

**Georgetown Independent School District**  
**Georgetown High School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

## Our Mission:

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

## Learner Profile

The Georgetown ISD Learner...

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

## GHS Core Values

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

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

2018-2019 Demographics Summary for Georgetown High School.

Enrollment:

Grade 9:

Grade 10:

Grade 11:

Grade 12:

Total: 19\_\_

Male/Female:

Ethnicity and Race:

American Indian - Alaskan Native:

Asian:

Black - African American:

Native Hawaiian - Pacific Islander:

White:

Two-or-more:

Hispanic-Latino:

Student by Program:

Career and Technical:

Free Lunch:

Reduced Lunch:

G/T:

Special Education:

English as second language:

### **Demographics Strengths**

GHS Demographics represent a stable population with little transiency.

# Student Academic Achievement

## Student Academic Achievement Summary

Student Achievement Data Available:

1. STAAR EOC (Biology I, Algebra I, English I, English 2, US History).
2. College, Career and Military Readiness (PSAT, SAT, ACT, TSIA, AP)
3. Student mental and emotional well-being data.
4. Community Engagement.

1. Under the Texas Education Agency 2018 Accountability Summary, Georgetown High School met standard on Student Achievement, School Progress, and Closing the Gaps. There were no areas in which Georgetown High School did not meet standard.

STAAR Test	2013	2014	2015	2016	2017	2018
English I/Reading I	NR	77%	76%	73%	68%	36%
English II/Reading II	NR	84%	81%	78%	70%	77%
Algebra I	84%	80%	86%	75%	72%	68%
Biology	92%	95%	96%	93%	89%	88%
U.S. History	NR	96%	97%	98%	97%	94%

### 3. College, Career and Military Readiness

At GHS, students are provided with opportunities to complete the PSAT test beginning in the 9th grade and each year until 11th grade. This strategy not only allows students ample opportunity and access to a college preparatory exam, but also provides useful longitudinal data on student academic readiness.

The data below will demonstrate trends in performance by cohort of graduate year.

#### 2017 PSAT Grade 9 Cohort 2021

- 427 students took the PSAT with an average scale score of 879.37

#### 2017 PSAT Grade 10 Cohort 2020

- 473 students took the PSAT with an average scale score of 934.08

#### 2017 PSAT Grade 11 Cohort 2019

- 433 students took the PSAT with an average scale score of 993.28

#### 2016 PSAT Grade 10 Cohort 2019

- 429 students took the test with an average scale score of 950.65

#### 2016 PSAT Grade 11 Cohort 2018

- 412 students took the test with an average scale score of 1008.96

#### SAT Grade 12 Cohort 2018

- 128 test administrations occurred with an average scale score of 1024.

#### SAT Grade 11 Cohort 2019

- 209 test administrations occurred with an average scale score of 1141.

The ACT Profile Report for GHS year 2018 is not yet available. This data will provide insight to college and career readiness as well as curricular/content strengths for our school.

- \_\_\_% college ready in English
- \_\_\_% college ready in Math
- \_\_\_% college ready in Reading
- \_\_\_% college ready in Science

- \_\_\_% college ready in 3 or 4 areas.

The ACT is a curriculum based measure of college readiness. ACT components include:

- Tests of academic achievement in English, Math, Reading, Science, STEM and Writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

Texas Success Initiative Assessment. (not yet available)

6. Student mental and emotional well-being data. (not yet available)

7. Community Engagement.

GHS currently forms partnerships with various members in the local and surrounding communities. Many of these partnerships are long lasting and others more recent. Below is a detail of many of the GHS partnerships.

Athletics:

- Sun City Boosters
- SHN Sports
- Fan Stand Sports
- Sport Specific Boosters
- Baylor Scott & White
- Georgetown Orthopedics
- North Star Manual Therapy
- Airrosti Georgetown

Career and Technical Education:

- Tango Flight
- Systems Go
- Williamsom County Emergency Services
- Georgetown Police Department
- Georgetown Fire Department

- Texas Game Wardens
- Williamson County Justice of the Peace
- Park Place Nursing Home
- Ride on Center for Kids
- St. David's Medical Center
- Lone Star Circle of Care
- Eagle Wings (GISD)
- Georgetown Chamber of Commerce
- HEB
- Ace Mart
- Texas National Guard
- GISD Elementary Schools

Library Services:

- Georgetown Public Library

STEM:

- Tech Shop Global
- Project Lead The Way

College, Career and Military Readiness:

- Texas State Technical College
- Austin Community College
- Southwestern University
- Sun City Kiwanis Club (Key Club)

English Language Learners:

- Southeast Community Council
- Southwestern University

School Climate and student wellness:

- Friends of Rachel
- No place for hate



## Special Education:

- Brookwood in Georgetown
- Rock House
- Georgetown Special Olympics

## Service and Philanthropy

- Alex's Lemonade Stand
- Special Olympics
- Challenger Baseball

## School Processes & Programs

### School Processes & Programs Summary

#### Instructional:

PLC - (Professional learning communities) GHS teachers have common planning/design time during the day. This time allows our teaching teams to collaborate and work together to create engaging learning experiences for our learners. Our teachers use a PLC Reflection Guide to have intentional conversations about the learning needs of students, relevant data sources to inform practices as well as long term planning needs.

Learner Profile - GHS is dedicated to bringing to life the elements of the learner profile through teaching and learning in every classroom every day.

Design - Design thinking and the design process drives our teachers to think differently about the work being assigned to students as well as the instructional role of the student in the classroom.

In this domain GHS has much room to grow and improve. Currently GHS is strongly seated in the beliefs of GISD and with the mission of bringing the learner profile to life. Our greatest area of need related to instruction is the mindset in which we approach instruction (i.e. student centered vs. teacher centered, compliance vs. engagement). As we continue to think differently about the role of the teacher and the learner, our instructional practices will shift.

#### Curricular:

PLC - The academic teams at GHS are allowed a minimum of 1 design/planning day paid for by GHS to work collaboratively and with additional coaches to align and design curriculum. This allows an opportunity for a team to make great strides in one day to then allow the daily team time to be more productive in discussing learning.

#### Personnel:

New to GHS Staff are assigned a teacher mentor to help guide and facilitate proper induction transition to GHS.

#### Organizational:

Design Team - The GHS Design Team is currently operating around a few driving questions:

GHS Campus Design Team Driving Question: How do we engage, inspire, and empower every learner to lead, grow and serve?

- How do we create the conditions at GHS such that the GISD Learner profile is brought to life through teaching and learning in every classroom.
  - What kinds of innovation will be needed to pursue this direction?
  - What do we need to think differently about in order bring the GISD Learner Profile to life?
  - If we want our teachers to create experiences that deliver the LP, what experiences do we need create for our teachers?

Departments - GHS Departments are lead by a department chair. This person's primary role involves but is not limited to:

- Goals and Expectations for DCs.
  - Department Leader not just a manager or resource getter...
  - Works with all teams on a continual basis through PLC structure to further the mission/vision of GHS.
  - 1st line of support for departments. DCs support teachers with instruction, specific student issues, issues with PLC teams, parent concerns, and ideas for teaching specific topics
  - Instructional and professional leader to infuse new ideas and strategies to teams and departments. The DC also supports PLCs in ensuring that curriculum is vertically aligned.
- Instructional Vision for the Campus.
  - Learning not Teaching. DCs help teachers work to improve lesson design based on student needs.
  - Instruction aligned to learning profile. Are students having experiences that demonstrate the learner profile in classes on a daily basis?

Academic Teams - Academic teams are an additional means to growing and coaching individuals in designed work, and implementing instructional strategies that deliver the learner profile.

# Perceptions

## Perceptions Summary

Georgetown High School is one of 2 comprehensive high schools in Georgetown ISD. The assessment of our perception is below and based on observations and campus climate survey data that is attached.

- Our culture currently reflects a school in which systems are and processes are currently being re-evaluated and implemented to not only allow for better feedback and input gathering, but also efficiency and effectiveness as well. The state of our systems and processes is reflected in feedback in which inconsistencies and questions exist.
- Our climate at GHS reflects a staff and student body who are by in large proud to be at GHS and desire that everyone at GHS has a pleasurable and memorable experience.

# Comprehensive Needs Assessment Data Documentation

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

# Goals







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

**Performance Objective 1:** Design and activate personalized learning experiences focused on the Learner Profile.

**Evaluation Data Source(s) 1:** Curriculum Management Plan, GISD Written Curriculum, and Curriculum-Based Assessments.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Design and deliver professional learning experiences in which teachers learn and create a plan to deliver learner profile elements in each of the content areas (math, science, english/reading, language, career/technical and arts).	Principal, Associate Principal, Assistant Principals.	Increased student engagement and attainment of the learner profile. Increased student performance on summative assessments.				
2) Activate and utilize the PLC structure in which teachers collaborate, focus on learning and share ideas, strategies and practices that are proven and effective in delivering the learner profile.	Principal, Associate Principal, Assistant Principals, Department Chairs & Professional Learning Community Teams.	Teachers routinely converse over What students are to learn, how to measure if they are learning, what to do if they are not learning, and what to do if they already know.  Student's learning needs are considered and designed for by teachers. Teachers share the responsibility of all students learning.  Students engage in learning experiences aligned to the learner profile resulting in deep, profound learning reflect in greater student achievement.				
3) Student voice and choice and will be solicited and meaningfully considered by teachers, counselors and administrators when making decisions regarding curriculum, behavior management and student activities.	Principal, Associate Principal, Assistant Principals, Department Chairs & Professional Learning Community Teams.	Decision making at the campus level will reflect the needs and opinions of students. Students will be empowered and take ownership in their learning and self management.				

<p>4) Student attendance trends will be monitored and measured to best understand the reason for the attendance trends. Our strategy for improving attendance is directly connected to the work being designed for students to complete. Focusing on engagement, relationships and learner profile will result in higher attendance rates at GHS. Focusing on attendance accounting and trends will provide greater clarity to attendance.</p>	<p>Principals, Attendance Clerk</p>	<p>Student attendance will be a more direct reflection of the work being designed for them as well as the relationships present between staff and students. Our attendance accounting will be more accurate and provide more useful information to take action on.</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						







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

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

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Counselors will implement a guidance and development curriculum to address the emotional and mental health of students.	Principal, Associate Principal, Counseling Staff.	Students receive the care and counseling based on the identified need.				
2) Counselors and teachers will collaborate to explore curricular connections in the classroom as it pertains to physical, mental and emotional wellness.	Principal, Associate Principal, Assistant Principals, Department Chairs & Professional Learning Community Teams.					

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue




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

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

**Evaluation Data Source(s) 3:** Sample units

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Teaching staff will be allowed a minimum of 1 paid design day to collaborate and design learning experiences.	Principal, Associate Principal, Assistant Principals, Department Chairs.	Teachers will design learning experiences with embedded design qualities.				
2) Teachers will participate in professional learning experiences that will deepen the knowledge and application of the design process and qualities.	Principal, Associate Principal, Assistant Principals, Teachers.	Teacher knowledge and application of design qualities will be deepened and will result in routine use of design qualities in instructional design.				
						


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

**Performance Objective 4:** Align and utilize future-ready indicators to inform campus and classroom instructional practices.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Utilize data from future-ready indicators of college, career and military readiness to inform instructional practices through the PLC process. Data sources may include: PSAT, SAT, ACT, TSIA, ASVAB.	Principal and Associate/Assistant Principals, College and Career Counselor, Content Team Leaders.	Campus and instructional practices will be aligned to support the future ready learning needs of our students based on performance on 1 or more college, career and military readiness measurements.				
2) Utilize data from future-ready indicators of college, career and military readiness to inform campus systems and practices such as college and career advising, guidance sessions, and course offerings. Data sources may include: PSAT, SAT, ACT, TSIA, ASVAB.	Principal and Associate/Assistant Principals, College and Career Counselor.	Each graduating senior will have opportunities to research and begin preparing for their future. Students will explore college, career and military options. Students will participate in future ready planning sessions with counselors and/or college and career counselor.				



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

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

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

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

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) GHS social media platform will chronicle the GHS story of innovation, engagement and progress.	Principal, Associate Principal, Assistant Principals, Teachers.	Georgetown community will have a greater understanding of the great things occurring at Georgetown HS.				
2) Activate the GHS Video Broadcasting space, staff and students to create ongoing audio/video products that capture the GHS Story.	Video Broadcasting Teacher, Principal, Assistant Principals.	Students will engage in authentic learning experiences related to video broadcasting and marketing. GHS' Story will be shared to all stakeholders in a meaningful way.				

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

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

**Evaluation Data Source(s) 2:** Data from feedback opportunities such as climate survey.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Establish a student induction process for incoming 9th graders and new to the GHS students. This may be a partnership with PTSA.	Principal, PTSA, Student Council, Teachers, Assistant Principals, Counselors.	Staff, students and parents will experience a richer experience with what it means to be an Eagle.				
2) Utilize the SBDM Team in an expanded role to gather more input and insight for systems, processes and perceptions of GHS.	Principal, SBDM Team, Assistant Principals.	All stakeholders will have an opportunity to have voice in progress of GHS.				


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  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

**Performance Objective 3:** Establish consistent, effective and meaningful communication channels with all GHS stakeholders.

**Evaluation Data Source(s) 3:** Data from feedback opportunities such as climate survey, Let's Talk, and informal communications.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Every GHS stakeholder will have the opportunity to receive monthly communication from GHS that details highlights of student activities, important events and updates as well as other relevant information for the GHS community.	Principal and principal secretary.	GHS Stakeholders will be properly informed of necessary items related to their connection to GHS. Stakeholder perceptions will improve.				
						







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

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

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

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Establish the GISD Beliefs among the GHS staff through relevant professional learning, conversation and modeling of the beliefs in action.	Principal, Associate Principal, Assistant Principals, Teachers.	GHS staff know and understand what motives and values underline each decision that is made on the campus. GHS staff know and understand the direction and vision of the campus as well as the plan for realizing the vision of GISD.				
2) Establish practices and processes in which campus decision making is layered against the GISD beliefs to ensure student needs are the primary focus.	Principal, Design Team, Assistant Principals, Associate Principal.	Student needs and GISD Beliefs will be the guiding components for campus decisions.				
3) Establish and implement teacher leadership in a framework designed to empower them to guides teams in the PLC and design process to expand distributed leadership and focus on learning at all levels.	Principal, Associate Principal, Assistant Principals, Department Chairs.	GHS Staff will experience greater empowerment with appropriate guidance and support while furthering the mission and attainment of the learner profile. Students will experience more profound and meaningful learning experiences.				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

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

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Furnish learning spaces with choice and flexibility in mind.	Principal.	Students will be able to have choice in the learning environment and better meet their own needs.				
2) Provide increased access to technology devices and professional learning opportunities for teachers.	Principal, Digital Learning Coaches.	Teachers will know and use a variety of technology tools to enhance instruction and learning.				
3) Develop flexible-use space for innovative teaching and learning.	Principal, Associate/Assistant Principals.	Teachers begin to utilize flexible space in the building for innovative uses. Teachers are better supported to collaborate and share space to provide relevant learning environments.				

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

**Performance Objective 2:** Deploy professional learning system that is personalized and cultivates continuous learning

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Provide professional learning opportunities that allow staff to experience and learn innovative instructional practices.	Principal, Design Team, Teachers.	Teachers will develop a widened and deepened set of skills related to delivering innovative instruction aligned to the learner profile.				
2) Create a structure to allow for learning walks and collaborative learning experiences between GHS Staff.	Principal, Design Team, Teachers.	Students and teachers will benefit from ongoing collaboration and feedback other teachers.				