

Georgetown Independent School District
Frost Elementary School
2023-2024 Campus Improvement Plan



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Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.	12
Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.	18
Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.	24
Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.	28
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jack Frost Elementary is home to roughly 320 students. Frost is a neighborhood school that has been designated a Title 1 campus. Each grade level averages 2 to 3 classrooms. 70% of our students are economically disadvantaged, 32% of our students receive special education services, 6% of students qualify under Section 504 and 5% of our students receive gifted and talented services through our GT program. Frost will continue to be identified as a Title 1 campus due to them of students who are indicated as "At Risk" for the 2023-2024 school year. Our campus ethnicity is White 40%, 1% Asian 40%, Hispanic 10%, Black 7%, 2 or more races.

We have 31 teachers, 1 Counselor, 1 Instructional Coach, and 2 administrators on staff. We have five Special Education Programs (ILC, BCS, ECSE4, Inclusion/resource, dyslexia). 55% of those teachers have been retained from the previous year. Of the teacher turnover, 26% of those teachers are new to district.

Frost continues to maintain consistent enrollment numbers. Our staff numbers will continue to reflect until we move into a larger building within a few years.

Demographics Strengths

- Consistent lower enrollment and retention numbers of students
- Our lower enrollment compared to neighboring schools allows staff to meet student needs through the interventionist and special education support staff.
- The Title 1 designation has granted Frost the opportunity to participate in targeted professional development geared towards strengthening our Tier 1 and Tier 2 supports.
- There is a core staff that has been with Frost for 5 to 10+ years. This has allowed initiates to continue and gain momentum towards proficiency.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An elevated number of Special Education qualified students in a general education classroom limit the fidelity of high rigor instruction. **Root Cause:** The lack of supports and systems to effectively identify and intervene within the Tier 2 framework. Effective systems and data collection are not in place consistently across the campus in order to differentiate student ability level and areas of growth.

Student Learning

Student Learning Summary

Student academic growth is measured through informal and formal assessments such as STAAR, Mclass/Amplify, MAP, running records, unit assessments and observations (not an exhaustive list). The main focus of the campus has been on intentional and high rigor of Tier 1 instruction for all students. The previous year STAAR data did not demonstrate proficient student achievement across the campus however, it did demonstrate a significant increase in students closing the gap and making over a years worth of growth. The increase student growth can mostly be attributed to a focus on high rigor Tier 1 instruction as well as intentional teacher planning materials to ensure consistency between grade level classrooms as well as vertical teams. As a campus there will be continued focus on Tier 1 focus with an additional focus on Tier 2 instruction in reading and math.

The campus MAP data was consistent with the previous years STAAR data. Students demonstrated lower achievement scores however, half of the grade levels demonstrated expected growth or more for students overall. One factor that contributed to the measure of growth is the implementation of two contracted educators in which they focused on small group instruction in reading math in primarily K-2 students. The following chart demonstrates the MAP Achievement scores from the fall to the spring. The scores demonstrate students who are just below grade level, at grade level and above grade level. Majority of grade level maintained or decreased in their average scores however, this does not measure the students who made a years worth of growth. We are going to continue to examine our math systems and practices to increase the differential.

Grade	Fall Achievement (Students in the 41st to >80th percentile)	Spring Achievement (Students in the 41st to >80th percentile)	Differential
K	79%	79%	Maintained
1	52%	65%	Increase 13%
2	60%	56%	Decrease 4%
3	45%	45%	Maintained
4	56%	51%	Decrease 5%
5	44%	34%	Decrease 10%

When examining school wide mClass data, it was shown that students in grades K, 2, 4 showed growth in the students that scored "at benchmark" and "above benchmark" at the beginning of the year to the end of the year. The following chart documents the percentages of mClass scores from the beginning to the end of the year.

Grade	BOY mClass Percentages for AT BENCHMARK OR ABOVE BENCHMARK	EOY mClass Percentages for AT BENCHMARK OR ABOVE BENCHMARK	Differential
K	39%	53%	Increase 14%

Grade	BOY mClass Percentages for AT BENCHMARK OR ABOVE BENCHMARK	EOY mClass Percentages for AT BENCHMARK OR ABOVE BENCHMARK	Differential
1	51%	46%	Decrease 5%
2	33%	41%	Increase 8%
3	45%	43%	Decrease 2%
4	37%	57%	Increase 20%
5	39%	36%	Decrease 3%

The grade levels that demonstrated a decrease in achievement only did so by a few percentage points in which this shows the ability to maintain. The largest increase was in 4th grade. A potential contributing factor to this significant increase could be the implementation of the KAT program. This teacher implemented the strategies and practices of KAT with fidelity from the beginning to the end of the year. Continuation of the KAT program through 3rd and 5th grades is a strong consideration moving forward.

Attributing to student growth in all content areas is the implementation and fidelity of positive school wide behavior supports. The campus adopted school wide expectations and routinely reviewed the expectations for all students. With clear expectations, teachers focused on the continuation of providing PAWS (Polar Bears Act Respectfully, Work Responsibly and Stay Safe) stickers to students in order to win a celebration for themselves and then the entire school. There was an implementation of Social Emotional Learning (SEL) lessons across the campus however, the fidelity and consistency of those lessons were prevalent for the entire school. Frost continues to be a Capturing Kids Hearts Showcase School. Along with this title, teachers and students implement CKH strategies throughout the school day. These strategies tie directly into the GISD Learner Profile as well as the PBIS that is implemented.

Student Learning Strengths

- Regular and routine lesson plan templates completed to ensure fidelity and rigor are appropriate
- Routine and protected time for grade level PLC to occur.
- Teachers engage with the PLC process in order to examine data and plan for extension and intervention
- Consistent implementation of school wide expectations and positive behavior support systems
- CKH strategies (such as mood meters outside of the door) were implemented in all classrooms throughout the day
- Intentional professional development, design days and walkthrough shadowing in order to increase the rigor of Tier 1 instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS. **Root Cause:** Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities and intentional professional development continue to be a focus at Frost. Every grade level at Frost experienced new teachers on their team this past year. Consistent PLC practices such as a focus on data and instruction, was crucial to continue the work and then elevate the work from the previous year. Refining the PLC process and focus is an area of growth in the future. The implementation of lesson plan templates ensured that all components of instruction were present on a daily basis. Each grade level participated in the completion of the lesson plan template each week. Areas of refinement for the lesson plans would be to calibrate the expectations for each grade level. Teachers will continue to participate in weekly PLC meetings in which staff will focus on student data, Tier 2 instruction through Essential Intervention Standards as well as effective high yield strategies in order to improve student growth and achievement.

Teachers were also well versed on the process for recognize students for positive behavior as well as identify and address students who were not showing desired behaviors. All teachers and staff engaged with and will continue to engage with our School Wide Positive Behavior Support Systems. Staff recognize students who are demonstrating P.A.W.S (Polar Bears, Act Respectfully, Work Responsibly and Stay Safe) behavior by explicating stating which behavior they demonstrated and giving them a PAWS sticker. Teachers then enter their information in a Google form and students write their name on the classroom brag board. Weekly drawings are made for the data in the QR code and classroom rewards are provided when a goal on the brag board is met. Students also interact with a school wide puzzle by earring pieces from benchmark numbers on their brag board. Once the puzzle is complete, a school wide celebration occurs.

In order to complement the work of positive behavior supports, various grade levels and teachers have implemented SEL mini lessons into their classroom routines. Teachers have utilized the district provided Social Emotional Learning prompts calendar to initiate conversations and attempt common language in their classrooms. Teachers have also utilized Capturing Kids Hearts strategies and practices into their everyday instruction. There are pockets of these practices occurring on the campus however, they are not consistent across classrooms and grade levels. Varying teacher skill sets and lack of consistent curriculum was feedback provided from campus staff.

In terms of student accountability, consistently across the campus teachers utilized "Minor Infraction Forms" to address student behavior as well as complete a Think Sheet. Students and teachers used Think Sheets as a communication and processing tool between the student and their peers, teachers and parents. Majority of teachers were able to show a balance between the positive recognitions of students behavior and appropriate responses to behavior.

School Processes & Programs Strengths

- Consistent Professional Learning Communities in which staff examines student data
- Implementation and consistent follow through of School Wide Positive Behavior Supports
- Teachers recognizing negative behavior of students and utilizing infraction forms and think sheets to respond to behavior
- Consistent participation in the PLC process
- PAWS stickers and the recognition of students positive behavior
- Utilization and implementation of Capturing Kids Hearts practices throughout the school year in some classrooms

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. **Root Cause:** Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs.

Problem Statement 2 (Prioritized): The lack of consistency of implementation of Social Emotional Learning that aligns to the GISD Learner Profile across grade levels. **Root**

Cause: Instructional staff does not have access to instructional materials or program that is easy to access and aligns to the GISD Learner Profile.

Perceptions

Perceptions Summary

The overall school culture and climate of Frost continues to grow in a positive and inclusive trajectory every year. Campus leaders and staff make relationship building, connections with students and families as well as providing a safe learning environment a focus on our campus. By incorporating a responsive and positive discipline philosophy through relational practices, restorative practices training and meeting the needs of the whole child has helped decrease student discipline referrals. This year we have dove head first into positive behavior supports and intentional SEL lessons which helped with empowering students with coping and self regulation strategies. Continued work on SEL lesson implementation on a daily basis will increase staff and student well being.

Parent involvement and inclusion has increased to almost the the same as pre-COVID. The jumpstart of the PTA has provided opportunities for parents to be more involved and has provided a voice to parent needs. There was a disconnect due to parents not being allowed in the building and those walls are slowly being taken down. We have opened up our space and have welcomed lunch time visitors, various volunteer opportunities for parents and community members, continued to foster our relationship with the Georgetown Junior Forum, initiated WatchDOGS, hosted community engagement events such as the Polar Express to name a few.

As parents and guardians desire to be more informed regarding their child's academic progress, we will be implementing a few tools to foster their concerns. An increased presence on social media will hopefully provide parents communication and awareness on teacher /parent conferences as well as opportunities for parents to come to Frost to see student showcases. Interim progress reports for parents that focus on student needs and areas of accomplishment and are tailored individually to each student. Additionally, parent communication will be streamlined and include evidence of each Essential Intervention Standard that is being taught at that time.

Perceptions Strengths

- Weekly newsletters to parents regarding the happening in the classroom
- Majority of students feel that their teachers value them and their opinions.
- Teachers are responsive to parent inquiries on student progress and behavior
- The administrative team and teachers strive to build positive relationships with out families through frequent interactions

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The need to continue to build relationships through a lens of transparency with parents and guardians in order to ensure all stakeholders feel valued and heard **Root Cause:** Due to COVID, there was a lack of opportunity for parents and families to actively engage in school based activities and meetings.

Priority Problem Statements

Problem Statement 1: An elevated number of Special Education qualified students in a general education classroom limit the fidelity of high rigor instruction.

Root Cause 1: The lack of supports and systems to effectively identify and intervene within the Tier 2 framework. Effective systems and data collection are not in place consistently across the campus in order to differentiate student ability level and areas of growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS.

Root Cause 2: Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle.

Root Cause 3: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The need to continue to build relationships through a lens of transparency with parents and guardians in order to ensure all stakeholders feel valued and heard

Root Cause 4: Due to COVID, there was a lack of opportunity for parents and families to actively engage in school based activities and meetings.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The lack of consistency of implementation of Social Emotional Learning that aligns to the GISD Learner Profile across grade levels.

Root Cause 5: Instructional staff does not have access to instructional materials or program that is easy to access and aligns to the GISD Learner Profile.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

Goals

Goal 1: Student Learning, Growth and Progress





Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

High Priority

HB3 Goal

Evaluation Data Sources: See addendum "Frost Strategic Direction"

Strategy 1 Details		Reviews			
Strategy 1: See addendum Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS. Root Cause: Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction.





Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: Professional learning, PLC agendas, classroom observations, standards based report cards, MTSS tracking data, design days for instructional staff, common assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 1: By May 2023, all instructional staff will administer common assessment that align to essential standards and then collect and examine the data in order to monitor the progress of student mastery of the essential standards.</p> <p>Strategy's Expected Result/Impact: All instructional staff will be able to make informed decisions about the intervention and extension of learning on the essential standards in order for students to reach mastery.</p> <p>Staff Responsible for Monitoring: Administration, Learning Design Coach, teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>				

Strategy 2 Details	Reviews			
Strategy 2: By May 2024, instructional staff will monitor and adjust positive behavior support practices in order for students to further their development of the Learner Profile attributes. Strategy's Expected Result/Impact: Students will be able to identify and describe how the Learner Profile relates to their behavior and school experience. Staff Responsible for Monitoring: Instructional Staff, counselor Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: An elevated number of Special Education qualified students in a general education classroom limit the fidelity of high rigor instruction. Root Cause: The lack of supports and systems to effectively identify and intervene within the Tier 2 framework. Effective systems and data collection are not in place consistently across the campus in order to differentiate student ability level and areas of growth.
Student Learning
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School Processes & Programs
Problem Statement 1: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. Root Cause: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs.
Perceptions
Problem Statement 1: The need to continue to build relationships through a lens of transparency with parents and guardians in order to ensure all stakeholders feel valued and heard Root Cause: Due to COVID, there was a lack of opportunity for parents and families to actively engage in school based activities and meetings.





Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Student, staff and community feedback

Strategy 1 Details	Reviews			
Strategy 1: Teachers and support staff will provide a strong educational foundation for students to succeed. Strategy's Expected Result/Impact: Students will be prepared for post secondary education and future careers. Staff Responsible for Monitoring: Administrators, teachers, support staff Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: By May 2024, staff will host opportunities and experiences for students to explore various careers and post secondary education settings. Strategy's Expected Result/Impact: Students will obtain knowledge of various careers and the skill set necessary to work towards those goals. Staff Responsible for Monitoring: Administration, instructional staff, counselor Title I: 2.4 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	July
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: An elevated number of Special Education qualified students in a general education classroom limit the fidelity of high rigor instruction. Root Cause: The lack of supports and systems to effectively identify and intervene within the Tier 2 framework. Effective systems and data collection are not in place consistently across the campus in order to differentiate student ability level and areas of growth.
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Problem Statement 1: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. Root Cause: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs.





Goal 1: Student Learning, Growth and Progress

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Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: STAAR Data, MAP assessments, Amplify data, common assessments, ST Math, Zearn, standards based report card, climate survey

Strategy 1 Details	Reviews			
Strategy 1: By May 2024, all instructional staff will create, utilize and implement weekly lesson plans to ensure consistent instruction across grade level teachers, a high level of rigor for Tier 1 instruction and alignment with Tier 2 instruction. Strategy's Expected Result/Impact: Students will demonstrate a years worth of growth as measured on their STAAR assessment scores as well as within MAP and Amplify data measures. Staff Responsible for Monitoring: Instructional staff, Learning Design Coach, Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: By May of 2024, all teachers will actively participate in the PLC process by examining data and determining research based instructional practices in order for students to achieve mastery on essential intervention standards. Strategy's Expected Result/Impact: Students will demonstrate mastery of essential intervention standards in reading and math. Staff Responsible for Monitoring: Instructional Staff, Learning Design Coach, Administration Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: An elevated number of Special Education qualified students in a general education classroom limit the fidelity of high rigor instruction. Root Cause: The lack of supports and systems to effectively identify and intervene within the Tier 2 framework. Effective systems and data collection are not in place consistently across the campus in order to differentiate student ability level and areas of growth.
Student Learning
Problem Statement 1: The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS. Root Cause: Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction.
School Processes & Programs
Problem Statement 1: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. Root Cause: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs.

Goal 2: Student and Staff Well-Being





Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: CKH Survey Results, SEL Curriculum feedback and surveys, Minor Infraction Form data, discipline referrals, Learner Profile feedback survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 1: Continue the implementation of Positive Behavior Supports throughout the campus. This includes clear expectations for staff and students as well as recognizing positive behavior choices of students. Systems will continue to be refined to acknowledge students specific behavior that aligns to the school wide expectations.</p> <p>Strategy's Expected Result/Impact: Students will be able to identify, demonstrate and recognize attributes of positive behavior choices as it aligns to the school wide expectations in order to be respectful of themselves and to respect one another.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: By May 2024, 100% classrooms will have routinely and effectively implemented an SEL Curriculum that aligns to the Learner Profile on a daily basis. The daily lessons include explicit instruction and strategies for all students to utilize. Strategy's Expected Result/Impact: Students will improve interpersonal skills in order to demonstrate respectful interactions with one another and adults. Students will be able to deploy common coping strategies and communicate using common language in order to express themselves in a respectful manner. Staff Responsible for Monitoring: Administration, Counselor, Teachers, Support Staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 1		Formative			Summative
		Oct	Jan	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The lack of consistency of implementation of Social Emotional Learning that aligns to the GISD Learner Profile across grade levels. Root Cause: Instructional staff does not have access to instructional materials or program that is easy to access and aligns to the GISD Learner Profile.
Perceptions
Problem Statement 1: The need to continue to build relationships through a lens of transparency with parents and guardians in order to ensure all stakeholders feel valued and heard Root Cause: Due to COVID, there was a lack of opportunity for parents and families to actively engage in school based activities and meetings.





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Design Day agendas, teacher surveys, teacher/administration conferences, Administration feedback survey.

Strategy 1 Details		Reviews			
Strategy 1: By May 2024, 100% of content teachers will have participated in collaborative planning sessions with colleagues from their own campus as well as colleagues from neighboring schools within the district. The collaborative planning will focus on identify and implementing essential standards while providing voice and choice in the delivery of the instruction. Strategy's Expected Result/Impact: Teachers will be able to foster a community of colleagues who are all working towards the same goal. Teachers will also feel empowered to do the work when they are given the autonomy to meet the needs of their students. Staff Responsible for Monitoring: Administration, Learning Design Coach Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: Collaboratively create and implement processes for instructional rounds/walkthroughs and feedback loops which focus on primarily positive feedback and affirmations for all teachers. Identify and recognize staff on a weekly basis for implementing campus goals effectively. Strategy's Expected Result/Impact: Through affirmations and constructive feedback teachers will be able to recognize their strengths and be affirmed in order to continue to find value in their work. Staff Responsible for Monitoring: Administration, Learning Design Coach, District Curriculum coordinators Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	July
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The foundation for strong Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS. Root Cause: Teacher turnover and inconsistent systems/teaching strategies prohibit staff from finding momentum on implementing high yield strategies for Tier 1 and Tier 2 instruction.
School Processes & Programs
Problem Statement 1: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. Root Cause: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs.





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: CKH surveys, Emergent Tree feedback surveys, parent surveys,

Strategy 1 Details		Reviews			
Strategy 1: Continue to implement new collaborative processes (such as, minor infraction forms, newsletters, social media presence, etc.) to improve transparency and trust, mutual respect and shared responsibility among teachers, students and parents. Strategy's Expected Result/Impact: The collaborative processes will increase the trust of one another in order for all teachers and students to feel safe within the organization. Staff Responsible for Monitoring: teachers, administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: Continue to implement and follow through with weekly, monthly and yearly safety protocols and checks mandated by the state and district. Following through with protocols could lead to potential changes in systems to ensure student and staff safety at all times. Strategy's Expected Result/Impact: This will create an increased sense of awareness to ensure the safety and security of the staff and students Staff Responsible for Monitoring: Administration, SRO Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: The need to continue to build relationships through a lens of transparency with parents and guardians in order to ensure all stakeholders feel valued and heard Root Cause: Due to COVID, there was a lack of opportunity for parents and families to actively engage in school based activities and meetings.

Goal 3: Staff Recruitment and Retention





Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD provides competitive compensation and benefits to employees.

Evaluation Data Sources: Comparative pay scales, teacher feedback surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Provide professional development opportunities or shadowing opportunities for staff who are interested in stepping into roles that offer additional compensation. Strategy's Expected Result/Impact: The awareness of the day to day routines and benefits of these positions could be leverage for teachers to desire to fill the position. Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Continue to advocate for compensation for teachers and staff based on neighboring districts and cost of living in the area in which we work. Strategy's Expected Result/Impact: Increased pay across all positions. Staff Responsible for Monitoring: Administration Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The majority of PLC time in grade levels is focused on examining student data or unrelated logistical topics. Teams are not engaging in the next steps of the PLC cycle. Root Cause: Teachers do not have a process to streamline Tier 2 instruction. They are able to identify what students require reteach however, not all grade levels have determined the how and when that instruction occurs.





Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

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Performance Objective 2: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Provide professional development and on the job training for paraprofessionals in order to empower them and retain their skill set for the future. Strategy's Expected Result/Impact: Paraprofessionals will feel empowered to do the work and students benefit from the consistency of retained staff. Staff Responsible for Monitoring: Lead Teachers, LDC, Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing				

Strategy 2 Details	Reviews			
Strategy 2: Maintain a positive school culture through recognition of work, prioritization or work load and support through mentorship and collaboration. Strategy's Expected Result/Impact: Staff is retained due to feeling recognized and supported in not only their work but as contributing members of the organization. Staff Responsible for Monitoring: All staff, administration, LDC Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Foster a positive culture by establishing a campus on boarding system to guide and support new to profession and new to district staff. Strategy's Expected Result/Impact: Retention of new staff that align with the vision, mission and goals of Frost Elementary. Staff Responsible for Monitoring: Administration, LDC, mentors Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Student progress reports, parent survey results at Title nights, parent surveys, standards based report cards

Strategy 1 Details	Reviews			
Strategy 1: Inform parents of their child's academic and/or personal progress (strengths and areas of growth) in core curriculum and behavior every 4-5 weeks. Strategy's Expected Result/Impact: Increased awareness by parents of individual students' strengths and areas of growth. Staff Responsible for Monitoring: Teachers, Administration Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Facilitate family engagement nights to where parents are invited into the classroom in order for students to showcase their work and parents and teachers can collaborate on student celebrations and areas of growth. Strategy's Expected Result/Impact: Parents have a deep(er) understanding of their students academic success and	Formative			Summative
	Oct	Jan	Apr	July

areas of need in order to support their learning.
Staff Responsible for Monitoring: Teachers, Administration

Title I:
 2.6
 - **TEA Priorities:**
 Improve low-performing schools
 - **ESF Levers:**
 Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Strategy 1 Details	Reviews			
Strategy 1: Continue to partner with community organizations (i.e. The Georgetown Junior Forum) in order to support students, families and teachers. Strategy's Expected Result/Impact: Families and teachers feel supported and obtain essential items that they need to be successful. Staff Responsible for Monitoring: Administration, office personnel Title I: 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Plan and initiate parent workshops to foster collaborative learning communities to ensure parents have resources and access to researched based strategies on various topics. Strategy's Expected Result/Impact: Verbiage, strategies and overall understanding of student behavior and needs is consistent between home and school Staff Responsible for Monitoring: Counselor, administration, teachers Title I: 2.5, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Attendance at school events, parent surveys, Smore Newsletter data

Strategy 1 Details		Reviews			
Strategy 1: Increase opportunities for families to become more involved and included in events at school (i.e. lunch with their student, WatchDOGS, PTA meetings, Title nights, etc.) by communicating events and volunteer opportunities through Polar Bear Blast and increased social media presence. Strategy's Expected Result/Impact: Increased parent involvement and connection to students, teachers and staff Staff Responsible for Monitoring: Administration, office personnel, community outreach team Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	July
Strategy 2 Details		Reviews			
Strategy 2: Volunteer opportunities (such as reading to the class, reading with specific students, assist with school events) for parents and community members will be communicated through newsletters by teachers and administration. Strategy's Expected Result/Impact: A wide variety of volunteers will participate in on campus events to enhance the		Formative			Summative
		Oct	Jan	Apr	July

<p>learning experience of students</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Addendums

GISD Strategic Direction Change Decision Chart Frost

		Change Decision (check one)				
	Priority Objective	Maintain Direction	Minor Change	Major Change (2-3 & please explain)	Change engine?	If major change, who are you collaborating with?
Student Learning, Growth, & Progress	In GISD, instruction, assessment, and intervention are aligned.			Identify Essential standards, create common assessments, and determine interventions.	x	Curriculum Coordinators, SpEd, possibly Purl and/or Village
	In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.		Seesaw			DLC - training,
	GISD students are prepared for postsecondary education and the workforce.*	College Day and Career Day				
	GISD students demonstrate excellence in the state's academic standards and the GISD learner profile attributes.		students managing big emotions, interpersonal skills, SEL, behavior intervention skills, classroom intentionality, SEL explicit instruction... during announcements not as effective - kids aren't engaged, intetnional meaning behind learner profile trait, could CKH			Counselor,
Student & Staff Wellness	GISD students are treated with respect and are respectful to each other and to adults.		CKH - more intentional empowerment of students, lacking in interpersonal skills, 3:1 correction to feedback ratio		Process champions, Emergent	
	GISD employees find meaning and value in their work.		Celebrations, clear directions/expectations,			
	Students feel GISD schools and classrooms are physically and psychologically safe.		social supports to help with such large discrepancies in academic, behavioral, and social levels			
Attention	Georgetown ISD provides competitive compensation and benefits to employees.**					

Staff Recruitment & Retention	Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.	supportive climate, family environment, hallways families again, kid focused, solution oriented, ask questions, maintaining FET get togethers	training for mentors and mentees		
Community & Connectivity	GISD is transparent with reporting progress and providing access to information.			Parents are aware of learning, structures, etc. and know where to find answers. See saw,	technology, class on parent use,
	GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.		more frequent update of websites and marquee		
	Parents and community members feel welcome and invited in GISD schools.		Greeting at the door when they enter, school communicates with me consistently.		

*Elementary campuses are not required to address this objective, but may in the event that improvement efforts are relevant

**Campuses will not specifically address compensation and benefits to employees apart from district efforts

Priority	Priority Area	Student learning, growth and success		
	Priority Objective	In GISD, instruction, assessment, and intervention are aligned.		
	Desired State	Identify Essential standards, create common assessments, and determine interventions.		
Priority Work	Essential Standards			
	Cycle 1	Progress	Adjustments Needed	Resources/Support Needs
	Deliver training for the "why" on essential standards and Tier 2 work.			Solution Tree Training July 27 and August 9
	Identifying at least one essential standard by grade level.			August 9th Campus Collaborative training
	Outline explicit expectations to support work on Essential Standards, T2, PLC and PLT Time.			July DLT – focus on Expectations creation and PL planning
	Common Assessments			
	Cycle 1	Progress	Adjustments Needed	Resources/Support Needs
	Create, deliver and analyze common formative assessment for the identified			Utilize vertical alignment scaffolding documents from Lead4ward to identify
	Determine Interventions			


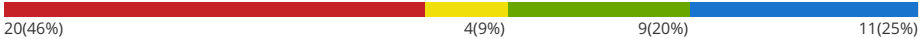




	Cycle 1	Progress	Adjustments Needed	Resources/Support Needs
	Develop Tier 2 grade level groups and delivery.			PLC Time, Instructional resource,
	Determine platform for documenting MTSS			Meet with Edugence to determine options.
	Reevaluate and deliver MTSS process and documentation to teachers and			PLC Time and/or PL time

Priority Area	Student learning, growth and success			
Priority Objective	In GISD, instruction, assessment, and intervention are aligned.			
Desired State	Identify Essential standards, create common assessments, and determine interventions.			
2023 Q1: (Aug – Oct)				
Evidence Of	Source	Findings	Summary	Next Steps
PLC	PLC Agendas	Dedicated time for weekly PLC		Shift Tier 2 mindshift being reteach of essential skills and is value added with T1 and T3
Essential Standards	Unit Designs	3-5 per content per grade level per semester	Have grade levels identify ONE thing that each grade level has to master before next level	grade level puts on sticky what they think by individual is the most essential standard students must learn
Common Formative Assessments	Unit Designs	2 per essential standard		
Dynamic Tier 2 intervention based on CFA	Tier 2 tracking documents	1 per grade level with sheet for each essential standard		
2023 Q2: (Nov – Jan)				
Evidence Of	Source	Findings	Summary	Wonderings
2023 Q3: (Feb – April)				
Evidence Of	Source	Findings	Summary	Wonderings

2023 Q4: (May - July)				
Evidence Of	Source	Findings	Summary	Wonderings

Comparing Populations: DIBELS 8th Edition

View		Population		Time		Measure	
Segment Results by: School Report Level: Account Grade Divider: On Display Data As: Percentage		Show Students Enrolled: On Test Day Grade: All Grades District: Georgetown ISD School: Frost Elementary		School Year: 2022-2023 Period: All Periods		Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels	
School	<div><div></div> Well Below Benchmark</div>	<div><div></div> Below Benchmark</div>	<div><div></div> At Benchmark</div>	<div><div></div> Above Benchmark</div>	Total Students		
↳ GEORGETOWN ISD							Current as of 06/03/2023
Grade K	Reference Data Reference Point: Account						
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>322(37%)198(23%)162(19%)184(21%)</div>				866	
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>334(39%)181(21%)199(23%)147(17%)</div>				861	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>273(31%)146(17%)275(31%)190(21%)</div>				884	
Frost Elementary	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>21(41%)10(20%)16(31%)4(8%)</div>				51	
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>20(40%)12(24%)15(30%)3(6%)</div>				50	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>13(25%)11(22%)20(39%)7(14%)</div>				51	
Grade 1	Reference Data Reference Point: Account						
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>321(36%)168(19%)198(22%)202(23%)</div>				889	
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>382(41%)153(17%)216(23%)172(19%)</div>				923	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>270(30%)127(14%)256(28%)255(28%)</div>				908	
Frost Elementary	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>18(38%)5(11%)10(21%)14(30%)</div>				47	
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>24(50%)6(12%)8(16%)11(22%)</div>				49	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>20(41%)6(13%)8(17%)14(29%)</div>				48	
Grade 2	Reference Data Reference Point: Account						
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>346(37%)117(13%)243(26%)220(24%)</div>				926	
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>346(36%)143(15%)236(25%)228(24%)</div>				953	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>296(31%)143(15%)233(25%)278(29%)</div>				950	
Frost Elementary	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>24(52%)7(15%)6(13%)9(20%)</div>				46	
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>23(51%)8(18%)4(9%)10(22%)</div>				45	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>21(46%)6(13%)14(30%)5(11%)</div>				46	

Grade 3	Reference Data	Reference Point: Account
	22-23 BOY  929 22-23 MOY  938 22-23 EOY  929	
Frost Elementary	22-23 BOY  44 22-23 MOY  43 22-23 EOY  40	
Grade 4	Reference Data	Reference Point: Account
	22-23 BOY  915 22-23 MOY  913 22-23 EOY  916	
Frost Elementary	22-23 BOY  47 22-23 MOY  49 22-23 EOY  44	
Grade 5	Reference Data	Reference Point: Account
	22-23 BOY  902 22-23 MOY  927 22-23 EOY  936	
Frost Elementary	22-23 BOY  51 22-23 MOY  51 22-23 EOY  49	

Frost ES

	Early Literacy Board Outcome Goal (DRAFT)													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022		2023		2024		2025 (Target)					
33%	COVID	36% (22%)	39% (22%)		43%		47%		51%					
	Closing the Gaps Student Groups Yearly Targets													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
	2019 (Baseline)	50%	17%	47%	-	-	-	*	22%	23%	*	*	38%	11%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	52% (-)	22% (19%)	50% (25%)	-	-	-	*	27% (17%)	28% (16%)	*	*	42% (22%)	16% (-)
	2022	55.% (25%)	29.% (5%)	53% (42%)	-	-	-	*	34% (13%)	34% (13%)	*	*	47% N/A	22% (22%)
	2023	57%	37%	56%	-	-	-	*	41%	42%	*	*	51%	31%
	2024	60%	48%	59%	-	-	-	*	51%	52%	*	*	57%	44%
	2025	63%	63%	63%	-	-	-	*	63%	63%	*	*	63%	63%

	Early Numeracy Board Outcome Goal (DRAFT)													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 35% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022		2023			2024		2025 (Target)				
35%	COVID	38% (8%)	41% (9%)		44%			47%		51%				
	Closing the Gaps Student Groups Yearly Targets													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2019 (Baseline)	17%	26%	47%	-	-	-	*	33%	27%	*	*	38%	22%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	22% (-)	31% (6%)	50% (13%)	-	-	-	*	38% (17%)	32% (4%)	*	*	42% (8%)	27% (-)
	2022	29% N/A	37% N/A	53% (21%)	-	-	-	*	43% (7%)	38% N/A	*	*	47% N/A	34% (9%)
	2023	37%	44%	56%	-	-	-	*	49%	45%	*	*	51%	41%
	2024	48%	53%	59%	-	-	-	*	55%	53%	*	*	57%	51%
	2025	63%	63%	63%	-	-	-	*	63%	63%	*	*	63%	63%

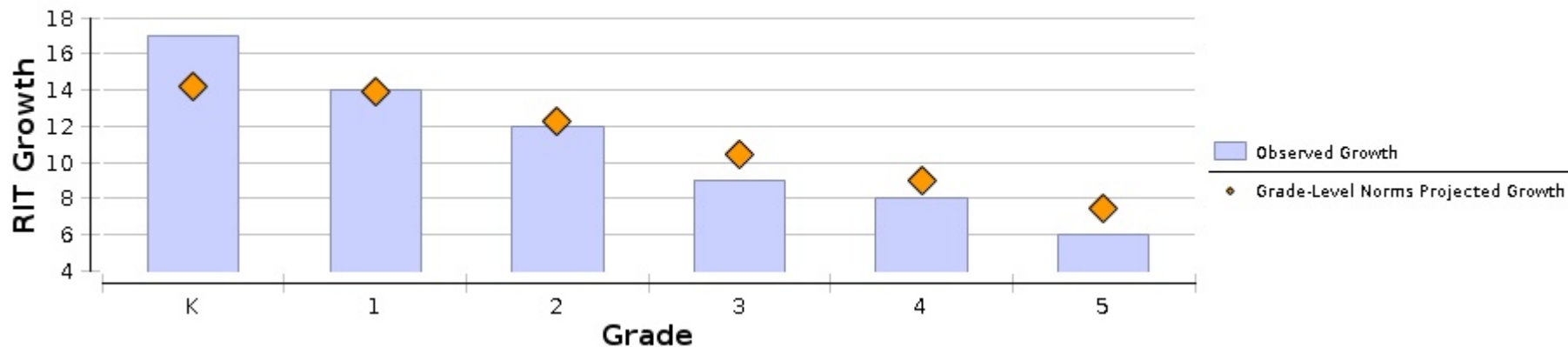
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Math: Math K-12

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	48	143.6	8.6	77	160.5	9.9	89	17	1.0	14.2	1.45	93	48	35	73	72
1	46	160.4	14.6	52	173.8	13.8	49	14	0.9	13.9	-0.24	41	46	24	52	47
2	43	173.5	12.4	40	185.6	12.9	39	12	1.0	12.3	-0.10	46	43	20	47	44
3	38	182.2	12.6	15	191.3	14.7	11	9	1.3	10.4	-0.78	22	38	12	32	34
4	43	197.0	14.5	35	205.1	16.0	31	8	1.3	9.0	-0.56	29	43	19	44	40
5	47	202.9	12.3	20	208.6	13.5	15	6	1.1	7.5	-0.92	18	47	21	45	32

Math: Math K-12



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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	Early Literacy Board Outcome Goal													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)		2023 (Actual)			2024		2025 (Target)				
33%	COVID	36% (22%)	39% (22%)		43% (38%)			47%		51%				
	Closing the Gaps Student Groups Yearly Targets													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
	2019 (Baseline)	50%	17%	47%	-	-	-	-	22%	23%	-	-	38%	11%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	52% (-)	22% (19%)	50% (25%)	-	-	-	-	27% (17%)	28% (16%)	-	-	42% (22%)	16% (-)
	2022	55.% (25%)	29.% (5%)	53% (42%)	-	-	-	-	34% (13%)	34% (13%)	-	-	47% N/A	22% (22%)
	2023	57% (20%)	37% (47%)	56% (40%)	-	-	-	-	41% (8%)	42% (39%)	-	- (50%)	51% N/A	31% (38%)
	2024	60%	48%	59%	-	-	-	-	51%	52%	-	-	57%	44%
	2025	63%	63%	63%	-	-	-	-	63%	63%	-	-	63%	63%

	Early Numeracy Board Outcome Goal													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 35% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)		2023 (Actual)			2024			2025 (Target)			
35%	COVID	38% (8%)	41% (9%)		44% (11%)			47%			51%			
	Closing the Gaps Student Groups Yearly Targets													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2019 (Baseline)	17%	26%	47%	-	-	-	-	33%	27%	-	-	38%	22%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	22% (-)	31% (6%)	50% (13%)	-	-	-	-	38% (17%)	32% (4%)	-	-	42% (8%)	27% (-)
	2022	29.% N/A	37% N/A	53% (21%)	-	-	-	-	43% (7%)	38% N/A	-	-	47% N/A	34% (9%)
	2023	37% N/A	44% (13%)	56.% (13%)	-	-	-	-	49% N/A	45% (11%)	-	-	51% N/A	41% (11%)
	2024	48%	53%	59%	-	-	-	-	55%	53%	-	-	57%	51%
	2025	63%	63%	63%	-	-	-	-	63%	63%	-	-	63%	63%

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Priority Area	Student Learning, Growth and Progress		
Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)			
2023-2024 Q1: (Aug - Oct)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
PLC	PLC Agendas	Dedicated time for weekly PLC	Dedicated time for PLC that's sole purpose is for discussion on instruction and intention of planning around essential intervention standards
Essential Standards	Unit Designs	1-2 per content per grade level per semester or per nine weeks	Shift Tier 2 mindshift being reteach of essential skills and is value added with T1 and T3
Common Formative Assessments	Unit Designs	2 per essential standard	Utilize curriculum documents to develop appropriate common assessments that are high rigor and aligned to the TEKS.
Dynamic Tier 2 intervention based on CFA	Tier 2 tracking documents	1 per grade level with sheet for each essential standard	Outline explicit expectations to support work on Essential Standards, T2, PLC and PLT Time. Provide training around what Tier 2 instruction looks like. Provide time and space to examine common assessment data in order to identify students who require tier 2 instruction
2023-2024 Q2: (Nov - Jan)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023-2024 Q3: (Feb - April)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		

2023-2024 Q4: (May - July)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		