

Georgetown Independent School District
Georgetown High School
2019-2020 Campus Improvement Plan



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

2211 N Austin Ave
Georgetown, TX 78626-4504
(512) 943-5100 Phone
(512) 943-5109 Fax

District Information
Offers the ASVAB test

Administration (2019 - 2020 Preliminary Fall PEIMS file loaded
09/23/2019)

School Population (2019 - 2020 Preliminary Fall PEIMS file loaded
09/23/2019)

Student Total

9th Grade

10th Grade

11th Grade

12th Grade

Count Percent

[1,997](#) 100%

[531](#) 26.59%

[525](#) 26.29%

[466](#) 23.34%

[475](#) 23.79%

Student Demographics (2019 - 2020 Preliminary Fall PEIMS file loaded 09/23/2019) Count Percent

Gender

Female [950](#) 47.57%

Male [1,047](#) 52.43%

Ethnicity

Hispanic-Latino [593](#) 29.69%

Race

American Indian - Alaskan Native [5](#) 0.25%

Asian [25](#) 1.25%

Black - African American [73](#) 3.66%

Native Hawaiian - Pacific Islander [2](#) 0.10%

White [1,234](#) 61.79%

Two-or-More [65](#) 3.25%

Student by Program (2019 - 2020 Preliminary Fall PEIMS file loaded 09/23/2019) Count Percent

Bilingual [1](#) 0.05%

English as a Second Language (ESL)	87	4.36%
Career and Technical Education (CTE)	1,766	88.43%
Free Lunch Participation	464	23.23%
Reduced Lunch Participation	118	5.91%
Other Economically Disadvantaged	0	0.00%
Gifted and Talented	218	10.92%
Special Education (SPED)	199	9.96%
Title I Participation	0	0.00%
Dyslexia	161	8.06%
Homeless Statuses		
Homeless Status Total	3	0.15%
Shelter	0	0.00%
Doubled Up	3	0.15%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Other Student Information (2019 - 2020 Preliminary Fall PEIMS file loaded 09/23/2019) Count Percent		
At-Risk	214	10.72%
Economically Disadvantaged	582	29.14%
Title I Homeless	0	0.00%
Immigrant	4	0.20%
Limited English Proficient (LEP)	90	4.51%
Migrant	0	0.00%
Military Connected	30	1.50%
Foster Care	1	0.05%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	276	13.82%
Intervention Indicator	0	0.00%
IEP Continuer	0	0.00%

Special Services (2019 - 2020 Preliminary Fall PEIMS file loaded 09/23/2019) Count Percent

Primary Disabilities

No Disability	<u>2</u>	1.00%
Orthopedic impairment	<u>1</u>	0.50%
Other health impairment	<u>30</u>	15.08%
Auditory impairment	<u>1</u>	0.50%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	<u>26</u>	13.07%
Emotional disturbance	<u>13</u>	6.53%
Learning disability	<u>94</u>	47.24%
Speech impairment	<u>1</u>	0.50%
Autism	<u>31</u>	15.58%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	<u>3</u>	1.51%
Homebound	<u>1</u>	0.50%
Hospital Class	<u>1</u>	0.50%
Mainstream	<u>97</u>	48.74%
Resource Room	<u>59</u>	29.65%
VAC	<u>8</u>	4.02%
Off Home Campus	<u>2</u>	1.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>28</u>	14.07%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%
Staff Information (2019 - 2020 Preliminary Fall PEIMS file loaded 09/23/2019) Count Percent		
Administrative Support	0	%
Teacher	0	%

Educational Aide	0	%
Auxiliary	0	%

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Demographics Strengths

Student Achievement

Student Achievement Summary

Our EL Population Underperformed in English 1 (11.9%), English 2 (10.71%), and Algebra 1 (14.71%)

STAAR Test	2015	2016	2017	2018
English I/Reading I	76%	73%	68%	36%
English II/Reading II	81%	78%	70%	77%
Algebra I	86%	75%	72%	68%
Biology	96%	93%	89%	88%
U.S. History	97%	98%	97%	94%

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our testing data suggests some staff need support on how to analyze and use assessments and data for planning, and on how to employ appropriate learning strategies for English Language Learners. **Root Cause:** Not enough time spent pushing in with appropriate strategies for language learners.

School Culture and Climate

School Culture and Climate Summary

EFND Shirts speak volumes for our pride in GHS. Teachers participate in PD as teacher leaders and learners.

School Culture and Climate Strengths

EFND is alive and well.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We have a need for all staff to apply consistent discipline policies. **Root Cause:** Classrooms with varying expectations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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





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 Source(s) 1: Curriculum Management Plan, GISD Written Curriculum, Curriculum-Based Assessments, AP Participation and Performance, & Industry Certifications.

Summative Evaluation 1:



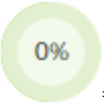

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) 1. PLC's will include accounting for Learner Profile Experiences in the classroom as they relate to the standards. 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. 3. Administrators will attend PLC's and offer feedback from collective walkthrough experiences. 4. Implement ESOL and Acceleration courses for EL and struggling students.	2.4, 2.5, 2.6	Administrators Teachers Department Chairs Design Team	Teacher experiences in PLC's will see improved use of data points to include LP and HPLS. Student experiences will be more appropriately aligned to standards whilst improving engagement.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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.

Evaluation Data Source(s) 2: Guidance and Counseling Curriculum and discipline data.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
ESF Levers Lever 3: Positive School Culture 1) 1. Counseling and admin team will incorporate guidance curriculum into the classroom setting each semester and through awareness weeks related to specific causes. 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. 3. The discipline matrix will be reviewed and updated for GHS to ensure teachers and admin are responding appropriately to student issues in accordance with district policy.	2.6	Administrators Counselors Teachers	Awareness and education for all stakeholders to address needs in the social emotional and health and well being of our students. Students and staff will have multiple means of accessing support.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 3: Increase the use of Design Qualities for designing engaging work for all students.

Evaluation Data Source(s) 3: Identify exemplars from campuses

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
ESF Levers Lever 5: Effective Instruction 1) 1. Teachers and administration will continue to attend training and implement design qualities through the work of the design team, PLC, and administrators. 2. Administration will utilize the LP walkthrough document to assist engaging work feedback. 3. Administration will work with teachers to develop goals that support designing engaging work and adhering to stakeholders.	2.4, 2.5, 2.6	Administration Teachers Design Team	Teachers will develop more engaging lessons that will also emphasize HPLS.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 1: Activate communication initiative that shares GISD story across a broad range of platforms and highlights student work.

Evaluation Data Source(s) 1: Communications Plan & Social Media platforms

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
ESF Levers Lever 3: Positive School Culture 1) The campus will update campus websites and teacher websites routinely. The campus will use multiple means of communication to include Twitter, Facebook, text alerts, and email. The campus will include student voice in its messaging. Clubs and organizations will use digital messaging to celebrate and inform. The campus will prioritize more face-to-face meetings with/for parents to learn more about our opportunities. This will include teacher meetings, PTSA meetings, and informational meetings.	3.2	Administration Teachers Counselors Librarian Admin Assts.	GHS community members will have access to all information related to GHS and the events and activities we engage.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: Communication: Engage the community to become champions and advocate 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 Source(s) 2: Data from feedback opportunities such as climate survey.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
ESF Levers Lever 3: Positive School Culture 1) The principal will utilize committees such as PTSA, student council, principal's counsel, and site based to connect campus vision/mission to the district. Teachers will seek ongoing feedback from students utilizing google classroom, email, student surveys, etc. Parents will have opportunities to meaningful conversations and participation in garnering success in our picture of success for student achievement. Students will have opportunities to meaningful conversations and participation in garnering success in our picture of success for student achievement. They will have an opportunity to participate in decision making.	3.2	Administration Counselors Teachers Students Support Staff	GHS community members will have a voice and feel heard, and will see how we are meeting the district and campus expectations they have of us.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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 Source(s) 1: Leadership development systems and processes aligned to Strategic Framework and Learner Profile.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Admin will serve as instructional leaders by participating in the PLC's, providing feedback related to LP, and offering PD related to engaging work and data informed lessons. Design team, department chairs, and admin will offer teacher leadership opportunities aligned to the district framework and learner profile. The design team will incorporate coaching for design for all new teachers, and all teachers who desire to grow in this area. Resource and BCS (SpEd) teachers will utilize the Solid Roots curriculum to support their students IEP's. ESL support will include ESOL courses to support improved performance for EL students.	2.4, 2.5, 2.6	Administration Teachers Support Staff Design Team Department chairs	Teachers will grow as leaders and learn how to identify needs across campus and student demographics. We will provide better support for students as we develop our practices in the classrooms.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 1: Align resources to provide technology and collaborative spaces that reflect a student's need for choice.

Evaluation Data Source(s) 1:

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 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. PLC's will focus on unit planning and incorporate student choice into the products that will ultimately reflect learning. Teachers will incorporate intervention and acceleration of learners through the district programs provided to enhance and recoup student learning targets.	2.4, 2.5, 2.6	Administration Teachers Digital Coach Librarian Support Staff	Teachers and students will experience technology as appropriate through design by teachers and/or student choice as a means to demonstrate mastery.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Evaluation Data Source(s) 2: Feedback on District supported Professional Learning.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) The campus principal will utilize feedback to determine professional development needs, prioritize needs, and allocate resources and/or budget money to assist with professional development. Review and update our PLC Facilitation Guide to include our LP focus and to encourage design thinking.	2.5	Administration Teachers Support Staff Digital Coach	Teachers will develop more engaging experiences for students that are still closely aligned to standards.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 5: Further develop our PLC time at GHS to include a focus on Tiered support needs of students, to include specifically our English Language Learner population.

Performance Objective 1: Connect our ESL support team to our classrooms with EL students on a more frequent, weekly basis.

Evaluation Data Source(s) 1: PLC docs.

Summative Evaluation 1:





Goal 5: Further develop our PLC time at GHS to include a focus on Tiered support needs of students, to include specifically our English Language Learner population.

Performance Objective 2: Create ESOL courses for English 1 and 2 in order to better serve our language learners who are showing beginner on TELPAS, or are new to GHS.

Evaluation Data Source(s) 2: Master Schedule

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Additional Targeted Support Strategy ESF Levers Lever 5: Effective Instruction 1) GHS will create ESOL classes to support our newcomers and language learners who are at Beginner level in TELPAS.		Administration Teachers.	Improved performance of our English language learner population.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							