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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.

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.

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.

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.
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.

HB3 Goal

Evaluation Data Sources: See Strategic Change Engine Chart in Addendum

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> See Strategic Change Engine Chart in Addendum</td>
<td><strong>October Evidence of Progress</strong></td>
</tr>
</tbody>
</table>
| **Strategy's Expected Result/Impact:** Increased student achievement in Reading & Math. | Teacher identified EIS by grade level.  
Bi-weekly progress monitoring based on common formative assessments by grade level. |
| **Staff Responsible for Monitoring:** Administration  
Guiding Coalition  
LDC  
Teacher Teams | **January Evidence of Progress** |
| **Title I:**  
2.4, 2.5, 2.6  
- **TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools  
- **ESF Levers:**  
Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Teacher identified EIS by grade level for ROY.  
Bi-weekly progress monitoring based on common formative assessments by grade level.  
Students take Mid year MAP, Amplify, Interim STAAR.  
Teachers reviewed data and prioritized standards.  
Curriculum review of assessment needs to upcoming standards to be taught. |
<p>| <strong>April Evidence of Progress</strong> | <strong>April Evidence of Progress</strong> |
| <strong>July Evidence of Progress</strong> | <strong>July Evidence of Progress</strong> |</p>
<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 2:** Provide resources for daily scaffolded learning in literacy & math foundational skills to increase growth in grade level instructional standards.  
**Strategy's Expected Result/Impact:** Increased student achievement in Literacy & Math.  
**Staff Responsible for Monitoring:** Principal  
LDC  
Instructional Staff  
  
**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Improve low-performing schools  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments  
| **Oct**  
October Evidence of Progress  
All staff trained in and provided Heggerty Resources (K-2) Amplyfy (GISD Aug back to school training)  
STEMScopes math (GISD Aug back to school training)  
All staff reviewed MAP & mClass data to identify progress on grade level skills 9/28  
All staff received resources for hands-on, real-world activities to support ELA & Math during Learning Meeting 10/11 (GISD Curriculum Specialists)  
|  
| **Jan**  
January Evidence of Progress  
January 4, 5 Instructional Learning - Math Fractions  
Make & Take, Amplyfy Make & Take  
MTSS & PLC planning around EIS progress  
|  
| **Apr**  
April Evidence of Progress  
|  
| **July**  
July Evidence of Progress  
|  

- **No Progress**  
- **100% Accomplished**  
- **Continue/Modify**  
- **Discontinue**
**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:** MAP, Mclass, Common Formative Assessments, Student Learner Profile Portfolios, STAAR

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</table>
| **Strategy 1:** Provide PLC and Design days for vertical and horizontal instructional planning. **Strategy's Expected Result/Impact:** Strengthen teacher understanding of the TEKS and capacity to provide impactful grade level instruction. **Staff Responsible for Monitoring:** Admin LDC | **Oct** October Evidence of Progress  
Sept 28 - MAP disaggregation and planning  
October 17 - 19 - All grade levels 1/2 day (EIS & formative assessment planning)  
35% |
| **Title I:**  
2,4, 2.5, 2.6  
- **TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 5: Effective Instruction | **Jan** January Evidence of Progress  
On going PLC bi-monthly focused on Writing across the curriculum, calibrating and preparing campus expectations for all student success.  
Review of midterm assessment data to inform instructional practice in reading & Math  
Teacher / Teacher classroom visits to strengthen professional practices  
75% |
| **Apr** April Evidence of Progress  
Feb 7 - 15 - All grade levels 1/2 day (EIS & formative assessment planning, State assessment preparation for instruction) | **July** July Evidence of Progress |

Purl Elementary School
Generated by Plan4Learning.com
March 1, 2024 1:06 PM
**Strategy 2 Details**

**Strategy 2:** Implement a more structured program to develop character competencies utilizing the Learner profile, CKH, Emergent Tree and Counseling Lessons.

**Strategy's Expected Result/Impact:** A more efficient and effective character education program for students and staff.

**Staff Responsible for Monitoring:** Admin
Counselor
Teachers
Staff

**Title I:**
2.5, 2.6

<table>
<thead>
<tr>
<th>Month</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Oct</strong></td>
<td><strong>October Evidence of Progress</strong></td>
</tr>
<tr>
<td></td>
<td>Designate specific Team members to support each area - Aug</td>
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<td></td>
<td>Include CKH and LP in morning announcements and morning meeting daily.</td>
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<td></td>
<td>Student &amp; Teacher assemblies hosted by admin to review and discuss initiatives around LP, CKH, Emergent Tree. - Aug 25 during grade level WIN</td>
</tr>
<tr>
<td></td>
<td>Review all campus initiatives around LP, CKH, Emergent Tree during Faculty workshop - Sept 18.</td>
</tr>
<tr>
<td></td>
<td>Teacher CKH Committee attended CKH: Process Champions training - Oct 10</td>
</tr>
<tr>
<td></td>
<td>Emergent Tree Tier 1&amp;2 consultant campus review - Oct 19</td>
</tr>
<tr>
<td></td>
<td>Survey of student progress on Safe, Respectful, Responsible - Mon 10/17</td>
</tr>
<tr>
<td><strong>Jan</strong></td>
<td><strong>January Evidence of Progress</strong></td>
</tr>
<tr>
<td></td>
<td>Mid Year CKH Survey Parents, Teachers, staff &amp; Students - Dec</td>
</tr>
<tr>
<td></td>
<td>Student &amp; Teacher assemblies hosted by admin to review initiatives around LP, CKH, Emergent Tree - January during grade level WIN</td>
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<tr>
<td></td>
<td>Review all campus initiatives around LP, CKH, Emergent Tree during Guiding Coalition Meets - 1st Wednesday of each month</td>
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<tr>
<td></td>
<td>Teacher CKH Committee initiates: Student ambassador of the month</td>
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<tr>
<td><strong>Apr</strong></td>
<td><strong>April Evidence of Progress</strong></td>
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<tr>
<td><strong>July</strong></td>
<td><strong>July Evidence of Progress</strong></td>
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<thead>
<tr>
<th>Status</th>
<th>Description</th>
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<tbody>
<tr>
<td>0%</td>
<td>No Progress</td>
</tr>
<tr>
<td>50%</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Continue/Modify</td>
<td></td>
</tr>
<tr>
<td>✗ Discontinue</td>
<td></td>
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</tbody>
</table>
**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 is 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 Learner Profile Portfolios, Student, Teacher & Parent Surveys, MAP, Mclass, Common Formative Assessments, STAAR

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 1:** Provide activities/experiences and events for students that build foundational knowledge and skills for real-world application. (PALS, WATT watchers, Clubs Days, Student gardening, Guest presenters, Student leadership, Discovery girls, Safety patrol,) | Oct

**Strategy's Expected Result/Impact:** Grow student capacity in leadership, future thinking and real-world skills.

**Staff Responsible for Monitoring:** Admin
Counselor
Teachers
Staff

**Title I:**
2.4, 2.5, 2.6

**ESF Levers:**
Lever 3: Positive School Culture

**Reviews**

- **October Evidence of Progress**
  - The following have been recruited for & established and are meeting / functioning per their specific student participants:
  - Student leadership, Discovery girls, Safety patrol
  - All students have chosen and been assigned to a club.
  - First Club Day - Oct 27.
  - All Club dates set for the year.
  - Counselor partnered with EVHS for PALS - Sept
  - Guest Presenter invited for November 2 Career day by Counselor - Oct 3
  - WATT WATCHERs recruited by AP - Oct

- **January Evidence of Progress**
  - Career Day Nov 3
  - Ongoing Pals Mentors, Reading buddies, Addition of Parent playground support initiated.
  - Parents provide UIL coaching

- **April Evidence of Progress**

- **July Evidence of Progress**
<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 2:** Maximize student leadership in designing and implementing campus goals & initiatives. (Student mentors, Puma Student Leadership, Discovery girls, SBDM, Emergent Tree & CKH restorative practices, PUMA pawsitive.) | **Oct**  
Student Leadership included in identifying areas in need of support on campus. |
| **Strategy’s Expected Result/Impact:** Grow student capacity in leadership, future thinking and real-world skills. | **Jan**  
Student and teacher surveys December & January to provide campus direction feedback |
| **Staff Responsible for Monitoring:** Admin  
Counselor  
Teachers  
Staff | **Apr**  
April Evidence of Progress |
| **Title I:**  
2.4, 2.5, 2.6 | **July**  
July Evidence of Progress |

![Progress Status](#)
**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 4:** GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

**Evaluation Data Sources:** MAP, Mclass, Common Formative Assessments, Student Learner Profile Portfolios, STAAR

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will collaborate and analyze curriculum &amp; TEKS to ensure alignments, depth of skill, appropriate scaffolding and instructional variety / Universal Design for Learning. (PLC, Design Days, Literacy &amp; Numeracy Labs, Dual Language Workshops)</td>
<td><strong>Oct</strong> October Evidence of Progress</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased teacher capacity to implement the TEKS based curriculum with fidelity to the grade level expectation</td>
<td>PLC - every Thursday by grade level</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Admin</td>
<td>Learning Meetings - Sept 13 - Oct 11</td>
</tr>
<tr>
<td>Learning Design Coach</td>
<td>Dual Language Collaboration - 9/28 HCLL</td>
</tr>
<tr>
<td>Grade Level Teachers</td>
<td>Design Days - Oct 17-19 (1/2 days by grade level)</td>
</tr>
<tr>
<td>PLC Teams</td>
<td></td>
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<tr>
<td><strong>Title I:</strong></td>
<td><strong>Jan</strong> January Evidence of Progress</td>
</tr>
<tr>
<td>2.4, 2.5, 2.6</td>
<td>Learning meetings - January 17</td>
</tr>
<tr>
<td><strong>- TEA Priorities:</strong></td>
<td>Amplify &amp; MAP review - January</td>
</tr>
<tr>
<td>Build a foundation of reading and math</td>
<td>DL Collaboration - January 30,31</td>
</tr>
<tr>
<td><strong>- ESP Levers:</strong></td>
<td></td>
</tr>
<tr>
<td>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</td>
<td><strong>Apr</strong> April Evidence of Progress</td>
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<tr>
<td></td>
<td>Design Days Feb 7-15 (1/2 days by grade level)</td>
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<td></td>
<td><strong>July</strong> July Evidence of Progress</td>
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<tr>
<td>Strategy 2 Details</td>
<td>Reviews</td>
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</tr>
<tr>
<td><strong>Strategy 2</strong>: Student-owned and initiated goal-setting and portfolio artifacts around the student's academic standards and learning profile.</td>
<td><strong>Oct</strong> October Evidence of Progress</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Increase student capacity to understand grade level standards and mastery while establish ownership of learning and growth.</td>
<td>All teachers received journals for students (100%)</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Admin Learning Design Coach Grade Level Teachers PLC Teams</td>
<td>All teachers received &quot;Prize Box&quot; to archive student work samples for Progress monitoring. LDC working with grade levels to establish goal setting using BOY data (mCLass &amp; MAP) - Sept 28</td>
</tr>
<tr>
<td><strong>Title I</strong>: 2.4, 2.5, 2.6</td>
<td></td>
</tr>
<tr>
<td><strong>- TEA Priorities</strong>: Build a foundation of reading and math, Improve low-performing schools</td>
<td>Jan January Evidence of Progress</td>
</tr>
<tr>
<td></td>
<td>Teachers required to bring portfolios and journals to document progress for MTSS</td>
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<tr>
<td></td>
<td><strong>Apr</strong> April Evidence of Progress</td>
</tr>
<tr>
<td></td>
<td><strong>July</strong> July Evidence of Progress</td>
</tr>
<tr>
<td>No Progress</td>
<td>Accomplished</td>
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</table>
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: Student, Parent & Staff Surveys, increase of student owned behavior & problem solving, decrease office referrals for character interactions.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Embrace CKH philosophy, Emergent Tree Strategies and Restorative practices for campus culture building and systems structure. <strong>(CKH - four reflective questions, social contract, reflective practices; Emergent Tree - structured campus systems, social skills lessons, reflective practices; Restorative practices - reflective practices, repairing damaged relationships)</strong></td>
<td>Oct October Evidence of Progress</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Create a caring environment based on respectful, responsible and safe behavior from all Pumas (students and staff). Expected impact of increased daily attendance, academic performance, and social emotional wellbeing.</td>
<td>Jan January Evidence of Progress</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Admin Teachers Staff</td>
<td>Apr April Evidence of Progress</td>
</tr>
<tr>
<td><strong>Title I:</strong> 2.4, 2.5, 2.6</td>
<td>July July Evidence of Progress</td>
</tr>
</tbody>
</table>
### Strategy 2 Details

**Strategy 2:** Provide opportunities / activities for relationship building between students and teachers.

(IE. Sock-Hop Dance, Halloween parade, classroom celebrations, performance recognition, birthday recognition, social skills / mentoring, Spring Fling Dance, Family Feud, Field Day, Club days)

**Title I:**

2.5, 2.6

- **TEA Priorities:**
  
  Improve low-performing schools

### Reviews

<table>
<thead>
<tr>
<th>Month</th>
<th>Evidence of Progress</th>
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<tbody>
<tr>
<td>Oct</td>
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<tr>
<td>Jan</td>
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<td>Apr</td>
<td>April Evidence of Progress</td>
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<tr>
<td>July</td>
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- **Options:**
  
  - ![No Progress](image)
  - ![Accomplished](image)
  - ![Continue/Modify](image)
  - ![Discontinue](image)
**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:** Staff surveys, Increased staff longevity on GISD

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<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Ensure a variety of staff gatherings, fun activities and celebrations.</td>
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<tr>
<td>(IE. Staff Luncheons, Team building, Holiday activities, Teacher treats, Teacher Appreciation, Spotlight professional and personal successes)</td>
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</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> High levels of comradery, team work and desire to at school / work.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Admin Teachers Staff</td>
<td>October Evidence of Progress</td>
</tr>
<tr>
<td><strong>Title I:</strong> 2.6</td>
<td></td>
</tr>
</tbody>
</table>
### Strategy 2 Details

**Strategy 2:** Provide relevant teacher training, collaboration, resources and planning opportunity to ensure instructional success.

(IE. Lead4Ward, NWEA MAP, Professional Learning based on needs, student & teacher supplies, Instructional materials, Design Days)

**Strategy's Expected Result/Impact:** Increased level of confidence in work ability and expectations.

**Staff Responsible for Monitoring:**
- Admin
- LDC
- District Leadership

**Title 1:**
- 2.4, 2.5, 2.6

<table>
<thead>
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<tr>
<td><strong>Oct</strong></td>
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<td><strong>Jan</strong></td>
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<td><strong>Apr</strong></td>
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<td><strong>July</strong></td>
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- [ ] 0% No Progress
- [ ] 100% Accomplished
- [ ] Continue/Modify
- [X] Discontinue
**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:** Student, Parent & Staff surveys, increased attendance rates, decrease in negative interpersonal engagements

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</thead>
</table>
| **Strategy 1:** Provide staff & student education on safety practices in and outside of school, and appropriate steps to take when concerns arise. (IE, Safety drills and routines, Admin assemblies, Restorative Circles, SRO visits) | **Oct**  
October Evidence of Progress |
| **Strategy's Expected Result/Impact:** Increase of safe & positive learning environment for students. Decrease student anxiety about school safety. | **Jan**  
January Evidence of Progress |
| **Staff Responsible for Monitoring:** Admin Counselor  
Teachers  
Staff  
SRO | **Apr**  
April Evidence of Progress |
| **July**  
July Evidence of Progress | **Title I:**  
2.4, 2.5, 2.6 |
<p>| - <strong>TEA Priorities:</strong> Improve low-performing schools |</p>
<table>
<thead>
<tr>
<th><strong>Strategy 2 Details</strong></th>
<th><strong>Reviews</strong></th>
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<tbody>
<tr>
<td><strong>Strategy 2:</strong> Provide staff &amp; student education on respectful, responsible &amp; safe procedures in and outside of school, and appropriate steps to take when concerns arise. (IE. CKH: Morning Meetings, Emergent Tree: social skills lessons, DBRC, Admin assemblies, Restorative Circles)</td>
<td><strong>Oct</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase of safe &amp; positive learning environment for students. Decrease student anxiety about school interactions.</td>
<td><strong>Jan</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Admin</td>
<td><strong>Apr</strong></td>
</tr>
<tr>
<td>Counselor</td>
<td><strong>July</strong></td>
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<tr>
<td>LSSP</td>
<td></td>
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<tr>
<td>School based Therapist</td>
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<td>Teachers</td>
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<td><strong>Title I:</strong></td>
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<td>2.4, 2.5, 2.6</td>
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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 actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Teacher & staff surveys (district & campus), Increased staff longevity in GISD

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1: Provide New Teacher Academy and New to Purl Cohort support through campus Buddies, Mentors, resources, training and monthly support meetings.</strong></td>
<td>Oct  October Evidence of Progress</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Increase relational connectedness, provide instructional &amp; culture building support to ensure successful acclimation and retention to the Annie Purl &amp; GISD Team.</td>
<td>Jan  January Evidence of Progress</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Admin</td>
<td>Apr  April Evidence of Progress</td>
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<tr>
<td>Admin Assistant</td>
<td>July  July Evidence of Progress</td>
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<tr>
<td>- <strong>TEA Priorities:</strong></td>
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<tr>
<td>Recruit, support, retain teachers and principals</td>
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<td>Strategy 2 Details</td>
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<tr>
<td><strong>Strategy 2</strong>: Support accurate information sharing and promotion of GISD vision, mission, programs, practices and celebrations through campus communication avenues. (IE. Social media, Faculty meetings, PTA meetings, newsletters, emails) <strong>Strategy's Expected Result/Impact</strong>: Provide opportunity for current and potential employees have a positive connection with Annie Purl &amp; GISD. <strong>Staff Responsible for Monitoring</strong>: Admin</td>
<td>Oct</td>
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<td>Jan</td>
<td>January Evidence of Progress</td>
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<td>Apr</td>
<td>April Evidence of Progress</td>
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<td>July</td>
<td>July Evidence of Progress</td>
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<tr>
<th>Strategy 3 Details</th>
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<tr>
<td><strong>Strategy 3</strong>: Recruit &amp; secure contract instructors to support learning in 3rd grade Reading &amp; Math and 5th grade Science <strong>Strategy's Expected Result/Impact</strong>: Increased performance in content areas as reflected on formative and summative assessments (MAP, mClass, STAAR) <strong>Staff Responsible for Monitoring</strong>: Contract instructor Principal LDC</td>
<td>Oct</td>
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<td>Jan</td>
<td>January Evidence of Progress</td>
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<td>Apr</td>
<td>April Evidence of Progress</td>
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<td>July</td>
<td>July Evidence of Progress</td>
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| Title 1: | 2.5 |

| Title 1: | 2.4, 2.5, 2.6 |

- **TEA Priorities:** Recruiting, support, retain teachers and principals
- **ESF Levers:** Lever 2: Strategic Staffing

| 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 1:** GISD is transparent with reporting progress and providing access to information.

**Evaluation Data Sources:** Parent & Staff surveys

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<th>Strategy 1 Details</th>
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| **Strategy 1:** Provide campus communication in English and Spanish to share campus events, celebrations, parent & family activities, instructional focuses and campus needs.  
(IE Principal & Teacher emails, newsletters, text reminders, Marquee, Social Media, Flyers, Parent Institute: Parents Make a Difference! newsletter)  
**Strategy's Expected Result/Impact:** Increase parent knowledge of campus happenings and connection to school.  
**Staff Responsible for Monitoring:** Admin  
Teachers  
Staff  
**Title I:**  
2.5, 2.6, 4.1, 4.2 |  
Oct  
**October Evidence of Progress**  
Jan  
**January Evidence of Progress**  
Apr  
**April Evidence of Progress**  
July  
**July Evidence of Progress** |

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<tr>
<th>Strategy 2 Details</th>
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| **Strategy 2:** Use Annie Purl Webpage to provide parents with access to current campus information and resources.  
(IE. Title 1 information, CIP, Schedules, Contact information, Events)  
**Strategy's Expected Result/Impact:** Increase parent knowledge of campus happenings and connection to school.  
**Staff Responsible for Monitoring:** Leadership  
**Title I:**  
2.5, 2.6, 4.1, 4.2 |  
Oct  
**October Evidence of Progress**  
Jan  
**January Evidence of Progress**  
Apr  
**April Evidence of Progress**  
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<th>No Progress</th>
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<th>Continue/Modify</th>
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Purl Elementary School
Generated by Plan4Learning.com

Campus #246904101
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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.

Evaluation Data Sources: Parent & Staff surveys

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<tr>
<td><strong>Strategy 1</strong>: Maintain collaborative relationships with volunteers, community organizations, other GISD campuses and local businesses to maximize support for student success &amp; campus events. (IE. Eastview PALS, FUMC Reading Buddies, Southwestern University Education Dept, Georgetown Rotary, Watch Dogs, Annie Purl PTA, Community Businesses, Classroom Parents, Field Day)</td>
<td>Oct</td>
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<tr>
<td><strong>Strategy’s Expected Result/Impact</strong>: Increase student success through mentoring, tutoring and activity support while growing connections with the GISD community.</td>
<td>Jan</td>
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<td><strong>Staff Responsible for Monitoring</strong>: Admin Teachers Staff</td>
<td>Apr</td>
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<td><strong>Title I</strong>: 2.4, 2.5, 2.6, 4.1, 4.2</td>
<td>July</td>
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<td>Strategy 2 Details</td>
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<tr>
<td><strong>Strategy 2</strong>: Host opportunities for community, parents and campus staff to gather and discuss campus &amp; community needs, review goals &amp; milestones and celebrate successes. (Coffee with Principal, Volunteer reflections &amp; Celebrations, Surveys, Parent Open houses, Student Exhibits)</td>
<td><strong>Oct</strong> October Evidence of Progress</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Build relationships with stakeholders.</td>
<td><strong>Jan</strong> January Evidence of Progress</td>
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<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Admin Admin Assistant Teachers</td>
<td><strong>Apr</strong> April Evidence of Progress</td>
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<td><strong>Title 1</strong>: 2.5, 2.6, 4.1, 4.2</td>
<td><strong>July</strong> July Evidence of Progress</td>
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Purl Elementary School
Generated by Plan4Learning.com

22 of 24

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**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:** Parent & Community surveys, increased volunteerism

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<tr>
<td><strong>Strategy 1:</strong> Host annual Meet the Teacher &amp; Title 1 Campus Information nights.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Ensure families understand Title 1 campuses, parents rights, the Family School Compact, grade level instruction and campus programs.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Admin</td>
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<td>LDC</td>
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<td>Teachers</td>
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<td>Staff</td>
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<td>- <strong>TEA Priorities:</strong></td>
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<td>Improve low-performing schools</td>
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<th>Strategy 2 Details</th>
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<td><strong>Strategy 2:</strong> Schedule and host routine meetings of the SBDM Committee to review and provide input for the CNA, CIP.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Opportunity for parents and community to engage with campus improvements at Annie Purl</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
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<td><strong>Title I:</strong></td>
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**Strategy 3 Details**

**Strategy 3:** Parents will participate in student-centered events throughout the school year to reinforce learning standards, SEL/character growth and Learner Profile connections for all students, parents and campus staff.

(IE. Family Math Night, Family Literacy Night, STEAM Night, Family Fitness Night)

**Strategy's Expected Result/Impact:** Parents will feel more connected to student learning, growth and academic expectations. Parent surveys will be given to gauge success & meaningfulness of events.

**Staff Responsible for Monitoring:** Admin
Teachers
Staff

**Title I:**
2.4, 2.5, 2.6, 4.2

**TEA Priorities:**
Improve low-performing schools

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