Georgetown Independent School District

District Improvement Plan

2018-2019

Mission Statement

Inspiring and empowering every learner to lead, grow, and serve.

Vision

Home of the most inspired students, served by the most empowered leaders.

Value Statement

Beliefs

We believe public education is the foundation of our community.

Our actions should be student-centered.
It is our responsibility to prepare students for their future.
Developing leaders is vital to our success.
Instruction should be designed based on the needs of the learners.
Community engagement enhances educational experiences.

Goals

Develop a future ready learning experience that reflects student voice, choice and ownership.

Engage the community to become champions and advocates for student success and the future of the District.

Cultivate and adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Georgetown Independent School District is home to more than 11,500 students across 16 campuses and 2 alternative disciplinary program campuses. The district employs 844 teachers, 149 professional support staff, 71 campus/district administrators, 164 educational aides, and 338 auxiliary staff for a total staff count of 1714 employees. The turnover rate for teachers was 16.4**%** for the 2017-18 school year, including retirements and resignations.

The student population for 2017-18 included: African American (3.92%), Hispanic (43.59%), White (46.84%), American Indian (0.30%), Asian (1.33%), Pacific Islander (0.10%), Two or More Races (3.91%), Economically Disadvantaged (42.32), Limited English Proficient (13.58%), At Risk (46.03%), Gifted and Talented (6.71%), Special Education (10.13%), and Career and Technical (28.98%). The 2017-18 attendance rate for GISD was 95.39%. The 2016-17 annual dropout rate for Grades 9-12 was 0.7%. For the GISD Class of 2017 87.5% (preliminary, offical % available in November) of all graduates (annual rate) completed the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP).

Four-year and five-year graduation rates for Cohorts 2015, 2016, and 2017 used in the state and federal accountability systems are shown below:

State & Federal Graduation Rates	Class of 2015		Class of 2016		Class of 2017	
	4-Year	5-Year	4-Year	5-Year	4-Year	5-Year
All Students (State)	95.0	96.4	97.7	TBD	94.3	TBD
All Students (Federal)	94.6	96.3	97.1	TBD	93.9	TBD
African American (State)	91.4	97.1	94.7	TBD	87.5	TBD
African American (Federal)	91.4	97.1	94.7	TBD	85.3	TBD
Hispanic (State)	91.2	93.4	97.9	TBD	92.3	TBD
Hispanic (Federal)	90.5	93.5	96.2	TBD	91.7	TBD
White (State)	97.3	98.0	97.8	TBD	96.6	TBD
White (Federal)	97.1	97.8	97.8	TBD	96.6	TBD
Special Education (State)	75.0	82.8	87.2	TBD	62.3	TBD
Special Education (Federal)	75.4	83.1	85.0	TBD	62.3	TBD
Ever ELL in HS (State)	83.3	89.5	86.4	TBD	87.9	TBD
Ever ELL in HS (Federal)	84.2	90.0	82.6	TBD	87.9	TBD
Econ. Disadv. (State)	91.7	93.3	96.7	TBD	91.1	TBD
Econ. Disadv. (Federal)	91.7	93.0	95.7	TBD	90.8	TBD

Ever ELL in HS: English Language Learners who were ever coded ELL during their high school career

TBD will be determined with 2018 TAPR released in November.

Demographics Strengths

- The GISD annual dropout rate for Gr. 9-12 has been below 1% for the 2013-14, 2014-15, 2015-16 and 16-17 school years.
- The four year ELL graduation rate has increased each year for 2015 through 2017.
- The percentage of students graduating under the Recommended High School Program or the Distinguished Achievement Plan has increased or remained steady each year as follows: Class of 2013 - 85.8%, Class of 2014 -88.6 %, Class of 2015 - 88.1%, Class of 2016-87.9%, Class of 2017 - TBD.

Student Achievement

Student Achievement Summary

Assessment and Accountability

The 2017-18 school year marked the seventh school year that the State of Texas Assessments of Academic Readiness (STAAR) tests were given. In 2014, the high school end-of-course tests were pared down from 15 to 5 required tests for graduation. Another major change was the combining of the separate reading and writing tests for English I and English II, which were given for the first time in spring 2014. The Class of 2014 was the last class to graduate under the TAKS testing requirements. Students still needing to graduate that are out of school may continue to take the STAAR Assessments (including former TAKS students) to earn a diploma if all credits have been earned.

The 2017-18 school year marked the first year of the new accountability system for districts (campuses in 2019), which is based on a performance domain framework where are districts are scored on a scaled system in three domains plus an overall score. For 2018 districts received an A-F rating in these areas. The new state accountability system includes distinction designations for campuses and districts and additional benchmarks to ensure that student performance for all subgroups remains the focus for improvement. Instead of the old Priority and Focus campuses, only the 5% lowest performing Domain III scale score schools across Texas are identified as Comprehensive Support Schools, which must conduct prescribed intervention activities. State accountability ratings are based on achieving a target established for each Domain as follows:

Domain 1: Student Achievement provides a snapshot of performance the STAAR assessment across subjects. For districts and high schools, percentage of students that are College, Career and Military Readiness and Graduation rate are also rated on a scale score.

Domain 2: Student Progress has two parts, Part A which measures year-to-year student progress for reading and math and Part B which measures the relative performance on the STAAR assessment (Domain 1) with campuses and districts with similar percentage of students classified as economically disadvantaged.

Domain 3: Closing Performance Gaps (Federal ESSA Compliance) measures campuses and districts in four different ways to comprise a total score. For elementary and middle schools, Domain III measures the progress of students in multiple sub-groups based on: 1) STAAR growth for math and reading based on previous year's performance, 2) Academic Achievement (measuring Met Standard performance level for math and reading), 3) School Quality (Domain I score), and 4) EL profiency (based on growth on TELPAS from previous year). For high schools and districts, three of these measures (School Quality, EL Profiency, and Academic Achievement) are the same with the addition of graduation rate percentage(4 year federal rate) included.

The overall score is determined by the following calculation: The best of Domain I or II counts as 70% of the overall score, Domain counts as 30% of the overall score.

An overall scaled score which determines the District and Campus letter grade of A, B, C, D, or F is also calculated. Based on the overall score, a campus/district is labeled as Met Standard, Met Alternative Standard or Needs Improvement.

Georgetown ISD and 13 campuses were rated *Met Standard* or *Met Alternative Standard* (Richarte High School) for 2018.Three campuses were rated as Improvement Required. **The district received an overall letter grade of B.** Campuses will receive letter grades starting in August 2019. Discipline centers, such as the Williamson County Juvenile Justice Alternative Education Program and the Georgetown Alternative Program (GAP), are not rated under the state accountability system.

The **2018 Domain Report for Georgetown ISD** is shown below:

Domain 1	Domain 2		Domain 3		Overall Scaled Score
83					**80**
	76		**74**		
Student Achievement	Student Progress and Relative Performance		Closing the Gaps		Letter Grade = B
(Target Score=60 for met standard)	(Target Score=60 for met standard)		(Target Score=60 for met standard)		(Target Score=60 for met standard)

State of Texas Assessments of Academic Readiness (STAAR): Grades 3-8

Results from the spring 2017 STAAR administration for Grades 3-8 are shown below in Exhibit 1. Beginning in 2016-17 the passing standards changed to reflect students who approached grade level (passing). meets grade level (passing at a higher level), and master grade level (passing at the highest level).

EXHIBIT 1: Georgetown ISD Results on Spring 2018 STAAR Grades 3-8 Assessments - All Students Tested

STAAR Assessment	Number of Students Tested in GISD	% Passed at Approaches Grade Level		% Passed at Meets Grade Level		% Passed Masters Grade Level	
		GISD	State	**GISD**	State	**GISD**	State
Reading: Grade 3 (English)	781	**72%**	77%	**35%**	46%	**20%**	23%
Reading: Grade 4 (English)	872	**68%**	72%	**41%**	45%	**23%**	24%
Reading: Grade 5 (English) 1st and 2nd administration	856	**81%**	82%	**48%**	51%	**24%**	25%
Reading: Grade 6	880	**59%**	66%	**30%**	36%	**14%**	18%
Reading: Grade 7	900	**69%**	72%	**44%**	45%	**25%**	27%
Reading: Grade 8 1st and 2nd administration	931	**80%**	83%	**42%**	46%	**21%**	25%
Writing: Grade 4 (English)	873	**53%**	65%	**32%**	32%	**11%**	10%
Writing: Grade 7	878	**60%**	67%	**34%**	41%	**9%**	14%
Mathematics: Gr. 3 (English)	784	**68%**	77%	**38%**	46%	**16%**	26%
Mathematics: Gr. 4 (English)	874	**69%**	78%	**37%**	47%	**18%**	27%
Mathematics: Gr. 5 (English) 1st and 2nd administration	855	**87%**	90%	**46%**	57%	**24%**	30%
Mathematics: Grade 6	866	**65%**	76%	**28%**	43%	**8%**	17%
Mathematics: Grade 7	884	**63%**	71%	**31%**	38%	**14%**	17%
Mathematics: Grade 8 1st and 2nd administration	541	**49%**	84%	**9%**	49%	**0%**	15%
Science: Grade 5 (English)	852	**65%**	75%	**30%**	40%	**10%**	16%
Science: Grade 8	924	**69%**	74%	**43%**	50%	**20%**	27%
Social Studies: Grade 8	919	**53%**	64%	**23%**	34%	**12%**	20%

GISD did not surpass the state passing rate except in the areas of 4th writing at the masters grade level passing rate. Passing rates for GISD in reading ranged from 59% for Grade 6 to 81% for Grade 5. GISD passing rates in math ranged from 49% in Grade 8 to 87% in Grade 5. Grade 8 math does not include students taking algebra in middle school. Science passing rates for GISD students in Grades 5 and 8 were below state passing rates although there was improvement in both grade levels at all three performance levels from the year before. Grade 8 students did not outperform their peers in social studies with 64% of students statewide passed social studies while 53% of

GISD students passed the test.

Students achieving the Masters grade level passing standard are well prepared for the next grade or course. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention. The percentage of GISD students performing at the Masters grade level passing rate matched state percentages in Grade 4 writing.

STAAR End-of-Course (EOC) Assessments

Exhibit 2 shows STAAR end-of-course (EOC) results compared with state results.

EXHIBIT 2: Georgetown ISD Results on Spring 2018 STAAR End-of-Course Assessments - All Students Tested

EOC Assessment	Number of GISD Students Tested	% Passed at Approaches Grade Level		% Passed ad Meets Grade Level		% Passed at Masters Grade Level	
		GISD	State	**GISD**	State	**GISD**	State
English I	580	**34%**	60%	**15%**	44%	**0%**	7%
English II	1057	**69%**	66%	**54%**	50%	**6%**	8%
Algebra I	793	**68%**	83%	**29%**	56%	**10%**	33%
Biology	960	**84%**	87%	**57%**	60%	**20%**	24%
U.S. History	853	**91%**	92%	**74%**	72%	**39%**	42%

The percentage passing English I and Algebra I is significantly below the state in official reports as over 800 students chose to use the PSAT scores as substitute assessments for the EOC. Students meeting the PSAT criteria to substitute for the EOC score as both approaches and meets standard in state accountability. Based on these results, the unofficial percentage passing Algebra I and English I are as follows for GISD: Algebra I 75% approaches, 44% meets and 8% masters and English I 64% approaches, 54% meets and 0% masters.

Students who score at the Masters grade level passing rate are well prepared for the next course. These students demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next course with little or no academic intervention. Advanced level performance was the best for U.S. History with 39% of all GISD testers meeting the higher performance standard compared to 42% for the state. Biology was the next highest percentage for Masters scores with 20% compared with a state rate of 24% for Biology. GISD Masters grade level percentages for English II was very close to the state percentage.

GISD students showed strong performance at the Meets grade level standard. More than 54% (unofficial) of all test takers scored at the Meets grade level for English I, English II 54%), Biology (57%), and U.S. History (74%) while Algebra I was close with 44% (onofficial) of testers passing at the Meets grade level Standard.

Texas English Language Proficiency Assessment System (TELPAS)

 Due to the TELPAS assessment changing for 2018, official composite results will not be available until October 2018 (after the revision of this document). Beginning in 2018, students are assessed in the same four areas but students take online versions for listening, speaking and reading with writing being assessed holistically by teachers that have been approved by the state calibration process. Due to these changes and the reading assessment standards being revised, we have included the most current information from 2017.

TELPAS fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through Grade 12 in four language domains: listening, speaking, reading, and writing. Student performance is reported in terms of four English proficiency ratings: beginning, intermediate, advanced, and advanced high. TELPAS assessment results provide a measure of progress, indicating annually where each ELL is on a continuum of English language development designed for second-language learners. The progress of students along this continuum is the basis for the TELPAS reporting system and the key to helping districts monitor whether their ELLs are making steady annual growth in learning to listen, speak, read, and write in English. TELPAS composite ratings, which combine performance across domains, are shown in Exhibit 3. Exhibit 4 shows the percentage of students who progressed by one or more proficiency levels from 2016 to 2017 as well as a review of data from the past several years.

New standards were set for TELPAS reading and domain weights were shifted in composite score calculations beginning in 2014. The standards were adjusted to meet the new definition of grade level-appropriate that matches the increased rigor of STAAR. These changes greatly affected the percentage of students scoring at the Advanced and Advanced High levels, making comparisons to prior years' performance more difficult.

EXHIBIT 3: 2017 TELPAS Composite Ratings for Georgetown ISD

Percent of   Students at Each Level

Composite   Rating: Reading-50%, Writing-30%, Listening-10%, Speaking-10%

Grade Level	# of Students	Beginning	Intermediate	Advanced	Advanced High
Kindergarten	157	68%	21%	6%	4%
Grade 1	160	24%	38%	27%	11%
Grade 2	151	11%	39%	33%	17%
Grade 3	176	8%	28%	42%	22%

Grade 4	169	4%	25%	40%	32%
Grade 5	128	6%	11%	48%	34%
Grade 6	120	3%	18%	47%	33%
Grade 7	123	3%	12%	38%	46%
Grade 8	90	6%	6%	23%	66%
Grade 9	63	2%	14%	38%	46%
Grade 10	68	7%	16%	41%	35%
Grade 11	37	5%	30%	35%	30%
Grade 12	20	0%	25%	35%	40%

EXHIBIT 4: Georgetown ISD Yearly Progress in TELPAS Composite Rating for Students Assessed in Both 2016 & 2017

Grade Level	# of Matched Students	Progressed by 1 Proficiency Level from 2016 to 2017	Progressed by 2 Proficiency Levels from 2016 to 2017	Progressed by 3 Proficiency Levels from 2016 to 2017	At Least 1 Level (Composite) from 2016 to 2017	At Least 1 Level from 2015 to 2016	At Least 1 Level from 2014 to 2015	At Least 1 Level from 2013 to 2014	At Least 1 Level from 2012 to 2013
Grade 1	151	50%	8%	1%	59%	69%	60%	48%	58%
Grade 2	147	44%	12%	1%	56%	57%	75%	63%	78%
Grade 3	172	48%	2%	0%	50%	51%	47%	46%	59%
Grade 4	159	47%	0%	0%	47%	52%	43%	42%	53%
Grade 5	119	54%	1%	0%	55%	68%	72%	67%	83%
Grade 6	112	44%	0%	0%	44%	56%	60%	58%	57%
Grade 7	117	54%	1%	0%	55%	63%	52%	52%	68%
Grade 8	80	69%	1%	0%	70%	54%	65%	65%	74%
Grade 9	56	50%	0%	0%	50%	53%	58%	58%	59%

Grade 10	60	57%	0%	0%	47%	47%	48%	38%	83%
Grade 11	34	47%	3%	0%	50%	47%	46%	46%	60%
Grade 12	18	56%	0%	0%	55%	54%	80%	80%	78%

Student Achievement Strengths

- Domain scores for the district accountability 2018 were above the target scores for all areas of the state accountability system and achieved an overall district score of a B.
- Although GISD STAAR scores showed a slight decline in several areas, the EOC scores continue to be close (or exceed) the state average and students continue to show growth and profiency toward meeting requirements for graduation.

District Culture and Climate

District Culture and Climate Summary

By and large, Georgetown I.S.D. has been extremely successful in creating a school culture and climate that is nurturing, safe, and secure. Our current administrative leadership team communicates goals effectively and the transparency of information that exists with regards to these goals has cultivated strong collaborative and trusting relationships among adults and adult support for students in terms of high expectations for success, willingness to listen, and personal concern. Georgetown I.S.D. has also made great strides in the past year in the areas of safety and security, as well as an environmental awareness in new and existing facilities. The work to-date in this area has resulted in G.I.S.D. being a safer and healthier place to be.

The focus in GISD is on student learning. Students feel respected and parents feel welcome. Expectations are clearly and overtly expressed by actions, intent, and signage. Campus leaders cultivate supportive teaching practices, such as constructive feedback and encouragement for positive risk taking, academic challenge, individual attention, and opportunities to demonstrate knowledge and skills in a variety of ways. Critical thinking skills, reflective thought, and clear communication are encouraged; solving problems in creative, respectful ways is the norm – all stakeholders collaboratively working towards a common goal.

District Culture and Climate Strengths

- Teacher appreciation for the opportunity to collaborate and have input
- Majority of students find their teachers approachable
- Significant decreases in violence and/or bullying
- Students and teachers express an overall sense of physical safety at their campus
- Positive student perceptions related to teacher/administrator availability
- Parents feel positive about school safety and cultural sensitivity
- A broad array of student support services are available once the student need is identified/observed

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Georgetown ISD employs 1,713 staff members, with 844 of these employees in teaching positions as of October, 2017.

49.2% of the staff are teachers, 1.6% are General Administrators, and 2.5% are Campus Administrators.

GISD employs the following Support Staff:

178 Instructional Aides (10.3% of staff)

123 Clerical employees (7.1% of staff)

342 Auxiliary employees (19.9% of staff)

148 Campus/District Support (8.6% of staff)

Beginning teacher salary is $45,250 (Bachelor Degree) and $45,750 (Masters Degree). Teachers with 20+ years experience salaries range from $52,104 - $66,000+.

Payroll costs consist of approximately 85% of the District Budget.

At the end of 2016-17, 89.3% of the teaching staff was retained. Approximately 10.7% resigned or retired.

Staff Quality, Recruitment, and Retention Strengths

All staff are appropriately certified by the state of Texas.

GISD has been able to maintain a small teacher to student ratio of 1:14 district-wide and 1:18.5 in classrooms K-4th grades.

53% of GISD teachers have 10+ years of experience.

GISD is able to recruit and hire new teachers that have 5+ years experience. Only 4.7% of GISD teachers are new to the profession.

The substitute fill rate for GISD is 96% on average. Approximately 392 active substitutes are in the system.

Staff Quality, Recruitment, and Retention Strengths

All staff are appropriately certified by the state of Texas.

GISD has been able to maintain a small teacher to student ratio of 1:15 district-wide for the 16-17 school year.

55% of GISD teachers have 10+ years of experience.

GISD is able to recruit and hire new teachers that have 5+ years experience. Only 5% of GISD teachers are new to the profession.

The substitute fill rate for GISD is 93-100% daily. Approximately 411 active substitutes are in the system.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and instruction is a shared responsibility among the GISD administrators and teachers. Georgetown ISD staff utilize the Georgetown curriculum documents and resources created by our GISD teacher teams in each content area and grade level. The documents and resources can be found on our GISD website, in the Staff Section of the district webpage. The primary goal of our curriculum and instructional program is to provide quality documents and resources that include the TEKS, ELPS and CCRS standards to guide consistent, effective planning and implementation. The central office personnel work in partnership with the campus instructional staff to provide quality professional learning, build leadership capacity, model and provide support for designing engaging work, and provide Tier I, II and III programs that are proactive in meeting the needs of a diverse population of students. All special programs and student groups are well served through a differentiated model of instruction and services while ensuring all students meet the advanced academic performance levels and are prepared graduates.

Curriculum, Instruction, and Assessment Strengths

Strengths of our curriculum and instruction are the leadership teams and the involvement and implementation of the teachers. The ownership by the instructional staff is very high in that teachers have a high understanding of what is to be taught, learned and assessed while having flexibility in how to implement. Professional development is based on data as well as student and teacher need. Professional development is targeted, strategic and consistent. Resources and documents are comprehensive and user friendly. The district is able to provide a variety of resources for differentiation and has implemented consistent RTI processes. Integration of technology is a priority and is included in plans.

The areas in need of improvement are: completing the Curriculum Management Plan and Curriculum Based Assessments for all content areas.

Parent and Community Engagement

Parent and Community Engagement Summary

Georgetown ISD is proud of a very strong working relationship with our parents and our community partners. It is a priority to develop lifelong citizens utilizing resources from our strong business supporters, community partnerships, neighborhood churches, Education Foundation, and neighborhood associations. Our district mentoring programs and connection clubs provide strong support systems for our students and families. Our GISD parents and families are involved in campus and district activities through events and organizations including PTA and PTSA, booster clubs, volunteer programs, family nights, festivals, fun runs, the Watch D.O.G.S. program, family dining events, campus awards programs, scholarship opportunities, recognition banquets, musical productions, fine arts productions and events, sporting events, and countless other opportunities for involvement.

Parent and Community Engagement Strengths

Students in GISD are highly involved in the community through service organizations, PALS, student activity outreach programs, and opportunities for volunteer experience. Families are encouraged to participate in campus events that focus on the academic and social development of every student, at every level of the educational experience. Our high schools provide students and their families exploration of the high school experience, as well as the opportunity to explore future educational possibilities beyond graduation through the GISD High School Fair and the GISD College Fair. Secondary students participate in job shadowing opportunities and community experiences through our Career and Technological Education program courses at the high school and middle school levels. District community partners provide campuses with the ability to increase student and family activities, instructional programs, and opportunities for enhanced educational experiences.

Effective communication with parents and the community is a priority for GISD. Every campus, as well as the district, posts important events and updates to E-News and electronic newsletters. GISD also utilizes the School Messenger system of calling parents with timely, important information from the campuses and district. Campus and district websites are sources of information for parents and the community. Parents and community partners are involved in campus PTA/PTSA meetings and events, Campus Improvement and District Improvement Team committee meetings. GISD coordinates effective communication to our diverse community through our LEP program and LEP/MEP Parent Centers. GISD is committed to providing the highest level of effective communication possible to all stakeholders in order to increase family, community, and student involvement in the educational experience.

District Context and Organization

District Context and Organization Summary

Georgetown ISD offers quality, relevant PK-12 curriculum with a multitude of offerings to enrich and remediate students. Parental involvement and community support is very strong. All campuses use a variety of scheduling opportunities to support the needs of their campus, community, and student population. High schools use block scheduling. A non-traditional high school, Richarte High School, offers students a different approach to secondary education. Additionally, a mixture of regular classes, AP classes, dual-credit college offerings, and a rich career and technology program gives Georgetown ISD students a variety of options from which to choose.

The district and campus goals are aligned directly with goals set by the Board of Trustees. Campus site-based teams with with campus data through a data-disaggregation program, Eduphoria, to design plans that directly affect campus needs.

District Context and Organization Strengths

The strength of Georgetown schools, on all campuses, is the teachers. Multiple opportunities are provided to students through a quality, caring professional staff who seek to find opportunities to serve all students. With professional learning communities (PLCs) being a district focus, campus teams are working smarter and with their colleagues to find unique solutions to individual campus and student needs.

Technology

Technology Summary

A significant effort has gone into increasing student and staff access to technology. Professional learning opportunities were provided during the supper of 2017 to increase capacity and awareness of Google tools to support teaching and learning in the classroom. The next level of work will be to continue to support the integration of technology in the classroom to support engaging work of our students and to align to the GISD Learner Profile.

Technology Strengths

Increased Access is a strength.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: Design and activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Finalize the CMP by completing the assessment plan and professional learning plan components.	Ex. Dir. C&I (Lead) with support from Asst. Supt. of Teaching and Learning, Coordinators, Principals, and Teachers.	GISD will have a finalized Curriculum Management Plan that addresses the areas of need identified in the Curriculum Management Audit. Increase in student performance.				
2) Update the Curriculum Writing Timeline to ensure ongoing development and refinement of the GISD curriculum.	Ex. Dir. of C&I (Lead), with support from District Coordinators, principals, and teachers.	A written curriculum will exist for all content areas based on the established timeline. Recommend deleting below: Curriculum writing will predominately move to the summer in order to protect instructional time for students.				
Funding Sources: 199 General Fund, SCE - 0.00						
3) Use the feedback cycle to ensure continuous improvement to the GISD Curriculum, including Year at a Glance, Unit Plans, CBAs, and Exemplar Lessons.	Ex. Director of C&I (Lead), with support from Assistant Superintendent of Teaching & Learning, District Coordinators, and input from the Curriculum Council.	A well communicated feedback loop process will exist that will allow for feedback and improvement of the GISD Curriculum Documents.				

4) Using the inventory of assessments completed during the 2018-2019 school year, implement a process to determine ongoing progress monitoring and intervention programs for students.	Ex. Director of C&I (Lead), with support from the Assistant Superintendent of Teaching & Learning, District Coordinators, and the Director of Assessment.	Identify current assessments and usage in GISD in order to ensure they are meeting the needs of teachers and students. Recommended Revision: Teachers will have access to multiple options for progress monitoring and intervention to support student learning.				
5) Provide professional learning on balanced literacy and reader's/writer's workshop for teachers in grade PK-12 to encourage personalized learning through small group instruction for students.	Ex. Director of C& I (Lead) with support from curriculum coordinators and campus leadership.	Provide an increased level of personalized learning for ELAR/SLAR.				
6) Provide professional learning on guided math for teachers in grade PK-5 to encourage personalized learning through small group instruction for students.	Ex. Director of C& I (Lead) with support from curriculum coordinators and campus leadership.	Provide an increased level of personalized learning for math instruction.				
7) Research and pilot Argument Driven Instruction in science classes at selected elementary and middle school campuses to determine future implementation.	Ex. Director of C& I (Lead) with support from curriculum coordinators and campus leadership.	Determine effectiveness of Argument Driven Instruction in science instruction to determine possibilities for future professional learning and implementation.				
8) Support full implementation of NWEA MAP as an assessment for Reading and Mathematics in K-8 to include teacher professional learning around implementation and use of data, full implementation in the classroom, and use of data to inform personalized instructional decision making.	Ex. Director of C& I (Lead) with support from curriculum coordinators and campus leadership.	Teachers will have valid data to inform instruction resulting in growth for all students.				
9) Continue development of the GISD Curriculum by creating and implementing a process for collection and vetting of Exemplar Lessons from teachers.	Ex. Director of C& I (Lead) with support from curriculum coordinators and campus leadership.	The GISD Curriculum will provide a bank of sample lessons for teachers to use as reference and modeling.				
10) Implement the use of a Standards Based Report Card for students in PK-1 and employ a focus group from the Teaching and Learning Advisory Council to explore the possibility of expanding this report card to additional grade levels. Communication to parent / guardian about student progress on specified standards	Ex. Director of C& I (Lead) with support from curriculum coordinators and campus leadership.	Communication to parent / guardian about student progress on specified standards				

11) Provide professional learning on differentiation and project-based learning for K-12 teachers to challenge students at levels appropriate to their individual needs and interests.	Dir. of CCMR with support from Advanced Academics Coordinator, G/T specialists, and experienced PLP teachers	Teachers will be empowered to inspire students through personalized learning approaches.			
12) Incorporate learner profile-based progress reports for K-5 G/T students to inspire continuous improvement in learner profile attainment.	Dir. of CCMR with support from Advanced Academics Coordinator and G/T specialists	Students and parents will have access to specific information regarding progress in soft skills that often develop in G/T students asynchronously with their intellectual and academic abilities.			
13) Complete an inventory of all possible CTE Industrial Certifications available utilizing current staff and facilities, and research and execute steps necessary to increase industrial certifications offered to students.	Dir. of CCMR with support from CTE Coordinator and CTE teachers	Students will have expanded access to more industrial certifications leading them to be employable upon graduation.			
14) Assess current state of AP participation rates and their correlation to successful exam completion, and research ways to improve AP enrollment, AP exam participation, and AP exam success.	Dir. of CCMR with support from Advanced Academics Coordinator	A plan will be developed to improve AP enrollment, AP exam participation, and AP exam success.			
15) Evaluate College Board's new pre-AP program and its alignment or misalignment with GISD's vision, mission, beliefs, and the learner profile.	Dir. of CCMR with support from Advanced Academics Coordinator, Exec. Dir. of C&I, and curriculum coordinators	Provide a recommendation for either purchasing College Board's pre-AP label and coursework or naming our own courses, writing our own curriculum, and training our pre-AP teachers.			
16) Refine processes for students who intend to join the military to have increased access to military readiness information and preparation.	Dir. of CCMR in conjunction with JROTC leaders and instructors	Additional partnerships and opportunities will exist to support military-bound students in being aware of possibilities and prepared to serve.			
PBMAS **Critical Success Factors** CSF 1 CSF 7 17) Develop a solid foundation of research-based instructional strategies to be utilized when providing differentiated instruction to special populations.	Exec. Dir., Directors, Coordinators, and Specialists in Federal and Special Programs, Exec. Dir Prof. Learning	Research based tools and Professional learning provided to campus staff will allow students to receive quality differentiated instruction.			
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 18) Provide Professional Learning for campus leadership in the utilization of data to drive instructional decisions and Special Populations program management.	Ex. Dir., Directors, Coordinators, and Specialists in Federal and Special Programs Exec. Dir. Prof. Learning	Data from TELPAS and IEPs will be available to teachers to use to inform instructional improvement decisions to meet the needs of students.			

19) Research and explore an operational definition of and a K-12 roadmap for College, Career, and Military Readiness in order to ensure students continuously grow in awareness of and preparedness for future options.	Dir. of CCMR(Lead) with support from the Teaching and Learning Department, CTE Coordinator, Advanced Academics Coordinator, school leadership staff, counselors, and JROTC leaders	Students and parents will be provided a K-12 roadmap for future readiness, and teachers, administrators, and counselors will have operationalized measures they can take to ensure all students progress toward graduating future ready.				
20) Research and implement additional industry certifications.	Director of CCMR (Lead) with support from Coordinator of CTE.	Increase industry certifications.				

✔ = 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 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) Continue to refine a guidance and counseling curriculum	Director of Guidance & Wellness (Lead), with support from Assistant Superintendent for Operations & School Leadership, and Guidance and Counseling staff.	A Guidance and Counseling curriculum will exist to support the mental heath needs of students.				
2) Explore the possibility of a district wellness resource center.	Director of Guidance & Wellness (Lead), with support from Assistant Superintendent for Operations & School Leadership.	Determine the feasibility of a District wellness resource center.				
3) Refine processes and guidelines for responding to student mental health issues.	Director of Guidance & Wellness (Lead), with support from Operations & School Leadership Staff, and counseling staff.	Improved processes and guidelines will exist and followed.				
4) Build community partnerships to enhance prevention/intervention opportunities for students and staff with mental health issues.	Director of Guidance & Wellness (Lead), with support from Operations & School Leadership Staff, counseling staff and Communications Department.	Additional partnerships will exist to support staff and students with mental health concerns.				

5) Initiate character education programs at all elementary campuses.	Director of Guidance & Wellness (Lead), with support from Operations & School Leadership Staff, counseling staff and Communications Department.	All elementary schools will have a character education program to support students.				
6) Research and implement a systemic process for early intervention and postvention to create drug and alcohol awareness and counseling opportunities.	Director of Guidance & Wellness (Lead), with support from Operations & School Leadership Staff, and counseling staff.	An early intervention process will exist.				
✔ = 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:** Identify exemplars from campuses

> **Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Provide Designing Engaging Work for teachers and campus leaders.	Ex. Dir. for Professional Learning (Lead), with support from Assistant Superintendents for Operations and School Leadership and Teaching & Learning.	Increase number of teachers trained to use Schlechty's Design Qualities.				
2) Provide C4DII (Coaching for Design) Training to support teachers in designing engaging work.	Ex. Dir. for Professional Learning (Lead), with support from Assistant Superintendents for Operations and School Leadership and Teaching & Learning.	C4DII Coaches will exist on every campus.				
3) Develop a system of support for C4DII coaches in order to sustain and grow capacity of staff to design engaging work for students.	Ex. Dir. for Professional Learning (Lead)	Meeting structure and resources will exist to support C4DII coaches.				
4) Explore "Technology Integration for Motivation and Engagement" training.	Ex. Dir. for Professional Learning (Lead)	Identify if this is a training to support both the integration of technology with designing engaging work for students.				
5) Launch a development team to design the system by which we support Learner Profile attainment. (To include the development of rubrics and tools to support teachers with using the Learner Profile, HPLS, Spec Sheets, and assessment data to design engaging work for students).	Assistant Superintendent for Teaching & Learning (Lead) with support from the District Design Team	Increase student growth in the attainment of Learner Profile attributes.				
✔ = 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) Develop a GISD Communications Plan.	Executive Director for Communications (Lead)	Plan will exist to guide GISD communications.				
2) Explore additional social media platforms (Facebook, Instagram).	Executive Directors of Communications (Lead), with support from Communications Department	Increased communication for GISD parents, community, staff and students.				
✔ = 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 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) Develop volunteer, mentor portal to invite participation.	Executive Director of Communications (Lead), with support from Director of Guidance & Wellness and Operations staff.	Increased number of mentors.				
2) Establish process for feedback.	Executive Director of Communications (Lead), with support from staff from Communications, Operations, and Teaching & Learning.	Increase opportunities for stakeholder feedback.				
3) Continue supporting and evaluating Teaching and Learning in GISD through the work of the Teaching and Leaning Advisory Council (TLAC).	Ex. Director of C& I (Lead) with support from curriculum coordinators	Active involvement of teachers, campus administrators, and parents in the teaching and learning processes in the district.				
4) Continue K-5 G/T program continuous improvement through the GT Parent Advisory Council (GTPAC) and establish an Advanced Academics Advisory Council to evaluate 6-12 G/T program and course offerings.	Dir. of CCMR with support from Advanced Academics Coordinator	The K-5 G/T Improvement Plan will be revised resulting in focused continuous improvement efforts, and a 6-12 Advanced Academics Improvement Plan will be developed to create focused areas for improvement.				
5) Create a CTE continuous improvement cycle with input from the CTE Advisory Council	Dir. of CCMR with support from CTE coordinator and CTE teachers	Create a focused improvement plan for areas of greatest need in CTE.				
✓ = Accomplished → = Continue/Modify ◕ = Considerable ◗ = Some Progress ○ = No Progress ✗ = Discontinue						

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) Refine the Aspiring Leaders Academy to align to the GISD Learner Profile.	Ex. Dir. for Professional Learning (Lead), with support from the Assistant Superintendents for Teaching & Learning and Operations and School Leadership.	New ALA will be established. Curriculum will align to the GISD Learner Profile.				
2) Build understanding of the 5 Exemplary Leadership Practices with District Leadership Team and Assistant Principals.	Assistant Superintendents for Operations and School Leadership and Teaching and Learning (Lead)	Leadership assessment will exist and be used by campus and district leaders. (Leadership Practices Inventory) Professional Learning opportunities will be aligned to the identified leadership behaviors.				
3) Continue to support the development of Campus Design Teams and a District Design Team to enact the GISD Strategic Framework through the launching of development teams.	Assistant Superintendents for Teaching & Learning and Operations and School Leadership (Lead), with support from the Superintendent, Cabinet members, and school leadership.	Design teams will launch at all campuses in GISD. A District Design team will be created.				

4) Re-develop a mentoring program and process for 1st year GISD teachers.	Ex. Dir. for Professional Learning (Lead), with support from Assistant Superintendents for HR and Teaching & Learning, Ex. Dir. for C&I and District Coordinators.	A mentoring program for 1st year teachers will be re-designed. Decrease in turnover rate of 1st year teachers.				
5) Implement Leading Learning Nights to encourage teachers to collaborate with other teachers across the district in open conversations; ask questions about the curriculum and share ideas; and provide feedback on the curriculum.	Ex. Director of C& I (Lead) with support from curriculum coordinators	Continued improvement of the GISD Curriculum and support of implementation of the curriculum.				
6) Continue to facilitate cross-district PLCs for CTE teachers, AP teachers, PLP teachers, and G/T teachers to collaborate with peers in professional learning, design, and planning.	Dir. of CCMR with support from CTE Coordinator and Advanced Academics Coordinator	Increase teachers' capacity for growth through collaboration, leading to improved instructional practices and increased student learning.				
7) Launch Development teams in the areas of PLC, Learner Profile, and Leadership Behaviors.	Assistant Superintendent for Teaching & Learning (Lead) with support from District Design Team members	Progress will be made on the goals established by each development team and presented in the April District Design Team meeting.				
	✔ = 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) Implement the short-term and long-term technology plan.	Chief of Technology and Innovation (Lead), with support from technology staff and Teaching & Learning team members, and campus input.	Plans will exist to guide the short-term and long-term technology rollout.				
2) Develop a technology acquisition and implementation plan.	Chief of Technology and Innovation (Lead), with support from technology team.	A plan to support increasing student access to technology will exist with a acquisition plan to support. Increase in access to devices to support teaching and learning.				
3) Evaluate the pilot program for innovative furniture configurations to support more collaborative spaces for students.	Assistant Superintendent for Operations & School Leadership (Lead), with support from Assistant Superintendent for Teaching & Learning, and Chief Financial Officer and team.	Pilots will be implemented in order to evaluate effectiveness of innovative furniture on teaching and learning in the classroom.				
Funding Sources: 199 General Fund, SCE - 0.00						
4) Design a continuum of learning in coding and robotics for G/T students in grades K-12.	Dir. of CCMR with support from Advanced Academics Coordinator and G/T specialists	G/T students will have equal access to coding and robotics at all grade levels, K-12.				
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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) Research and/or develop strategies for ensuring voice, choice, and ownership are key components of all GISD professional learning.	Ex. Dir. for Professional Learning (Lead) and writing team members.	Voice, choice and ownership will be evident in professional learning.				
2) Research the technology resources needed to support personalized learning for adults.	Ex. Dir. for Professional Learning (Lead), with support from Teaching & Learning Ex. Directors and Chief of Technology and Innovation.	If needed, a proposal will be developed for the purchase or creation of technology tools needed to support the Professional Learning System.				
3) Develop a feedback loop system for prototypes of the new learning system.	Ex. Dir. for Professional Learning	Feedback data will exist and will inform the development and refinement of the PL system.				
4) Establish a clearing house process by which future professional learning is vetted before being implemented to ensure alignment to the GISD Learning Profile and Strategic Framework.	Ex. Dir. for Professional Learning	All professional learning offered by GISD will be aligned to the Learner Profile and Strategic Framework.				
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District Funding Summary

199 General Fund, SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Funds to support for training in the Curriculum Management Planning and development process.		$0.00
4	1	3			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00