accomplish our goals. Our campus staff will review, discuss, and revise each month during Design Team Meeting.</p>	<p>Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "it is our responsibility to prepare students for their future". It is important that we prepare our students for the future of their choice, by growing them in both the Learner Profile attributes and the state standards. Developing shared ownership enhances our ability to collectively accomplish our goals. Our campus staff will review, discuss, and revise each month during Design Team Meeting.</p>	<p>Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "instruction should be designed based on the needs of the learners". The ability to better identify students' progression towards mastery, allows teachers to respond appropriately in real-time. Our campus staff will review, discuss, and revise each month during Design Team Meeting.</p>
<p>Desired Annual Outcome</p>	<p>Members of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis.</p> <p>Campus Leadership Team meetings restructured to provide intentional support opportunities for leadership development around identified GSD Leadership Commitment(s) and individual campus leadership roles.</p>	<p>All core content teachers will receive learning and ongoing support of the design process. Unit plans will consistently demonstrate a teacher's use of the design process through clear alignment of standards, objectives, activities, and assessments. Teachers are provided regular and on-going feedback focused on alignment, assessment, design qualities, and Learner Profile.</p>	<p>Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.</p>
<p>District Commitment Theory of Action</p>	<p>If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.</p>	

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2021 Results	Cycle 1			Cycle 2			Cycle 3			2022 Accountability Goal
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	59%	NWEA MAP	62%		NWEA MAP	65%		NWEA MAP	68%		68%
		All	All	Reading	Meets	STAAR	30%	NWEA MAP	32%		NWEA MAP	34%		NWEA MAP	36%		36%
		All	All	Reading	Masters	STAAR	12%	NWEA MAP	13%		NWEA MAP	14%		NWEA MAP	15%		15%
		All	All	Mathematics	Approaches	STAAR	46%	NWEA MAP	49%		NWEA MAP	52%		NWEA MAP	55%		55%
		All	All	Mathematics	Meets	STAAR	15%	NWEA MAP	17%		NWEA MAP	19%		NWEA MAP	21%		21%
		All	All	Mathematics	Masters	STAAR	4%	NWEA MAP	5%		NWEA MAP	6%		NWEA MAP	7%		7%
		All	All	Science	Approaches	STAAR	62%		65%		Benchmark	68%			71%		71%
		All	All	Science	Meets	STAAR	33%		35%		Benchmark	37%			39%		39%
		All	All	Science	Masters	STAAR	18%		19%		Benchmark	20%			21%		21%
		All	All	Social Studies	Approaches	STAAR	45%		48%		Benchmark	51%			54%		54%
		All	All	Social Studies	Meets	STAAR	19%		21%		Benchmark	23%			25%		25%
		All	All	Social Studies	Masters	STAAR	7%		8%		Benchmark	9%			10%		10%
		All	All	Writing	Approaches	STAAR	54%		57%		Benchmark	60%			63%		63%
		All	All	Writing	Meets	STAAR	26%		28%		Benchmark	30%			32%		32%
		All	All	Writing	Masters	STAAR	6%		7%		Benchmark	8%			9%		9%
2. Domain 3 Focus 1	Student Success	All	Eco Dis	Mathematics	All	STAAR	10%	NWEA MAP	13%		NWEA MAP	16%		NWEA MAP	19%		19%
3. Domain 3 Focus 2	Student Success	All	Eco Dis	Reading	All	STAAR	17%	NWEA MAP	21%		NWEA MAP	24%		NWEA MAP	27%		31%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	23%	NWEA MAP			NWEA MAP			NWEA MAP			

Campus Name: George Wagner Middle School

Campus Number: 045

CYCLE 1 90-DAY OUTCOMES (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	5.3
Desired Annual Outcome	<p>Members of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis.</p> <p>Campus Leadership Team meetings restructured to provide intentional support opportunities for leadership development around identified GISD Leadership Commitment(s) and individual campus leadership roles.</p>	<p>All core content teachers will receive learning and ongoing support of the design process. Unit plans will consistently demonstrate a teacher's use of the design process through clear alignment of standards, objectives, activities, and assessments. Teachers are provided regular and on-going feedback focused on alignment, assessment, design qualities, and Learner Profile.</p>	<p>Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.</p>
Desired 90-day Outcome	<p>Campus Leadership Team meetings are scheduled and organized in a way to support team members' 1) leadership development in the identified GISD Leadership Commitment(s), and 2) ability to lead and support their respective team's growth in our campus' Pathway. Professional learning and collaborative opportunities focused on effective leadership and clarity around leadership roles are provided to all Campus Leadership Team members. Campus Leadership Team members identify GISD Leadership Commitment to focus learning and growth on for this year.</p> <p>A clear system for tracking campus observational data is established and implemented to provide teachers with consistent, meaningful feedback. The ILT team meets to review observational data, identify trends, and develop a plan(s) of support.</p>	<p>Teachers regularly engage in the design process during their Design Time. Teachers utilize or create a unit plan template that best captures their instructional decisions and their clear alignment of standard, objectives, activities, and assessments. Feedback loops are established and leveraged to provide meaningful, regular feedback on unit plans.</p>	<p>Teachers receive professional learning on effective, quality assessments and intentionally plan formative assessments aligned to learning objectives to consistently measure a student's progression towards mastery and grade level/content teams collaboratively develop common summative assessments for each unit. Assessment data is collected in a campus data management system. Grade level-content teams schedule, in advance, data conversations to review assessment data, identify trends, and inform instructional decisions at least 2x a month.</p>
Barriers to Address During this Cycle	<p>Lack of empowerment amongst campus leaders.</p> <p>Learning around leadership skill growth.</p> <p>Lacking intentional feedback loops around leadership skills.</p> <p>Lack of system/process to analyze teacher data.</p>	<p>Varying levels of teacher understanding around the design cycle.</p> <p>Clarity lacking around purpose of design time.</p> <p>Current unit plan template format lacks clarity around content alignment and requires refinement.</p> <p>Inconsistent use of feedback loops.</p>	<p>Varying levels of teacher understanding around formative and summative assessments.</p> <p>Varying levels of teacher implementation around use of assessments.</p> <p>Lack clarity in data conversation protocol and ability to appropriately analyze data to inform instructional decisions.</p> <p>Learning needed around student goal-setting and conferencing.</p>
District Actions for this Cycle	<p>Campus support with best practices that result in teacher growth.</p>	<p>Campus support with unpacking standards and rich instructional activities that align to them.</p>	<p>District will provide access to high-quality assessments and will provide support with analysis of assessment data</p>
District Commitment Theory of Action	<p>If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.</p>	

ACTION PLAN

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Schedule weekly ILT meetings. Establish ILT meeting agenda.	1.1	Aug 25 - ongoing	Sample ILT protocols/agendas	Principal	ILT Meeting Agenda/Minutes, Wagner Calendar at a Glance	Aug 19		
Establish observational walkthrough tool with ability to collect data over time.	1.1	Oct 4 - ongoing	Wagner Pathway document, sample instructional feedback tools	Principal	Instructional Feedback Form	Nov 5		
Identified Leadership Commitment for each member of the CLT.	1.1	Sept 29 - ongoing	GISD Leadership Commitments	Principal	Sample Leadership Goals	Nov 5		
Begin Book Study with CLT.	1.1	Oct 27 - ongoing	Five Dysfunctions of a Team	Principal	Book Study Discussion Questions	Nov 5		
Professional learning focused on the Design Process	4.1	weekly, beginning Sept 1 - Nov 18	Unit Plan Template, Content Standards, Unpacking PL Resources, Engaging Students	LDC, DLC, Principal	PLC Interactive Notebooks and/or Agenda	Nov 27		
Provide clarity around use of Design Time	4.1	Sept 1 - Sept 8	Engaging Students	LDC, DLC, Principal	PLC Calendar, Design Time Handout			
Teachers utilize the unit plan template to unpack standards and reflect alignment of standards, learning objectives, and assessments.	4.1	Aug 11 - ongoing	Unit Plan Template, Content Standards	ILT, Department Heads	Sample Unit Plans	Nov 5		
Establish and implement feedback loops for unit plans.	4.1	Aug 11 - ongoing	Critical Friends Protocol, Calendared Critical Friends Cohorts and Department Meetings	ILT, Department Heads	Staff Handbook, Sample Department Meeting Agendas, Sample Unit Plan Feedback	Nov 5		
Data conversations are regularly scheduled to occur twice/monthly.	5.3	Aug 19 - ongoing	Learning resources around formative vs summative assessments	LDC, DLC, Principal	PLC Interactive Notebooks and/or Agenda	Nov 27		
Learning and support is provided around use of our data conversation protocol.	5.3	Oct 6 - Oct 20	Learning resources around formative vs summative assessments	LDC, DLC, Principal	PLC Interactive Notebooks and/or Agenda	Oct 27		
Grade level/content teams collaboratively design common summative assessments for each unit.	5.3	Aug 12 - ongoing	Aligned Assessment Items, Content Standards, Design Time	LDC, DLC, Principal	Sample Summative Assessments	Nov 5		
Teachers intentionally design formative assessments to measure mastery towards each learning objective, as evidenced in unit plans.	5.3	Aug 12 - ongoing	Aligned Assessment Items, Content Standards, Design Time	LDC, DLC, Principal	Unit Plan	Nov 5		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

<div>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</div>	Carryover Action Steps	New Action Steps

Campus Name: George Wagner Middle School

Campus Number: 045

CYCLE 2 90-DAY OUTCOMES (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	5.3
Desired Annual Outcome	Members of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis. Campus Leadership Team meetings restructured to provide intentional support opportunities for leadership development around identified GSD Leadership Commitment(s) and individual campus leadership roles.	All core content teachers will receive learning and ongoing support of the design process. Unit plans will consistently demonstrate a teacher's use of the design process through clear alignment of standards, objectives, activities, and assessments. Teachers are provided regular and on-going feedback focused on alignment, assessment, design qualities, and Learner Profile.	Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.
Desired 90-day Outcome	Campus Leadership Team will regularly, engage in our book study, as well as receive intentional learning and support around identified GSD Leadership Commitments. The ILT is providing teachers with instructional feedback, reviewing data from campus observations, and developing plans of support based on that data at least 2x each month.	Teachers regularly begin the design process by unpacking standards to ensure content alignment. 25% of unit plans reflect this process and demonstrate clear alignment of learning objectives, instructional activities, and formative/summative assessments of mastery. Teachers engage in a variety of feedback loops focused on content alignment and assessment and use this feedback to intentionally revise their unit plans at least once a month.	Teachers plan aligned formative/summative assessments to intentionally measure student progress towards mastery of the learning objectives and state standards as evidenced in at least 50% of unit lesson plans and/or uploaded assessment in Formative. Grade level-content teams schedule, in advance, data conversations to review assessment data, identify trends, and inform instructional decisions at least 2x a month. Through professional learning, teachers utilize student conferencing to review assessment data and formulate individual goals at least once a month.
Barriers to Address During this Cycle			
District Actions for this Cycle	Campus support with best practices that result in teacher growth. District will support leadership development of Principal, Assistant Principals as well as instructional leaders on campus by monthly professional learning and ongoing coaching support.	Campus support with unpacking standards and rich instructional activities that align to them. District will provide professional learning and resources to aid in unpacking standards and aligning instructional activities and assessments to appropriate depth of knowledge levels.	Support campus with providing professional learning aligned to using data to drive high quality instruction. District will provide access to high-quality assessments and will provide support with analysis of assessment data.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	

ACTION PLAN

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps					New Action Steps		

Campus Name: George Wagner Middle School

Campus Number: 045

CYCLE 3 90-DAY OUTCOMES (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	5.3
Desired Annual Outcome	Members of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis. Campus Leadership Team meetings restructured to provide intentional support opportunities for leadership development around identified GISD Leadership Commitment(s) and individual campus leadership roles.	All core content teachers will receive learning and ongoing support of the design process. Unit plans will consistently demonstrate a teacher's use of the design process through clear alignment of standards, objectives, activities, and assessments. Teachers are provided regular and on-going feedback focused on alignment, assessment, design qualities, and Learner Profile.	Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.
Desired 90-day Outcome	Campus Leadership Team continue to engage in our book study, as well as receive intentional learning and support around identified GISD Leadership Commitments. The ILT is providing teachers with instructional feedback, reviewing data from campus observations, and developing plans of support based on that data at least once each month.	Teachers regularly begin the design process by unpacking standards to ensure content alignment. 50% of unit plans and instructional practices demonstrate clear alignment of standards, learning objectives, and assessments. Teachers engage in a variety of feedback loops focused on content alignment and assessment and use this feedback to intentionally revise their unit plans at least twice a month.	Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs. Teachers utilize student conferencing to assist students in progress monitoring their identified goals, at least twice per month.
Barriers to Address During this Cycle			
District Actions for this Cycle	Campus support with best practices that result in teacher growth. District will support leadership development of Principal, Assistant Principals as well as instructional leaders on campus by monthly professional learning and ongoing coaching support.	Campus support with unpacking standards and rich instructional activities that align to them. District will provide professional learning and resources to aid in unpacking standards and aligning instructional activities and assessments to appropriate depth of knowledge levels.	Support campus with providing professional learning aligned to using data to drive high quality instruction. District will provide access to high-quality assessments and will provide support with analysis of assessment data.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	

ACTION PLAN

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps				New Action Steps			
END OF YEAR REFLECTION								
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.								
	Prioritized Focus Area #1	Prioritized Focus Area #2			Prioritized Focus Area #3			
Essential Action	1.1	5.1			5.3			

Desired Annual Outcome	Members Of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis. ILT members write a measurable professional goal and receive weekly feedback from the principal.	All core content teachers submit common unit plans that contain learning activities clearly aligned to the standards for all units of study. Teachers are provided support for this through weekly feedback. New core teachers will show proficiency in the design process, unpacking standards, and ensuring standards, objectives, activities and assessments are aligned as evidenced in all lesson plans.	Teachers engage in weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.
Did the campus achieve the desired outcome? Why or why not?	<p>Members of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis.</p> <p>Campus Leadership Team meetings restructured to provide intentional support opportunities for leadership development around identified GISD Leadership Commitment(s) and individual campus leadership roles.</p>	All core content teachers will receive learning and ongoing support of the design process. Unit plans will consistently demonstrate a teacher's use of the design process through clear alignment of standards, objectives, activities, and assessments. Teachers are provided regular and on-going feedback focused on alignment, assessment, design qualities, and Learner Profile.	Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.

Campus Name: George Wagner Middle School

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CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasessf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	<p>We recognize that while we have a variety of leadership roles established and actively encourage all staff to participate in some level of leadership around our campus work, we are limited in our ability to support growth in leadership skills and lack meaningful feedback loops. In addition, while our instructional leadership team meets regularly and provides instructional feedback to teachers, we need to continue to grow in our ability to strategically collaborate around and provide appropriate teacher supports.</p> <p>In order to move towards a more personalized approach to learning, it is important that we develop systems that provide regular, meaningful supports to teachers as they grow in their skills in instruction and leadership.</p>	<p>We recognize that while we have established unit plan expectations, have provided training on unpacking standards and alignment of activities/assessment to content standards, and are committed to developing our GISD Learner Profile, we need to support teachers through professional learning on design and provide meaningful feedback loops. In addition, we have added several new staff to our team this year that will need differentiated professional learning around designing lessons that are aligned to the state standards with a clear picture of mastery.</p> <p>In order to move towards a more personalized approach to learning, it is important that we develop systems and supports around unpacking our state standards, determining a clear picture of mastery, and ensuring alignment in all instructional decisions.</p>	<p>We recognize that we need to develop stronger data practices on our campus. While we have 1) established expectations around assessment and data collection and 2) systems in place to ensure teachers have time built into their daily schedule to collaborate, we are still growing in our implementation and use of both. We also recognize the need to include students in conversations around their data to increase their ownership and develop in their Learner Profile attribute (e.g. - develop personal self-knowledge).</p> <p>In order to move towards a more personalized approach to instruction, it is important that we continuously review student data to inform instructional decisions so that we can support students in their growth towards mastery.</p>

How will you communicate these priorities to your stakeholders? How will you create buy-in?	Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "developing leaders is vital to our success". Developing shared ownership enhances our ability to collectively accomplish our goals. Our campus staff will review, discuss, and revise each month during Design Team Meeting.	Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "it is our responsibility to prepare students for their future". It is important that we prepare our students for the future of their choice, by growing them in both the Learner Profile attributes and the state standards. Developing shared ownership enhances our ability to collectively accomplish our goals. Our campus staff will review, discuss, and revise each month during Design Team Meeting.	Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "instruction should be designed based on the needs of the learners". The ability to better identify students' progression towards mastery, allows teachers to respond appropriately in real-time. Our campus staff will review, discuss, and revise each month during Design Team Meeting.
Desired Annual Outcome	Members of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis. Campus Leadership Team meetings restructured to provide intentional support opportunities for leadership development around identified GUSD Leadership Commitment(s) and individual campus leadership roles.	All core content teachers will receive learning and ongoing support of the design process. Unit plans will consistently demonstrate a teacher's use of the design process through clear alignment of standards, objectives, activities, and assessments. Teachers are provided regular and on-going feedback focused on alignment, assessment, design qualities, and Learner Profile.	Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?	We will partner with our district and other campuses that have created similar protocols with success. The Chief Strategists (Leadership and Culture & Assessment and Feedback) will support the CLT in creating the new processes/protocols, as well as provide ongoing coaching and support to the Principal and the ILT in this practice. Ongoing support will be provided monthly by district level leaders and bi-weekly through campus PLC.	We will partner with our campus' Instructional Leadership Team and our district's Department for Teaching and Learning to ensure all core teachers effectively use the design process while ensuring alignment to content standards. Our Digital Learning Coach and Learning Design Coach will provide on-going coaching support to content teachers around the design process.	We will partner with our campus' Instructional Leadership Team and our district's Department for Assessment and Feedback to ensure all core teachers consistently and effectively analyze student assessment data, identify of trends in data, determine root causes, and create learning experiences that support gaps based on individual student needs. Our Digital Learning Coach and Learning Design Coach will provide on-going coaching support to content teachers around the progress monitoring process.
Barriers to Address throughout the year			
District Actions for this Cycle	The district will support campus leadership development through ongoing professional development and coaching.	The district will provide professional learning opportunities and resources to aid in unpacking standards and aligning instructional activities and assessments to appropriate depth of knowledge levels.	The district will provide professional learning and resources to support the campus in data collection, analysis and resulting instructional decisions.

District Commitment Theory of Action	If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.
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ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

Georgetown Independent School District
Williams Elementary
2021-2022

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Goals

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

Performance Objective 1: Williams Elementary will develop professional learning communities that focus on instructional planning, lesson design, and an assessment cycle.

Evaluation Data Sources: Design Day Agendas
PLC Meeting Agendas

Strategy 1 Details
<p>Strategy 1: Teachers will meet collaboratively quarterly for Design Day planning.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>

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

Performance Objective 2: Students will engage in personalized learning experiences.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Growth Data

Strategy 1 Details
Strategy 1: Students will engage in individualized learning opportunities using digital platforms like ST Math, RAZ Kids, Star Fall, and Brainpop. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Students will work in individualized and personalized small group in reading and math during guided reading and math workshops. TEA Priorities: Build a foundation of reading and math

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

Performance Objective 3: Student performance for all student groups measured in Domain 3 of TEA Accountability will demonstrate an increase in reading and math performance in accordance with Williams Elementary Student Performance Targets.

HB3 Goal

Evaluation Data Sources: TEA Accountability Reports Domain 3

Strategy 1 Details
<p>Strategy 1: Students will get small group direct instruction in math and reading during target time.</p> <p>TEA Priorities: Build a foundation of reading and math</p>

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

Performance Objective 1: WES will engage with community members and parents throughout the school year.

Evaluation Data Sources: Campus Event Flyers

Campus Events Attendance Logs

Parent Survey Results

Strategy 1 Details
Strategy 1: Each grade level will participate in an evening musical performances and art showcases. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: WES will host Writing, Reading and STEAM Night. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Performance Objective 1: The WES Instructional Leadership Team collaborates with grade level teams weekly on Wednesdays to analyze student success measures and redesign learning experiences to ensure growth within the learning measures.

Evaluation Data Sources: PLC Agendas
Common Formative Assessment Data
Summative Assessment Data

Strategy 1 Details
<p>Strategy 1: Design and schedule common formative assessments within units of study.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>

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

Performance Objective 1: Students and faculty will engage in monthly experiences to expand self awareness to build a culture of inclusivity.

Evaluation Data Sources: SES Survey
Faculty Survey
Parent Survey

Strategy 1 Details
Strategy 1: Students will participate in a monthly character trait lesson that aligns with Capturing Kids' Hearts curriculum and GISD and Campus SEL Survey feedback. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Faculty members will engage in monthly Social Emotional Learning professional learning activities.

Georgetown Independent School District
Wolf Ranch Elementary
2021-2022

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Goals

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

Performance Objective 1: Design and activate personalized learning experiences focused on the GISD Learner Profile and High Priority Learning Standards.

Targeted or ESF High Priority

Evaluation Data Sources: Curriculum Management Plan, GISD Written Curriculum, Curriculum-Based Assessments.

Strategy 1 Details
<p>Strategy 1: Allocate personnel to a "Learning Design Coach" (LDC) position. This position will provide coaching to teachers in design processes that connect learners to the content and learner profile attributes.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>
Strategy 2 Details
<p>Strategy 2: Professional Learning in personalized learning techniques will be provided throughout the school year.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Allocate funds to two academic interventionists (1 reading & 1 math) who, working alongside the teachers, will ensure that all students improve in foundational skills through providing learning experiences that meet every child at their point of need.</p> <p>TEA Priorities: Build a foundation of reading and math</p>
Strategy 4 Details
<p>Strategy 4: Purchase instructional materials which support the development of foundational skills in reading and math.</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>

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

Performance Objective 2: Utilize the Social Emotional Learning (SEL) signature practices; Welcoming Rituals, Engaging Practices, Optimistic Closure.

Evaluation Data Sources: Guidance and Counseling Curriculum and discipline data.

Strategy 1 Details
Strategy 1: Utilize the Social Emotional Learning (SEL) signature practices; Welcoming Rituals, Engaging Practices, Optimistic Closure. ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Promote student ownership of relationships through Capturing Kids Hearts (CKH). ESF Levers: Lever 3: Positive School Culture

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

Performance Objective 3: Every student will exhibit one year of growth in grade level skills related to reading math, science, and social studies

Evaluation Data Sources: NWEA MAP, Classroom assessments (formative and summative), Curriculum Based Assessments.

Strategy 1 Details
Strategy 1: Extended instruction in foundational reading and math skills for students who exhibit an academic need. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Utilize temporary tutors to work with groups of students during scheduled intervention/enrichment time on either foundational skills in reading and math, or grade level skills in ELA, Math, Science, and Social Studies. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction
Strategy 3 Details
Strategy 3: Purchase enrichment and intervention materials, curriculum, and manipulatives to support scheduled intervention/enrichment groups as well as extended learning opportunities.

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

Performance Objective 4: Student performance for all student groups measured in domain 3 of the TEA accountability system will demonstrate an increase in reading and math performance in accordance with Wolf Ranch Elementary student performance targets.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 45% to 47% by August 2022.

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 42% to 55% by august 2022.

The percentage of 3rd grade Hispanic students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 27% to 34% by August 2022.

The percentage of 3rd grade Hispanic students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 23% to 34% by august 2022.

The percentage of 3rd grade economically disadvantaged students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 27% to 34% by August 2022.

The percentage of 3rd grade economically disadvantaged students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 27% to 34% by august 2022.

Strategy 1 Details
<p>Strategy 1: Build dedicated time into the master schedule for intervention and enrichment.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

Performance Objective 1: Activate communication initiative sharing GISD story across a broad range of platforms highlighting student work.

Evaluation Data Sources: Communications Plan & Social Media platforms

Strategy 1 Details
<p>Strategy 1: Utilize multiple outlets such as weekly newsletter (from campus and each teacher), website, twitter, and Facebook to communicate fidelity to and impact of GISD strategic framework as it is lived out at Wolf Ranch Elementary.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Utilize interventionist teaching staff during intervention and enrichment time to specifically target students who need support in terms of foundational skills in reading and math.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>

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

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

Evaluation Data Sources: Data from feedback opportunities such as climate survey.

Strategy 1 Details
Strategy 1: 1) In accordance with the Effective Schools Framework, stakeholders will be engaged to create, and refine campus picture of success through the Site Based Decision Making Committee, and other campus committees. ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Incorporate a student led component to parent nights highlighting academic success, relationships, or both. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction

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

Performance Objective 1: Develop a shared, and forward-looking vision of teaching and learning.

Evaluation Data Sources: Leadership development systems and processes aligned to Strategic Framework and Learner Profile.

Strategy 1 Details
<p>Strategy 1: Provide multiple opportunities for teachers and other school staff to influence the larger school community outside of their classroom or assignment. Examples include Design Team, MTSS Team, Process Champions, SEL Team, TBRI Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>

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

Performance Objective 1: Provide technology and collaborative spaces that reflect a student's need for voice, choice and ownership in their learning.

Evaluation Data Sources: Unit Plans, Collaborative Team Meetings, Feedback Loops with Teachers

Strategy 1 Details
<p>Strategy 1: Provide professional learning in the use of space to enhance student learning experiences, create a supportive environment for teachers to try knew things related to space, and conduct debriefs with teachers during collaborative team meetings.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>

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

Performance Objective 2: Deploy professional learning system that is personalized and cultivates continuous learning, shared ownership of and responsibility for professional growth, 21st century skills, and participative evaluation.

Evaluation Data Sources: Feedback on District supported Professional Learning.

Strategy 1 Details
Strategy 1: Ongoing and job-embedded professional learning followed by debrief conversations through walkthroughs, collaborative teams, and faculty/staff meetings. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning
Strategy 2 Details
Strategy 2: Conduct Teacher Evaluation process so that it is formative and participative in nature focused on areas of improvement. Teachers identify a personal and a professional goal, identify activities to fuel their improvement, identify changes to practice they will make, try those changes, and receive feedback throughout the process. ESF Levers: Lever 2: Effective, Well-Supported Teachers