

Georgetown Independent School District

Purl Elementary School

2022-2023 Campus Improvement Plan



Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 3 |
| Demographics | 3 |
| Student Achievement | 4 |
| School Culture and Climate | 5 |
| Staff Quality, Recruitment, and Retention | 6 |
| Parent and Community Engagement | 7 |
| Priority Problem Statements | 8 |
| Comprehensive Needs Assessment Data Documentation | 9 |
| Goals | 11 |
| Goal 1: Student Centered: Develop a future ready learning experience that reflects student voice, choice, and ownership. | 12 |
| Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District. | 21 |
| Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors. | 25 |
| Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration. | 35 |
| Title I Personnel | 39 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Annie Purl Elementary School

1953 Maple Street

Georgetown, TX 78626

School Hours:

7:30 - doors open

7:45 - students in class

7:50 - students marked late (Change from last school year)

10:00 - attendance bell

3:10 - dismissal bell

Grades: PK/ECSE through 5th grade

Mascot: Pumas

School and Student Information

Total Students: 531 (8.23.22)

Current Enrollment by Race/Ethnicity:

African American 31

Hispanic 370

White 100

American Indian 4

Asian 3

Pacific Islander 3

Two or More Races 12

Current Enrollment by Student Group:

Economically Disadvantaged-342

Special Education-168
English Language Learners-102

Current Campus Class Size:

EE - 8
PK - 42
Kinder - 64
Grade 1 - 76
Grade 2 - 103
Grade 3 - 81
Grade 4 - 81
Grade 5 - 76

Student Achievement

Student Achievement Summary

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

See Plan Addendum.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Need for intentional design to maximize instructional staff to support Tier 1 instruction to meet learner needs. **Root Cause:** Challenges to the learning environment that stemmed from the Covid 19 Pandemic effected student growth & academic progress on grade level TEKS.

School Culture and Climate

School Culture and Climate Summary

The teachers, staff and parents at Annie Purl Elementary are very passionate about the children they share. Annie Purl has a long history in the community and has many partnerships with local agencies and faith based organizations that support the students in the community in many ways. The site-based decision-making team, campus Leadership Team, and teacher staff review the previous years CIP, SEL & STAAR, and Accountability results to better assess areas of strength and growth for focus to ensure ongoing student success. The campus teachers select professional goals and professional learning pathways to further strengthen their instructional capacity to serve the students at Annie Purl Elementary.

School Culture and Climate Strengths

Strengths:

- Respectful, collegial environment
- Collaborative teaming
- Family Involvement activities & events
- PALS mentoring
- Community "Reading Buddies"
- Collegial collaboration & staff meetings
- Professional Learning Community (PLC) time embedded in weekly schedule
- Teacher & Staff are routinely celebrated

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Campus needs consistent structured systems and strategies to support student & teacher social engagement, relationship building & affirmations with fidelity across the campus. (These practices should reflect Capturing Kids Hearts and Emergent Tree design) **Root Cause:** Quarantine and disrupted school schedules since March 2020 has created a campus disconnect to previous expectations and procedures around safe, respectful and responsible behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

GISD has a longstanding reputation as a desirable district for employment. Likewise, Annie Purl Elementary has an outstanding reputation for longevity of teacher service to the campus. The veteran teachers maintain a positive and supportive role in mentoring and nurturing new teacher growth on the campus. This provides a great environment for learning and growing as a professional educator.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Highly qualified teaching staff
- Paraprofessional support in high need areas: DL, ILC, Sped, ECSE, PE
- Collaborative teaming
- Professional Learning Community (PLC) time embedded in weekly schedule
- Campus Learning Design Coach
- Embedded (in class modeling) Professional Development throughout the year

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teachers need support developing in the instructional areas of Literacy and Numeracy. **Root Cause:** Need for direct learning opportunities and modeling of GISD curriculum & instruction priorities (Reader's & Writer's and Math workshop model).

Parent and Community Engagement

Parent and Community Engagement Summary

Our School wide Title I program consists of parent and family engagement activities, volunteer opportunities throughout the year, and on-going targeted professional development for staff. Our campus utilizes WIN (What I Need) time and instructional interventionists to provide target instruction in both language arts and math. Additionally, student specific Dyslexic, Gifted & Talented, ELL and At-Risk instruction is provided during WIN time. All LEP students' receive instructor through the Dual Language Program with Instruction in both the L1 & L2. Our Title III program supports professional development to assist our ELL learners.

Parent and Community Engagement Strengths

Strengths:

- Campus Compacts
- Bi-Monthly Newsletter
- Title 1 Informational Night for Parents
- Family Nights & Performance Events
- Up to date Campus Website
- Current Social Media Pages (Facebook & Twitter)
- Principal Phone Call-Outs & Emails
- Teacher Emails
- Backpack Buddies
- Parent/Teacher One to One Meetings

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents need opportunities for engagement with academic learning and exposure to instructional strategies to strengthen the home to school relationship that ensures student success in learning & growth. **Root Cause:** Challenges providing in person learning opportunities due to health concerns (Covid19) and many adults have challenging work obligations limiting their availability.

Priority Problem Statements

Problem Statement 1: Need for intentional design to maximize instructional staff to support Tier 1 instruction to meet learner needs.

Root Cause 1: Challenges to the learning environment that stemmed from the Covid 19 Pandemic effected student growth & academic progress on grade level TEKS.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Teachers need support developing in the instructional areas of Literacy and Numeracy.

Root Cause 2: Need for direct learning opportunities and modeling of GISD curriculum & instruction priorities (Reader's & Writer's and Math workshop model).

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Campus needs consistent structured systems and strategies to support student & teacher social engagement, relationship building & affirmations with fidelity across the campus. (These practices should reflect Capturing Kids Hearts and Emergent Tree design)

Root Cause 3: Quarantine and disrupted school schedules since March 2020 has created a campus disconnect to previous expectations and procedures around safe, respectful and responsible behaviors.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Parents need opportunities for engagement with academic learning and exposure to instructional strategies to strengthen the home to school relationship that ensures student success in learning & growth.

Root Cause 4: Challenges providing in person learning opportunities due to health concerns (Covid19) and many adults have challenging work obligations limiting their availability.

Problem Statement 4 Areas: Parent and Community Engagement

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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- 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
- Discipline 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).

Evaluation Data Sources: Student Report Cards





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Teachers will personalize learning for students through the workshop model for Reading, Writing & Math and for targeted instruction during grade level WIN time. Strategy's Expected Result/Impact: Students growth and achievement will increase through personalized learning and small group instruction. Staff Responsible for Monitoring: Admin Learning Design Coach Grade Level Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Dec | Mar | May | Aug |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers and students will monitor and assess progress on learning standards, prioritizes plans for growth. Strategy's Expected Result/Impact: Students growth and achievement will increase through personalized data and progress assessment. | Formative | | | Summative |
| | Dec | Mar | May | Aug |

| | | | | |
|--|--|--|--|--|
| <p>Staff Responsible for Monitoring: Students Grade Level Teachers Learning Design Coach Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | | | | |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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

Performance Objective 2: Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

Evaluation Data Sources: Campus SEL Committee Documentation

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Create campus-wide practices and procedures to maximize the impact of Capturing Kids Hearts using the Emergent Tree design; in order to increase the focus on positive student choice making and character, strength of Learner Profile, and success in learning.</p> <p>Strategy's Expected Result/Impact: Increase of student behavioral and academic success stemming from positive staff and student relationships grounded in mutual respect, positive self-perception, and genuine care.</p> <p>Staff Responsible for Monitoring: Admin Counselor Grade Level Teams</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 1: Student Centered: Develop a future ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade.





Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP scores, STAAR scores, Report Card Grades

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Dec | Mar | May | Aug |
| Strategy 1: Provide resources and materials to support authentic experiential learning, exploration, and engagement in the learning environment. Strategy's Expected Result/Impact: Increase of student excitement & engagement with learning through exploration and investigation. Staff Responsible for Monitoring: Admin Learning Design Coach Grade Level Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays. Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff Title I: 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math | | Formative | | | Summative |
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Goal 1: Student Centered: Develop a future ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 4: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to mClass, STAAR, DRA & Standard Based Teacher Assessments.

High Priority

HB3 Goal

Evaluation Data Sources: mClass Amplify Assessment, STAAR, DRA, Report Card Grades

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
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| Strategy 1: Teachers will collaborate to analyze curriculum and TEKS alignment documents during vertical team meetings to ensure appropriate alignment and scaffolding to meet student learning needs. Strategy's Expected Result/Impact: Increased teacher capacity to implement curriculum and TEKS with fidelity to the grade level expectation. Staff Responsible for Monitoring: Admin Grade Level PLC Teams Learning Design Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Provide resources and materials to support authentic experiential learning, exploration, and engagement in the learning environment. Strategy's Expected Result/Impact: Increase of student excitement & engagement with learning through exploration and investigation. Staff Responsible for Monitoring: Admin Learning Design Coach Grade Level Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | | Summative |
| | Dec | Mar | May | Aug |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays. Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Dec | Mar | May | Aug |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Campus will use Title 1 funds to target students in literacy and will provide tutoring during the school day. Strategy's Expected Result/Impact: Students will make a least a years growth or more in the area of reading as shown on various assessment instruments. Staff Responsible for Monitoring: Principal Assitant Principal LDC Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
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Goal 1: Student Centered: Develop a future ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 5: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Evaluation Data Sources: SEL surveys

MAP Data

STAAR Data





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Evaluate instructional resources annually for effectiveness in addressing differing students' needs based on performance data, student engagement and individual student growth. Resources purchased but not limited to: Heggerty, ST Math, Mclass, Zearn, iStation, LLI, Fountas & Pinnell Classroom Strategy's Expected Result/Impact: Increase teacher capacity to provide & monitor high quality instruction to continue student growth & academic performance. Staff Responsible for Monitoring: Admin Learning Design Coach Grade Level Teachers District Content Coordinators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Create campus club opportunities for all students during the school day to expand experiential learning and exploration of real world interests. Strategy's Expected Result/Impact: Promote personalized learning design and increase student opportunity to explore & engage with staff in real world activities. Staff Responsible for Monitoring: Admin Beth Wheeler, Club Lead Club Committee Faculty & Staff Admin Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Increase experiential learning and opportunities to expand student understanding of the world outside of school by maximizing the Maker Space with a campus rotation schedule. Strategy's Expected Result/Impact: Increase opportunities for student exploration in their learning to enhance comprehension. Staff Responsible for Monitoring: Grade Level Teachers LDC Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 4: Host real world experiences and learning opportunities on campus. (IE: Georgetown Library, Zoo Animals, Williamson County Museum, First Responders) Strategy's Expected Result/Impact: Increase students connections learning and real world. Increased academic performance. Increased experiential learning opportunities. Staff Responsible for Monitoring: Principal Teachers & Staff Community Partners Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
| | Dec | Mar | May | Aug |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes. Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker once a week that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Dec | Mar | May | Aug |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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

Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Partner with Hammerlin / central office leadership in the learning process surrounding the Community-Based Accountability System. Strategy's Expected Result/Impact: Expend knowledge and understanding of a Community-Based Accountability System for future implementation. Staff Responsible for Monitoring: Principal Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | | Summative |
| | Dec | Mar | May | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: Communication: Engage the community to become champions and advocates 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.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Host annual Meet the Teacher & Title 1 Parent Information Night. Strategy's Expected Result/Impact: Ensure parents & families understand of Title 1 Campuses, parents rights, family school compact and instructional design by grade level and program and to answer questions that parents may still have. Staff Responsible for Monitoring: Principals LDC Campus Interventionists Grade Level Teachers Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
| | Dec | Mar | May | Aug |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Schedule and host routine meetings of the SBDM Committee to review and provide input for the CIP. Strategy's Expected Result/Impact: Opportunity for parent & community engagement with the Campus Improvement efforts at Annie Purl Elementary. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | | Summative |
| | Dec | Mar | May | Aug |
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| Strategy 3 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 3: Encourage PTA membership and involvement among staff and families (marquee, campus newsletter, email & text reminders) to attend PTA general meetings and support campus events. Strategy's Expected Result/Impact: Increased parent input & involvements in PTA events and increase PTA & teacher communication of grade level areas for support. Staff Responsible for Monitoring: PTA President Principal Campus Administrative Assistant Title I: 2.5, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | Formative | | | Summative |
| | | Dec | Mar | May | Aug |
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| Strategy 4 Details | | Reviews | | | |
| Strategy 4: Host opportunities for community, parents and staff to gather and discuss campus and community needs, review goals & milestones, and celebrate successes. (Coffee with the Principal, Volunteer Reflection and Celebration, Suggestion Surveys) Strategy's Expected Result/Impact: Build relationships to increase stakeholder input, feedback and campus involvement. Staff Responsible for Monitoring: Principal Admin Assistant Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | Formative | | | Summative |
| | | Dec | Mar | May | Aug |
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| Strategy 5 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 5: Translation services will be used for print material to ensure Spanish speaking parents have full access to campus communications (campus newsletters, invitations and advertisement of campus events). Translations will also be used for call out announcements sent home to parents throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase understanding and participation of campus happenings & events for Spanish speaking families.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p> <p>Title I: 2.5, 2.6, 4.1</p> | Formative | | | Summative |
| | Dec | Mar | May | Aug |
| | | | | |
| <div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div> | | | | |

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

Performance Objective 1: GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Student-centered parent involvement events will be held in the fall and spring to foster learning partnerships and recognition of / connection to the Learner Profile with parents, students and school staff.</p> <p>Resources for engagements activities and take home learning will be provided to families on informational & Family STEM & Literacy nights.</p> <p>Strategy's Expected Result/Impact: Parents will stay informed and connected to students' learning, growth and future expectations Parent surveys will be used to gauge the success & meaningfulness of events</p> <p>Staff Responsible for Monitoring: Admin Intervention</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | Aug |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Advertise GISD Family & Parent Involvement organized opportunities for parent education classes via Parent Newsletter, handouts and flyer postings.</p> <p>Strategy's Expected Result/Impact: Increase parents awareness of learning provided by GISD and at the Purl campus. Increased partnership with parent in the learning environment (as monitored by sign-in sheets, surveys). Support parents in their efforts to support student success.</p> <p>Staff Responsible for Monitoring: Family & Parent Inclement Staff Admin</p> <p>Title I: 2.6, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | Aug |
| | | | | |

| Strategy 3 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 3: Encourage PTA membership and involvement among staff and families (marquee, campus newsletter, email & text reminders) to attend PTA general meetings and support campus events. Strategy's Expected Result/Impact: Increased parent input & involvements in PTA events. Increase PTA & Teacher communication of grade level areas for support. Staff Responsible for Monitoring: PTA President Principal Campus Administrative Assistant Title I: 2.5, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | Formative | | | Summative |
| | | Dec | Mar | May | Aug |
| | | | | | |
| Strategy 4 Details | | Reviews | | | |
| Strategy 4: Translation services will be used for print material to ensure Spanish speaking parents have full access to campus communications (campus newsletters, invitations and advertisement of campus events). Translations will also be used for call out announcements sent home to parents throughout the school year. Strategy's Expected Result/Impact: Parents will be informed of campus happenings in their home language. Increase of parent participation in campus events. Staff Responsible for Monitoring: Principal Assistant Principal Campus Administrative Assistant Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | Formative | | | Summative |
| | | Dec | Mar | May | Aug |
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| Strategy 5 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 5: Partner with Education Connection (FUMC) to provide Reading Buddies for students in need of reading fluency support and mentoring connections. Strategy's Expected Result/Impact: Increase positive student reading skills, behaviors and personal perceptions through community reading mentors. Staff Responsible for Monitoring: Anna Lisa Jenkins - Campus Liaison Ed. Connection Coordinator Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | Formative | | | Summative |
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| Strategy 6 Details | | Reviews | | | |
| Strategy 6: Partner with Eastside High School PALS program to provide student mentors for Annie Purl students to support individual student growth in the areas of relationship building, self esteem and motivation. Strategy's Expected Result/Impact: Increase of positive student self-perception Increase student intrinsic motivation Increase of positive student / mentor relationships Increase student instructional participation and academic success Decrease office referrals Staff Responsible for Monitoring: Counselor, Campus Liaison Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
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| Strategy 7: Partner with PTA to host a campus Career Day in November 2022. Strategy's Expected Result/Impact: Increase student awareness of work and career opportunities beyond high school, while connecting with communities members. Staff Responsible for Monitoring: Principal Counselor PTA President Title I: 2.5, 2.6, 4.1 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
| Strategy 8: Maximize engagement with School Garden through community collaborate with Texas Sprouts and alignment to curriculum for instructional opportunities across all grade levels on campus. Strategy's Expected Result/Impact: Enhance community & campus relations. Increase real world connections for Science. Staff Responsible for Monitoring: Amie O'Neal Grade Level Teachers LDC Admin Title I: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 9 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 9: Host Watch Dog Program at Annie Purl. Strategy's Expected Result/Impact: Increase sense of safety, mentoring opportunities and positive role models on campus for students & staff. Staff Responsible for Monitoring: Principal Campus Receptionist District Coordinator Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | | Formative | | | Summative |
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| Strategy 10 Details | | Reviews | | | |
| Strategy 10: Provide Parent resources to support student success in schools. (IE Parent Institute: Parents Make a Difference!) Strategy's Expected Result/Impact: Student learning and character growth will be maximized through partnership with parents and school staff. Increase parent capacity to support ever-growing student needs. Staff Responsible for Monitoring: Principal Counselor Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | Formative | | | Summative |
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| Strategy 11 Details | Reviews | | | |
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| Strategy 11: Partner with Southwestern University to support instructional growth in 5th grade science: Spring Science field trip, Spring Weekly Science Labs to support instuctional focus for Emergent Spanish speaking students Strategy's Expected Result/Impact: Student comprehension and application of science TEKS will show growth. Assessment scores (Unit Assessments, TFAR, STAAR) will show growth and increased acheivement. Staff Responsible for Monitoring: Administration Grade Level Teachers LDC Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Create opportunities for student leadership (Puma Student Leadership, Safety Patrols, Discovery Girls - Girls Scouts) to support and empower students as they grow in the areas of civic & community minded leadership. Strategy's Expected Result/Impact: Increase of positive student self-perception, intrinsic motivation, student behaviors between one another, and promote civic & community minded individuals. Decrease office referrals. Staff Responsible for Monitoring: Principal Puma Student Leadership Team Committee Safety Patrol Committee Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| Strategy 2: Establish committees and provide resources to focus on campus priority work: SEL & Behavioral Growth - Sunshine Committee, Puma Systems & Structure / Emergent Tree Experiences & Special Events - Purl Gardens, Puma Clubs, Talent Show Parent & Community Engagement - Family STEM Night, Family Literacy Night, Parent Curriculum Corner Growing Leaders - Puma student Leadership, Paw Patrol, Red Ribbon Week Celebration Strategy's Expected Result/Impact: Maximize time and man power to support - Increased growth and success of students in the learning environment. Increased collaboration and intentional, timely work of staff Staff Responsible for Monitoring: Committee Leads Teachers & Staff Principal Assistant Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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





Performance Objective 3: Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Learning Design Coach (LDC) will lead weekly PLCs to drive conversations around design, vertical alignment, depth of knowledge required in the TEKS, and to review data with grade level teams with a focus on personalized learning for students.</p> <p>Strategy's Expected Result/Impact: Students will learn to the level of rigor as articulated by the TEKS and defined in our HPLS. Teachers will have evidence of learning through informal and formal assessment data, and data will show academic growth over time in the school year.</p> <p>Staff Responsible for Monitoring: Admin Learning Design Coach Grade Level Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will participate in GISD Learning Labs to gain a perspective and coaching in Literacy & Math instructional design practices and receive feedback on implementation.</p> <p>Strategy's Expected Result/Impact: Teachers will feel empowered to implement new strategies observed, and feel supported in learning best practices as evident in staff surveys.</p> <p>Staff Responsible for Monitoring: Learning Design Coach Curriculum Coordinators Admin Team</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: The campus Learning Design Coach will lead weekly PLC (Professional Learning Community) meetings to drive conversations around design, vertical alignment, depth of knowledge required in the TEKS, and reviewing data with grade level teams to personalize learning for students.</p> <p>Strategy's Expected Result/Impact: Students will learn to the level of rigor as defined TEKS in HPLS (High Priority Learning Standards). Increase teachers use of informal and formal assessment data to inform instruction. Increase evidence of individualized learning in the classroom instruction (lesson Plans, intervention & student enrichment activities)</p> <p>Staff Responsible for Monitoring: Learning Design Coach Grade Level Teachers Admin</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: A campus wide Program will be developed and implemented to celebrate outstanding student attendance. Strategy's Expected Result/Impact: Increased attendance (thus more time in the instructional setting) Increase of student academic growth Staff Responsible for Monitoring: Principal APs PIEMS / Attendance Clerk Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
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Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will select and engage in professional leaning and growth opportunities through self-identified PATHWAYS (teacher learning groups). The PATHWAY goals are specific areas of professional growth that will impact students' learning and academic progress through implementation of best instructional strategies.</p> <p>PATHWAY Pillars: Goal Setting & Reflection, Authentic, Engaging Learning Environment, Data Analysis, Systems & Structure for Student Centered Learning, Early Literacy & Numeracy</p> <p>Strategy's Expected Result/Impact: In reflection of the GISD Learner Profile, staff will cultivate best practices for serving all students, and end embrace instructional resources that address learning at the appropriate level of rigor for their students.</p> <p>Staff Responsible for Monitoring: Admin Learning Design Coach Grade Level Teachers / Teacher Leads</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | Aug |
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| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: The campus Learning Design Coach will lead weekly PLC (Professional Learning Community) meetings to drive conversations around design, vertical alignment, depth of knowledge required in the TEKS, and reviewing data with grade level teams to personalize learning for students. Strategy's Expected Result/Impact: Students will learn to the level of rigor as defined TEKS in HPLS (High Priority Learning Standards). Increase teachers use of informal and formal assessment data to inform instruction. Increase evidence of individualized learning in the classroom instruction (lesson Plans, intervention & student enrichment activities) Staff Responsible for Monitoring: Learning Design Coach Grade Level Teachers Admin Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Provide materials, resources, and learning opportunities specifically to target growth & Progress Monitoring in the following areas: academic vocabulary, number sense, reading fluency, reading comprehension, and phonics. Resources / Training support for the following: NWEA MAP, Lead4Ward, Heggerty, ST Math, Zearn, iStation, LLI, Fountas & Pinnell Classroom, Mclass & K.A.T. Strategy's Expected Result/Impact: Increase in student reading & writing growth & performance. Increase teacher capacity to provide & monitor high quality reading & writing instruction. Staff Responsible for Monitoring: Admin Learning Design Coach Grade Level Teachers District Content Coordinators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Provide subs for content focused Design days for each grade level (Fall & Spring). Teams will utilize student data to inform the design process and unit planning. Strategy's Expected Result/Impact: Student engagement will increase and understanding of concepts/content will be at the level of rigor in the TEKS. Staff Responsible for Monitoring: Admin Learning Design Coach Content Coordinators Grade Level Teachers Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Teachers will build capacity by participating in Professional Development in the areas of Reader & Writer and Math Workshop Model and preparing necessary resource for student instruction throughout the year. Strategy's Expected Result/Impact: Increased student growth & ability in reading, writing and math. Staff Responsible for Monitoring: Principal LDC District Coordinators Outside Consultants Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative | | | Summative |
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Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|------------------------|----------------|------------|
| Grace Nance | Interventionist | | |
| Martha Romero | Paraprofessional - BIL | Intervention | |
| Shirley Contreras | Interventionist - BIL | | |
| Vickie Hoskins | Paraprofessional | Intervention | |