

**Georgetown Independent School District**

**Wolf Ranch Elementary**

**2023-2024 Campus Improvement Plan**

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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.	17
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.	26
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wolf Ranch Elementary is an open enrollment campus located in the Southwestern attendance zone of the Georgetown Independent School District consisting of students in grades EE/PK- 5th grades. It is important to note that since opening the campus in August, 2020 a trend of rapid growth has continued resulting in a 16.9% mobility rate. The projection states that the campus will serve 1,017 students in October, 2023 as we continue to enroll new students. The campus concluded the 2022-23 school year with approximately 850 students. The 2020-21 school year ended with roughly 509 students. As our student population inclines, we continue welcoming new staff members. Wolf Ranch concluded the 2022-23 with 51 teachers, 12 educational aids, and 15 administrative support staff serving our students. Of our 51 teachers, five were brand new to the education profession. They worked alongside assigned mentors and our campus Learning Design Coach. Our student body consists of 48.11% female and 51.89% male students, broken down into 8.49% African American, 7.90% Asian, 28.77% Hispanic, 46.70% White, 0.47% American Indian, 0.24% Pacific Islander, and 7.43% of Students with Two or More Races. 27.48% of students are economically disadvantaged with 21.34% qualifying for the free/reduced lunch program. 15.09% of our students are served through Special Education, 7.90% are served in our dyslexia program, 4.60% are served through the gifted and talented program, and 4.72% of students are served through a 504 plan. It is also important to note that 5.07% of the campuses student population are immigrants, with 9.08% of our student population being emergent bilingual. The campus serves students that come to us from all over the world, consisting of over 19 languages spoken. Wolf Ranch continues to align with Georgetown ISD's vision and mission statements as well as the learner profile. The campus was designed with collaboration in mind, including moveable partitions along classrooms and hallways allowing for flexible learning spaces as well as flexible learning groups.

### Demographics Strengths

Wolf Ranch Elementary School is a growing campus that continues to welcome a diverse group of students. The campus design supports the goal to be a learning organization to support collaborative and flexible learning.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our campus has grown by a 17% increase in student enrollment year over year. **Root Cause:** Georgetown is fast growing and our attendance zone is a desirable neighborhood.

# Student Learning

## Student Learning Summary

STAAR tests results pending.

For all grades, mCLASS data shows growth over the 22-23 school year when comparing BOY with EOY.

For all grades, NWEA MAP data shows growth in 22-23 school year when comparing BOY with EOY.

Please see addendum.

## Student Learning Strengths

- \* Students K-3 grew in NWEA MAP percentages from BOY to EOY by 50% of students meeting benchmark and above.
- \* Students grew in overall mCLASS composite scores from BOY to EOY by 10%.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards.  
**Root Cause:** PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus.

# School Processes & Programs

## School Processes & Programs Summary

The campus continues to utilize designing engaging work, and the PLC framework to build instructional leaders. Data from district wide assessments is used to plan for professional development and address root causes of unaligned instruction. Specialized programs on campus include Gifted and Talented, ECSE (Early Childhood Special Education), BCS (Behavior Communication Support), Prekindergarten, ESL, dyslexia, and ILC. We offer after school programs for different age groups throughout the year like GirlStart, Boys and Girls Club, Academic UIL, SeaPerch, and Student Council.

Teachers often time use a small group teaching model to meet students where they are academically. Teachers are led through the Designing Engaging Work process with the GISD approved curriculum alongside the Learning Design Coaches. These intentionally designed and planned lessons provide opportunities for students to meet the state standards through the district created curriculum. Students receive Language Arts, Math, Science, and Social Studies every day.

Instructional time is grouped together to limit interruptions to the day as much as possible. Assemblies, parades, and announcements are planned for the first or last part of the day when possible. The campus also provides two 30 minute times a day for intervention, enrichment and extension of skills based on the needs of the learner. Approved curriculum like Zern, Amplify, Do the Math and LLI are utilized during WIN time, assigned based on data from prior learning experiences in the classroom including MAP and mClass data taken 3 times a year. One of these times is used to focus on Math and one on ELAR. Student participation in special education is 15% of the total student population. 8% of the student population participates in the ESL program. 5% of the student population participate in the GT program. 8% of the student population receive dyslexia services.

Each student is assigned either an iPad (PreK) or a Chromebook (K-5). All classrooms and learning spaces are equipped with an interactive screen. Classrooms are equipped with flexible seating and collaboration spaces exist throughout the building. We have 3 portable buildings with flexible seatings and flexible outdoor learning spaces planned as well.

On the student experience survey 100% of students participated and 89% reported feeling safe at school. 92% have reported enjoying learning something new at school this year. Teachers report the MTSS process has guided their ability to work with students more in class and document behaviors as needed with Classroom Management notes. This documentation proved to be helpful when needed in SST meetings for the tier 2 and tier 3 behavior student needs. Roles and responsibilities for the MTSS, SST and daily functions of the building are documented in the WRE Hub and gone over at the start of the year. There was 1 referral for bullying, 7 referrals for aggression, 1 for sexual harassment. All of these referrals were isolated incidents that were documented and monitored for future issues, to which none have arisen.

The district, with the input from teachers, has created and continues to develop a curriculum that is aligned with the state standards. These are the documents and curriculum used in PLC and Planning meetings with the Learning Design Coaches. Every content area and grade follows a year-long scope and sequence called the Year at a Glance. The curriculum documents contain the following for each unit in every content and grade level: enduring understandings

(understanding students will need through high school, Essential questions, academic vocabulary, STEM connections, technology resources, whole group instruction ideas, small group lesson ideas, cross-curricular connections, reflection questions, ideas for differentiation, assessment examples, and common misconceptions. Most PLC and Planning meetings are held during the teachers' conference period. Teachers in departmentalized grades (1st-5th) are given the opportunity to plan and design lessons based on their strengths in content knowledge based on feedback at the end of the school year. Teachers give the LDC feedback in a Google Form indicating what Personalized Learning they would like in the future meetings. Sometimes that is planned for specific grade levels in PLC time and other times it is planned as part of a full faculty "What I Need" workshop model faculty meeting after school. All staff, including new teachers have access to mentors, LDC one on one time, as well as support from their T-TESS Appraiser and/or Administrators.

The school partners with a very active and engaged PTA program throughout the year. One of our first partnership events is Kindergarten Round Up, usually held in May as a standalone event. This year we paired Kindergarten Round Up with our Student Expo night so that the incoming students and families could see the work that has happened at Wolf Ranch this year. In August students and families will come to a traditional Meet the Teacher event where they drop off school supplies, visit their new classroom, and explore the building. Students that transition from elementary school to middle school have multiple opportunities throughout the Spring to plan for and visit their new school. Fine Arts visits our campus, middle school counselors visit, and parents are given an opportunity to fill out documentation expressing desired schedules for their students.

Teachers utilize Capturing Kids Hearts techniques to help students take ownership of their relationships. This starts first thing in the morning as students enter the building being greeted by staff and Safety Patrol students. In the first few days of school teachers will lead students in developing a social contract where students agree to treat each other as well as the teacher in a respectful manner. Providing students the opportunity to express how they feel respect and show respect will move us towards goals in the future. Students agree on how they want to be treated by each other, how they want to be treated by the teacher, how the teacher should be treated by the students, and how to resolve conflict. The contract is revisited often during the year, especially after breaks in school. When the contract is broken, teachers take steps toward redirection and correction of the behavior.

### **School Processes & Programs Strengths**

Systems are in place for supporting strong relationships and academic success with CKH and EmergentTree. The school utilizes a 4 teams organization to empower teachers to work towards improved student academic and social outcomes.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students lack an understanding of their education progress and personalized learning styles. **Root Cause:** While teachers have long discussed these important characteristics of learners, systems for encouraging this understanding among learners themselves is in the early stages of development.

**Problem Statement 2 (Prioritized):** Process for selecting and documenting behavior MTSS is unclear across the staff. **Root Cause:** Lack of time to implement the MTSS process without making changes.

**Problem Statement 3 (Prioritized):** Student population growth increases the need for specialized student programs, school wide programs, and processes. **Root Cause:** Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage.

**Problem Statement 4 (Prioritized):** Our campus has grown by a 17% increase in student enrollment year over year causing a need for increased staff. **Root Cause:** Georgetown is fast growing and our attendance zone is a desirable neighborhood. With staff coming from different school experiences, this causes restraint in cohesiveness.

# Perceptions

## Perceptions Summary

Wolf Ranch Elementary takes steps to promote a positive culture through campus programs such as the Emergent Tree MTSS behavior systems. This includes TOUGH Tickets, Brag Boards, 9 weeks award assemblies, and 3:1 positive acknowledgements. The Georgetown ISD mission of inspiring and empowering every learner to lead, grow and serve is well known and lived out by faculty and staff. All faculty and staff also know and live out the Wolf Ranch Elementary objective within the district mission which is to lead students toward taking ownership of their relationships and academic success.

The campus continues to utilize Professional Learning Communities (PLC) processes in conjunction with Designing Engaging Work (DEW) to connect learners to content in the most intentional way possible. The campus Learning Design Coaches (LDC) provide support in a multitude of academic ways to staff and students.

Students take ownership in our campus. The TxState Safety Audit shows that 98% of students felt the school was safe, clean, and enjoyed being a student at Wolf Ranch. Students receive acknowledgements via Brag Board squares, class rewards for 50 brags, grade level rewards for 20 class rewards, and Tough Ticket Assemblies. Parents and the community support the school through various campus events. Teachers and campus produce a weekly newsletter for parents. Teachers reflect on learning that has happened and inform parents about learning coming up in the following week. Campus newsletters connect school activities with district beliefs, vision, and mission as appropriate.

## Perceptions Strengths

The majority of students indicate that they feel connected and safe at school. Parents and staff at Wolf Ranch care for all students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is a perception that the staff and school event calendar is not communicated clearly with all involved. **Root Cause:** The school is building traditions and refining event procedures to meet needs of our growing community.

**Problem Statement 2 (Prioritized):** There is a perception that parents and community members are not included in the building for social or academic events. **Root Cause:** The school is following school safety guidelines and district policies that with a large campus are a challenge to control and implement.

**Problem Statement 3 (Prioritized):** There is an increase in student absences which creates learning gaps and low parent engagement. **Root Cause:** COVID aftermath and perceptions of the importance of education.



# Priority Problem Statements

**Problem Statement 1:** Students lack an understanding of their education progress and personalized learning styles.

**Root Cause 1:** While teachers have long discussed these important characteristics of learners, systems for encouraging this understanding among learners themselves is in the early stages of development.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Process for selecting and documenting behavior MTSS is unclear across the staff.

**Root Cause 2:** Lack of time to implement the MTSS process without making changes.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Student population growth increases the need for specialized student programs, school wide programs, and processes.

**Root Cause 3:** Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** There is a perception that the staff and school event calendar is not communicated clearly with all involved.

**Root Cause 4:** The school is building traditions and refining event procedures to meet needs of our growing community.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** There is a perception that parents and community members are not included in the building for social or academic events.

**Root Cause 5:** The school is following school safety guidelines and district policies that with a large campus are a challenge to control and implement.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards.

**Root Cause 6:** PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Our campus has grown by a 17% increase in student enrollment year over year.

**Root Cause 7:** Georgetown is fast growing and our attendance zone is a desirable neighborhood.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** There is an increase in student absences which creates learning gaps and low parent engagement.

**Root Cause 8:** COVID aftermath and perceptions of the importance of education.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Our campus has grown by a 17% increase in student enrollment year over year causing a need for increased staff.

**Root Cause 9:** Georgetown is fast growing and our attendance zone is a desirable neighborhood. With staff coming from different school experiences, this causes restraint in cohesiveness.

**Problem Statement 9 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# 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.

Wolf Ranch Elementary will be a system with the capacity to provide instruction, assessment, and intervention that is aligned to learning standards.

**Evaluation Data Sources:** Planning document alignment review of formative assessments, learning activities, and student artifacts completed by LDCs, Grade Level Content Team Tier 2 Academic Meeting facilitated by APs, Student Success Team Meeting Agendas.





Grade level content teams Tier 1 Intervention Plans for each Essential Intervention Standard (EIS).

At least 85% of students will demonstrate at least average growth on mClass assessment when comparing 23-24 EOY with 22-23 EOY results.

At least 85% of students will demonstrate at least average growth on MAP assessment when comparing 23-24 EOY with 22-23 EOY results.

At least 85% of students will achieve Expected Progress on 4th and 5th grade STAAR in reading and math.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> In collaborative teams, define learning for students by determining essential intervention standards, map standards by each unit, and unwrapping standards to identify learning targets and develop progressions. <b>Strategy's Expected Result/Impact:</b> Clarity and calibration across teachers within the collaborative team regarding concepts taught and tested. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Design Coach  <b>Problem Statements:</b> Student Learning 1		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> In collaborative teams, determine the assessment evidence for essential intervention standards and design/plan end of unit assessments and common formative assessments that are at the appropriate level of rigor for those standards. <b>Strategy's Expected Result/Impact:</b> Teachers and students receive feedback on essential intervention standards. <b>Staff Responsible for Monitoring:</b> Teachers, LDC,  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> In collaborative teams, analyze assessment evidence by analyzing formative assessment data and student work to determine and plan for additional intervention on essential intervention standards. <b>Strategy's Expected Result/Impact:</b> Grade level content teams will analyze the data and design instruction based on essential intervention standards (EIS). <b>Staff Responsible for Monitoring:</b> Classroom teachers, LDCs, admin, and interventionists  <b>Problem Statements:</b> Student Learning 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 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards. <b>Root Cause:</b> PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus.

## **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.

Wolf Ranch Elementary will be a system with the capacity to maintain educator, student, and parent awareness of the intermediate steps toward mastery of state learning standards and GISD Learner Profile attributes.

### **High Priority**

**Evaluation Data Sources:** Major Change. See addendum attached.

Students will be able to reflect upon and communicate their areas of growth and goals for improvement using student friendly data tracking tools and learning progressions to all stakeholders.

## 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 demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

**Evaluation Data Sources:** Wolf Ranch Elementary School will continue utilizing benchmark assessment tools such as formative and summative assessments, MAP, MCLASS, Interim data, and state assessment data to demonstrate mastery towards the state's academic learning standards. Additionally, the campus will continue utilizing the SEL survey and GISD Learner Profile rubrics to monitor students' growth towards excellence towards the Learner Profile attributes.

MAP mathematical data will display increases among grade level percentages of students at or above grade level including kindergarten from 77.7% to 85%, first grade from 76.7% to 85%, second grade from 77.8% to 85%, third grade from 73.8% to 80%, fourth grade from 62.3% to 75%, and fifth grade from 50.5% to 70% by the end of the 2023-2024 school year.

mClass Reading data will display increases among grade level percentages of students at or above grade level including kindergarten from 70% to 80%, first grade from 75% to 85%, second grade from 69% to 80%, third grade from 72% to 85%, fourth grade from 64% to 80%, and fifth grade from 64% to 80% by the end of the 2023-2024 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators at Wolf Ranch will continue to implement activities derived from the Capturing Kids Hearts lessons. <b>Strategy's Expected Result/Impact:</b> Students will participate in learning experiences that support the GISD Learner Profile attributes. This will happen through utilizing CKH resources within the classroom and counselor led lessons. <b>Staff Responsible for Monitoring:</b> Classroom teachers and counselors  <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The counselors at Wolf Ranch will continue facilitating SEL lessons to individual classes and small groups as needed. <b>Strategy's Expected Result/Impact:</b> Students will participate in learning experiences that support the GISD Learner Profile attributes. This will happen through individual SEL lessons facilitated in the classroom and small groups. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Oct	Jan	Apr	July



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Collaborative teams at Wolf Ranch will continue to create common formative assessments and calibrate what mastery on those assessments would look like. <b>Strategy's Expected Result/Impact:</b> Teachers will create formative assessments as a grade level content team to determine the individual needs of learners. <b>Staff Responsible for Monitoring:</b> LDCs, Classroom Teachers, and Admin  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborative teams will continue to analyze the common formative assessment data and respond to various specific learning needs with research-based, high impact instruction. <b>Strategy's Expected Result/Impact:</b> Grade level content teams will analyze the data and design instruction based on the Essential Intervention Standards. <b>Staff Responsible for Monitoring:</b> Classroom teachers, LDCs, admin, and interventionists  <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards. <b>Root Cause:</b> PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus.
School Processes & Programs
<b>Problem Statement 1:</b> Students lack an understanding of their education progress and personalized learning styles. <b>Root Cause:</b> While teachers have long discussed these important characteristics of learners, systems for encouraging this understanding among learners themselves is in the early stages of development.  <b>Problem Statement 3:</b> Student population growth increases the need for specialized student programs, school wide programs, and processes. <b>Root Cause:</b> Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage.

**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.

Wolf Ranch Elementary will be a system with the capacity to teach and support positive connections between adults and students as well as between students and their peers.

**Evaluation Data Sources:** The student experience survey will show a positive increase in adult to student and student to student connections. Discipline data will show a decline in referrals and classroom management notes written for disrespectful behavior per capita. Teachers will have CKH bundle and Kelso's Choices posters up and classroom observations will show that students use the strategies. Teacher Self Report.





100% of teachers will have the CKH bundle posted.

100% of teachers will have Kelso's Choice posted.

Classroom observations reveal use of good things, and launch.

Results on student experience survey (Learner Profile Survey) for the prompt, "When I am upset with a friend, I share how I feel so we can work it out," will improve from 1.81 to 2.0.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators at Wolf Ranch will teach and model conflict management skills so the students are able to utilize the CKH and Emergent Tree MTSS lessons to effectively communicate with their peers and other adults.  <b>Strategy's Expected Result/Impact:</b> Students will be able to effectively communicate during conflict resulting in a decrease of campus referrals and /or behavior incidences.  <b>Staff Responsible for Monitoring:</b> Classroom teachers, counselors, campus staff, and admin  <b>Problem Statements:</b> School Processes & Programs 2, 3	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Educators at Wolf Ranch will teach and model how to identify, manage, and respond appropriately to various emotional states. Educators will use lessons from CKH and Emergent Tree MTSS geared towards their grade level/age group. <b>Strategy's Expected Result/Impact:</b> Educators will be able to effectively and appropriately communicate. <b>Staff Responsible for Monitoring:</b> All staff  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will provide opportunities in staff meetings and PLCs centered around GISD mission and vision beliefs. <b>Strategy's Expected Result/Impact:</b> Ensure the mission and vision statements are clearly defined, understood, and referred to by all staff members. Review and reflect upon the mission and vision beliefs to align to our current campus goals and values. <b>Staff Responsible for Monitoring:</b> All staff members  <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 4	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards. <b>Root Cause:</b> PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus.
School Processes & Programs
<b>Problem Statement 2:</b> Process for selecting and documenting behavior MTSS is unclear across the staff. <b>Root Cause:</b> Lack of time to implement the MTSS process without making changes.  <b>Problem Statement 3:</b> Student population growth increases the need for specialized student programs, school wide programs, and processes. <b>Root Cause:</b> Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage.  <b>Problem Statement 4:</b> Our campus has grown by a 17% increase in student enrollment year over year causing a need for increased staff. <b>Root Cause:</b> Georgetown is fast growing and our attendance zone is a desirable neighborhood. With staff coming from different school experiences, this causes restraint in cohesiveness.

**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.

Wolf Ranch Elementary will be a system with the capacity to retain and support employees who embrace the vision, mission, beliefs, and norms of the organization.

- Evaluation Data Sources:** Educators will engage in collaborative team meetings.
- Teacher turnover will be less than 10%.
- Results on staff survey for the question, "In general, I am satisfied with my current job" will increase to 75% for the combined results under "Completely Agree and Mostly Agree."
- Results on staff survey for the question, "I am committed to GISD's Mission, Vision, and Beliefs will increase to at least 85% for the category "Completely Agree."

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Wolf Ranch Elementary will establish a Welcoming Committee for new employees to feel embraced, heard, and able to freely ask questions. <b>Strategy's Expected Result/Impact:</b> New employees will feel embraced, heard, and will know who to go to for support. <b>Staff Responsible for Monitoring:</b> The welcoming committee  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Wolf Ranch Elementary will be a system that celebrates the growth of all students. <b>Strategy's Expected Result/Impact:</b> Educators will regularly assess student progress by setting clear growth targets in various areas, such as academic achievement, social-emotional development, and Essential Intervention Standards. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, LDCs, Interventionists, and admin  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborative teams will agree to effectively work together by creating collaborative team norms and ways to hold each other accountable. <b>Strategy's Expected Result/Impact:</b> Teams will have a plan for ways to respond when norms are not met. <b>Staff Responsible for Monitoring:</b> All staff  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Our campus has grown by a 17% increase in student enrollment year over year. <b>Root Cause:</b> Georgetown is fast growing and our attendance zone is a desirable neighborhood.
Student Learning
<b>Problem Statement 1:</b> There is lack of clarity regarding the work of collaborative teams when evaluating and intervening for student growth on learning standards. <b>Root Cause:</b> PLC structures have not been clearly communicated with enough consistency to adequately reach all members of a rapidly growing campus.

### School Processes & Programs

**Problem Statement 4:** Our campus has grown by a 17% increase in student enrollment year over year causing a need for increased staff. **Root Cause:** Georgetown is fast growing and our attendance zone is a desirable neighborhood. With staff coming from different school experiences, this causes restraint in cohesiveness.

## 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:** The student safety survey will display an increase from 90% of students to 100% of students responding that they "feel very safe" at school by the end of the 2023-2024 school year.

The Learner Profile student survey will display an increase from 89% to 100% responding that "my school is a safe place to learn", from 90% to 100% responding that "an adult at my school cares about me", from 71% to 80% responding that they feel "comfortable asking questions in class", and from 72% to 80% responding that they "feel confident sharing what I am thinking during group work" by the end of the 2023-2024 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wolf Ranch Elementary School will continue following all GISD safety protocols so that students are physically safe. <b>Strategy's Expected Result/Impact:</b> Students will feel safe 100% of the time they are at school. <b>Staff Responsible for Monitoring:</b> All Wolf Ranch Elementary staff  <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff members will maintain their use of CKH lessons and strategies with the intention of helping students developing their ability to regulate and respond to their emotions. <b>Strategy's Expected Result/Impact:</b> Students will be able to regulate and respond to their emotions using strategies learned through CKH lessons. The SEL survey will show an increase in positive student responses. <b>Staff Responsible for Monitoring:</b> All staff members  <b>Problem Statements:</b> School Processes & Programs 2, 3	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Staff members at Wolf Ranch will create psychologically safe and supportive learning environments where students are comfortable learning and exploring new academic learning content. <b>Strategy's Expected Result/Impact:</b> Students will feel comfortable asking questions and taking risks in their learning. <b>Staff Responsible for Monitoring:</b> Teachers, administrators, LDCs.  <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Our campus has grown by a 17% increase in student enrollment year over year. <b>Root Cause:</b> Georgetown is fast growing and our attendance zone is a desirable neighborhood.
School Processes & Programs
<b>Problem Statement 1:</b> Students lack an understanding of their education progress and personalized learning styles. <b>Root Cause:</b> While teachers have long discussed these important characteristics of learners, systems for encouraging this understanding among learners themselves is in the early stages of development. <b>Problem Statement 2:</b> Process for selecting and documenting behavior MTSS is unclear across the staff. <b>Root Cause:</b> Lack of time to implement the MTSS process without making changes. <b>Problem Statement 3:</b> Student population growth increases the need for specialized student programs, school wide programs, and processes. <b>Root Cause:</b> Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage.



### 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.

Wolf Ranch Elementary will be a system with the capacity to retain and support employees who embrace the vision, mission, beliefs, and norms of the organization.

**Evaluation Data Sources:** Wolf Ranch will increase the retention rate 2% at the end of the 2023-2024 school year for the following year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to utilize the first year teacher mentoring program by assigning each new teacher a mentor, and providing opportunities to participate in district mentor/mentee activities. <b>Strategy's Expected Result/Impact:</b> New teachers will have clarity regarding Georgetown ISD systems and culture. <b>Staff Responsible for Monitoring:</b> LDC, Admin, Teachers  <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New to Wolf Ranch staff/teacher will be invited to optional monthly meetings that feature topics addressing their needs such as Skyward, attendance, grade book, classroom management, curriculum resources, etc. <b>Strategy's Expected Result/Impact:</b> New staff/teachers will feel supported by receiving information that meets their needs in a timely manner. <b>Staff Responsible for Monitoring:</b> APs, LDCs, Other staff as invited.  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 1 Problem Statements:

### School Processes & Programs

**Problem Statement 3:** Student population growth increases the need for specialized student programs, school wide programs, and processes. **Root Cause:** Georgetown is fast growing and our attendance zone desirable neighborhood for families with young children to move to. Texas is unable to keep up with new teachers due to the well known teacher shortage.





**Problem Statement 4:** Our campus has grown by a 17% increase in student enrollment year over year causing a need for increased staff. **Root Cause:** Georgetown is fast growing and our attendance zone is a desirable neighborhood. With staff coming from different school experiences, this causes restraint in cohesiveness.

#### 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:** Weekly emails from Admin and/or Teachers, communication opportunities accessible to all families will happen 100% of the time. The 23-24 parent Survey results will show at least a 7% increase in the strongly agree and agree categories combined for the question, "The school keeps me well informed about my child's progress in school."

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wolf Ranch will provide parents with an orientation to the standards based report card and other assessment tools twice a year. <b>Strategy's Expected Result/Impact:</b> Teachers lead a parent orientation session in September orienting the community to our assessment systems and functions. Teachers send a review of systems to new families and all students mid year. <b>Staff Responsible for Monitoring:</b> Teachers, Registrar, Administrators, LDCs  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Wolf Ranch Elementary will continue to provide the opportunity for at least 2 parent/teacher conferences a year to discuss student strengths and goals for academic success. <b>Strategy's Expected Result/Impact:</b> Parents and guardians will have a clear understanding of student academic and social skills assessments. Communication between teachers and guardians will have more two way communication about students present levels of performance. <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 2:** There is a perception that parents and community members are not included in the building for social or academic events. **Root Cause:** The school is following school safety guidelines and district policies that with a large campus are a challenge to control and implement.

#### 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:** Raptor system will show a 10% increase in volunteers.

Host at least two author visits.

There will be at least a 10% Increase in PTA meeting participation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wolf Ranch Elementary School will ensure that social and academic events will be shared through multiple means in a timely manner (e.g., Twitter, Facebook, School website, teacher/administrator communication, and flyers). <b>Strategy's Expected Result/Impact:</b> Campus/classroom communication will be sent once per week while school is in session. Continue to communicate events and information via a minimum of two platforms. <b>Staff Responsible for Monitoring:</b> Teacher, PTA, Administrators  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assistant principals continue to contact parents at 7 and 14 absences to build campus connections between parents and campus through PTA, Volunteering, and other elements of campus life. <b>Strategy's Expected Result/Impact:</b> As parent engagement increases, student attendance will improve. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Teachers  <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

#### Performance Objective 2 Problem Statements:

### Perceptions

**Problem Statement 2:** There is a perception that parents and community members are not included in the building for social or academic events. **Root Cause:** The school is following school safety guidelines and district policies that with a large campus are a challenge to control and implement.

**Problem Statement 3:** There is an increase in student absences which creates learning gaps and low parent engagement. **Root Cause:** COVID aftermath and perceptions of the importance of education.

#### 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.

Wolf Ranch Elementary will be a system with the capacity to involve parents and community members in meaningful ways for academic purposes.

**Evaluation Data Sources:** Student lead parent conferences, SeeSaw connection report, Mentor data, WatchDogs, Volunteer Raptor reports, communication opportunity logs-APs/Counselors

Student attendance will meet the 96% threshold.

The parent survey will display an increase from 37% strongly agreeing that the campus encourages them to be an active partner with the school in educating their children to 50% by the end of the 2023-2024 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wolf Ranch will continue to communicate opportunities for parents and the community to volunteer and participate in events via multiple modes of communication including social media, email, flyers, and mailings.  <b>Problem Statements:</b> Perceptions 1, 2	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Wolf Ranch will provide monthly community engagement events, in conjunction with PTA for academic success. These events will vary in time of day so more community members are available to engage. Kinder Meet & Greet, Meet the Teacher, Literacy Night, STEM Night, Winter Wonderland, Veteran's Day Programs, etc.  <b>Strategy's Expected Result/Impact:</b> Community members and parents feel supported and engaged with Wolf Ranch in the academic context and growth of their student(s). <b>Staff Responsible for Monitoring:</b> Administration, Teachers, LDCs  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

#### Performance Objective 3 Problem Statements:

### Perceptions

**Problem Statement 1:** There is a perception that the staff and school event calendar is not communicated clearly with all involved. **Root Cause:** The school is building traditions and refining event procedures to meet needs of our growing community.

**Problem Statement 2:** There is a perception that parents and community members are not included in the building for social or academic events. **Root Cause:** The school is following school safety guidelines and district policies that with a large campus are a challenge to control and implement.



# Addendums

# Wolf Ranch 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 45% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022		2023		2024		2025 (Target)					
45%	COVID	46% (40%)	47% (60%)		49%		50%		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)	*	22%	75%	-	-	-	*	*	22%	*	*	46%	43%
	2020 (COVID)	*	-	-	-	-	-	-	-	-	-	-	-	-
	2021	*	27% (27%)	76% (44%)	-	-	-	* (63%)	* (22%)	27% (30%)	* (25%)	* (14%)	49% (40%)	46% (-)
	2022	*	34% (52%)	77% (66%)	-	-	-	*	*	34% (35%)	*	*	52% N/A	50% (60%)
	2023	*	41%	78%	-	-	-	*	*	41%	*	*	56%	54%
	2024	*	51%	79%	-	-	-	*	*	51%	*	*	59%	58%
	2025	63%	63%	80%	-	-	-	*	*	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 42% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022		2023		2024		2025 (Target)					
42%	COVID	44% (44%)	45% (40%)		47%		49%		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)	*	22%	69%	-	-	-	-	*	22%	*	*	46%	36%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	*	27% (23%)	70% (64%)	-	-	-	- (38%)	* (22%)	27% (17%)	* (50%)	* (0%)	49% (44%)	40% (-)
	2022	*	34% (30%)	71% (46%)	-	-	-	-	*	34% (10%)	*	*	52% N/A	45% (40%)
	2023	*	41%	72%	-	-	-	-	*	41%	*	*	56%	50%
	2024	*	51%	73%	-	-	-	-	*	51%	*	*	59%	56%
	2025	*	63%	74%	-	-	-	-	*	63%	*	*	63%	63%

How to use this document <a href="#">Click HERE</a> . (Addendum)			
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?)	In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile. Wolf Ranch Elementary will be a system with the capacity to maintain educator, student, and parent awareness of the intermediate steps toward mastery of state learning standards and GISD Learner Profile attributes.		
2023-2024 Q1: (Aug - Oct)			
Evidence (Evaluation Criteria): What will you see and/or observe and how will you gather the evidence? <a href="#">Evidence Thinking Guide</a>		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 (Strategy): 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?		
Grade Level Content Teams will utilize formative assessments that are aligned to the essential intervention standards and follow GISD curriculum documents.	Planning document alignment review (Formative assessment, essential intervention standards, activities, student artifacts) - LDCs, Grade Level Content Tier 1 Intervention Plan Review, Student Success Team Meeting Agendas.	Three out of six math grade level content teams are utilizing common formative assessments. 4 of 6 ELAR Grade Level Collaborative teams utilized common formative assessments.	Grade level teams will agree upon/create common formative assessments aligned to the state learning standards including the essential intervention standards. They will collaboratively create rubrics and examples of mastery.
Grade Level Content Teams will utilize scripted questions that are aligned to the standard at the appropriate level of rigor.	Grade Level Content Team Tier 2 Academic Meeting - APs	Four out of six ELAR Grade Level Collaborative teams pre-planned the scripted questions used for read alouds and 3 of 6 Grade Level Collaborative math teams pre-plan scripted questions for number sense routines.	Establish grade level collaborative team norms and protocols to follow while unpacking units targeted towards creating rigorous pre-scripted, common questions around the content. Grade level collaborative teams will also have discussions regarding possible answers to be accepted as insufficient progress, developing, approaches, and met standard.
Grade level content teams will utilize engaging learning activities that are designed intentionally for specific students and that are aligned to the essential intervention standards, and follow GISD curriculum documents.	Planning document alignment review (Formative assessment, essential intervention standards, activities, student artifacts) - LDCs	Four out of six ELAR Grade Level Collaborative teams and 3 of 6 Math Grade Level Collaborative teams designed work for specific students that are aligned to essential intervention standards collected to GISD curriculum documents.	Grade level teams will unpack the high priority learning standards to determine the essential intervention standards from ELAR and Math. They will collaboratively plan activities and learning experiences.  Vertical teams will meet to discuss and provide input on essential learning standards selected by each collaborative team.
Each student will demonstrate growth on assessments designed outside of GISD such as mClass, MAP, and STAAR	mClass, MAP, STAAR results	5 of 6 grade levels are showing growth when comparing BOY to EOY on assessments in the area mClass. The median growth percentile for MAP mathematical data is 61%.	Increase the median growth percentile for MAP mathematical data from 61% to 80% by the middle of the year testing window by focusing intervention aligned with the essential intervention learning standards.
Parents engage in communication regarding their child's formative assessment results.	Progress reports, conferences, Tuesday Folder Signatures	All teachers communicate student data related to formative assessments through progress reports and participate in parent-teacher conferences. 75% of teachers send home Tuesday folders.	100% of teachers will communicate student data related to formative assessments with Tuesday folders every Tuesday with a signature page ensuring that parents saw the information inside the folder.
Parents engage in communication regarding their child's development on Learner Profile attributes	Conferences, Tuesday Folder Signatures,	All teachers send home progress reports and participate in parent-teacher conferences. 75% of teachers send home Tuesday folders which will have information on Learner Profile attributes.	100% of teachers send home Tuesday folders 100% of the time with a signature page ensuring that parents saw the information inside the folder specific to Learner Profile attributes.
Students lead conferences with parents and teacher on the topic of Essential Intervention Standards, and Learner Profile Attributes	Personalized Learning Folders, Pioneer Portfolios, or Data Folders	Seven teachers have created student data tracking folders.	All teachers will create and utilize student data tracking tools that are focused on the essential learning standards and learner profile attributes. Teachers will utilize these tools during parent-teacher conferences and students will discuss their learning.
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?		
Grade Level Content Teams will utilize formative assessments that are aligned to the essential intervention standards and follow GISD curriculum documents.			
Grade Level Content Teams will utilize scripted questions that are aligned to the standard at the appropriate level of rigor.			
Grade level content teams will utilize engaging learning activities that are designed intentionally for specific students and that are aligned to the essential intervention standards, and follow GISD curriculum documents.			
Each student will demonstrate growth on assessments designed outside of GISD such as mClass, MAP, and STAAR			

Parents engage in communication regarding their child's formative assessment results.			
Parents engage in communication regarding their child's development on Learner Profile attributes			
Students lead conferences with parents and teacher on the topic of Essential Intervention Standards, and Learner Profile Attributes			
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?		




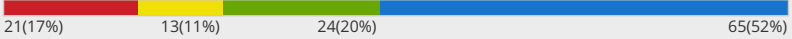

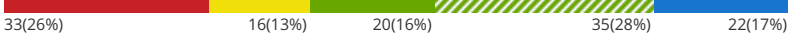














## Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure	
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: All Grades District: Georgetown ISD School: Wolf Ranch Elementary	School Year: 2022-2023 Period: 2 Periods	Measure: All Measures Level Filter: All Levels	
Georgetown ISD				
Current as of 08/01/2023				
↳ Wolf Ranch Elementary				
↳ Grade K				
Measures	20%40%60%80%			Total Students
Composite Score	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>36(24%)34(22%)30(20%)52(34%)</div>	152	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>23(14%)25(16%)52(33%)59(37%)</div>	159	
Letter Names (LNF)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>40(26%)31(20%)81(54%)</div>	152	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>19(12%)15(9%)125(79%)</div>	159	
Phonemic Awareness (PSF)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>39(26%)32(21%)59(39%)22(14%)</div>	152	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>65(41%)30(19%)38(24%)26(16%)</div>	159	
Letter Sounds (NWF-CLS)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>39(25%)27(18%)19(13%)35(23%)32(21%)</div>	152	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>25(16%)27(17%)59(37%)48(30%)</div>	159	
Decoding (NWF-WRC)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>39(26%)89(58%)24(16%)</div>	152	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>53(34%)14(9%)42(26%)50(31%)</div>	159	
Word Reading (WRF)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>39(26%)81(53%)32(21%)</div>	152	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>33(21%)25(16%)55(34%)46(29%)</div>	159	
Vocabulary	22-23 BOY	<div><div></div><div></div></div> <div>2(50%)2(50%)</div>	4	
Spelling	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>40(25%)23(14%)96(61%)</div>	159	
Risk Indicator	22-23 EOY	<div><div></div><div></div></div> <div>AT RISKLOW RISK22(14%)137(86%)</div>	159	
↳ Grade 1				
Measures	20%40%60%80%			Total Students
Composite Score	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>34(25%)19(14%)42(30%)43(31%)</div>	138	
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>23(17%)11(8%)47(35%)55(40%)</div>	136	

Letter Names (LNF)	22-23 BOY		138
	22-23 EOY		136
Phonemic Awareness (PSF)	22-23 BOY		138
	22-23 EOY		136
Letter Sounds (NWF-CLS)	22-23 BOY		138
	22-23 EOY		136
Decoding (NWF-WRC)	22-23 BOY		138
	22-23 EOY		136
Word Reading (WRF)	22-23 BOY		138
	22-23 EOY		136
Reading Accuracy (ORF-Accu)	22-23 BOY		138
	22-23 EOY		136
Reading Fluency (ORF)	22-23 BOY		138
	22-23 EOY		136

## Grade 2

Measures	20%40%60%80%				Total Students	
Composite Score	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>34(25%)17(13%)45(34%)38(28%)</div>				134
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>18(13%)25(18%)52(36%)46(33%)</div>				141
Letter Sounds (NWF-CLS)	22-23 BOY	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>39(30%)12(9%)38(28%)30(22%)15(11%)</div>				134
	22-23 EOY	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>19(13%)22(16%)40(28%)36(26%)24(17%)</div>				141
Decoding (NWF-WRC)	22-23 BOY	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>36(27%)20(15%)31(23%)30(22%)17(13%)</div>				134
	22-23 EOY	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>21(15%)19(13%)45(32%)36(26%)20(14%)</div>				141
Word Reading (WRF)	22-23 BOY	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>29(22%)9(7%)54(40%)30(22%)12(9%)</div>				134
	22-23 EOY	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>19(13%)17(12%)55(39%)36(26%)14(10%)</div>				141
Reading Accuracy (ORF-Accu)	22-23 BOY	<div><div></div><div></div><div></div></div> <div>31(23%)13(10%)90(67%)</div>				134
	22-23 EOY	<div><div></div><div></div><div></div></div> <div>7(5%)12(9%)122(86%)</div>				141
Reading Fluency (ORF)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>33(25%)20(15%)51(38%)30(22%)</div>				134
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>26(18%)26(18%)53(38%)36(26%)</div>				141
Reading Comprehension (Maze)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>35(26%)27(20%)41(31%)31(23%)</div>				134
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>40(28%)15(11%)55(39%)31(22%)</div>				141

RAN	22-23 BOY  19
Risk Indicator	22-23 BOY  19
Grade 3	
Measures	20% 40% 60% 80% Total Students
Composite Score	22-23 BOY  126 22-23 EOY  123
Letter Sounds (NWF-CLS)	22-23 BOY  126 22-23 EOY  123
Decoding (NWF-WRC)	22-23 BOY  126 22-23 EOY  123
Word Reading (WRF)	22-23 BOY  126 22-23 EOY  123
Reading Accuracy (ORF-Accu)	22-23 BOY  126 22-23 EOY  123
Reading Fluency (ORF)	22-23 BOY  126 22-23 EOY  123
Reading Comprehension (Maze)	22-23 BOY  126 22-23 EOY  123
Spelling	22-23 EOY  17
Risk Indicator	22-23 EOY  17
Grade 4	
Measures	20% 40% 60% 80% Total Students
Composite Score	22-23 BOY  113 22-23 EOY  116
Reading Accuracy (ORF-Accu)	22-23 BOY  113 22-23 EOY  116

Reading Fluency (ORF)	22-23 BOY		113
	22-23 EOY		116
Reading Comprehension (Maze)	22-23 BOY		113
	22-23 EOY		116
Grade 5			
Measures		20% 40% 60% 80%	Total Students
Composite Score	22-23 BOY		106
	22-23 EOY		111
Reading Accuracy (ORF-Accu)	22-23 BOY		106
	22-23 EOY		111
Reading Fluency (ORF)	22-23 BOY		106
	22-23 EOY		111
Reading Comprehension (Maze)	22-23 BOY		106
	22-23 EOY		111



# Wolf Ranch ES

	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 45% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)		2023 (Actual)		2024		2025 (Target)					
45%	COVID	46% (40%)	47% (60%)		49% (64%)		50%		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)	-	22%	75%	-	-	-	-	-	22%	-	-	46%	43%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	-	27% (27%)	76% (44%)	-	-	-	- (63%)	- (22%)	27% (30%)	- (25%)	- (14%)	49% (40%)	46% (-)
	2022	-	34% (52%)	77% (66%)	-	-	-	-	-	34% (35%)	-	-	52% (-)	50% (60%)
	2023	- (57%)	41% (47%)	78% (79%)	-	- (64%)	-	- (50%)	- (32%)	41% (33%)	- (50%)	- (38%)	56.% N/A	54% (64%)
	2024	-	51%	79%	-	-	-	-	-	51%	-	-	59%	58%
	2025	63%	63%	80%	-	-	-	-	-	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 42% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)		2023 (Actual)			2024		2025 (Target)				
42%	COVID	44% (44%)	45% (40%)		47% (59%)			49%		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)	-	22%	69%	-	-	-	-	-	22%	-	-	46%	36%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	-	27% (23%)	70% (64%)	-	-	-	- (38%)	- (22%)	27% (17%)	- (50%)	- (0%)	49% (44%)	40% (-)
	2022	-	34% (30%)	71% (46%)	-	-	-	-	-	34% (10%)	-	-	52% (-)	45% (40%)
	2023	- (57%)	41% (47%)	72% (66%)	-	- (73%)	-	- (50%)	- (26%)	41% (30%)	- (100%)	- (50%)	56.% N/A	50% (59%)
	2024	-	51%	73%	-	-	-	-	-	51%	-	-	59%	56%
	2025	-	63%	74%	-	-	-	-	-	63%	-	-	63%	63%