

**Georgetown Independent School District**

**Purl Elementary School**

**2021-2022**



# 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.

### Georgetown ISD Beliefs:

Our actions should be student-centered. [relationships] All children deserve positive relationships with caring adults who recognize their potential and attend to the needs of the whole child.

It is our responsibility to prepare students for their future. [innovation] A growth mindset, ongoing evaluation, and adaptation are critical in our evolving and growing society.

Developing leaders is vital to our success. [system + structure] Leadership development at all levels drives our performance as a district, and, viability as a thriving community.

Instruction should be designed based on the needs of the learners. [learning] Learners require customized, well-designed educational experiences that develop their unique interests and talents to create a passion for learning.

Community engagement enhances educational experiences. [collaboration + engagement] Collaborative environments that give voice and offer ownership to stakeholders are essential to meeting current and future needs.

### The GISD Learner Profile:

Communicates, collaborates, and applies critical thinking

Creates and innovates

Obtains knowledge through inquiry and exploration

Adapts and perseveres

Develops self-knowledge and personal responsibility

Builds and models respectful relationships

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# Goals

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

**Performance Objective 1:** The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 32% to 51% by August 2025.

See Plan Addendum - Target Goals HB3

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Progress monitoring: MAP Data, Istation, DRA/EDL Data  
Summative: STAAR

Strategy 1 Details
<b>Strategy 1:</b> Provide subs for content focused Design days for each grade level (one in the fall and one in the spring). Teams will go through the entire process of Design then Planning for an upcoming unit utilizing the Leading Learning guide.
Strategy 2 Details
<b>Strategy 2:</b> Teachers will analyze curriculum and TEKS alignment during vertical team meetings. Vertical team meetings will focus on academic areas of improvement as as identified by the campus & team and create plans for addressing collaboratively.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Strategy 3 Details
<b>Strategy 3:</b> Teachers will personalize learning for students through small group instruction. Previous training on "Co-teaching with Confidence" through Region 13, will continue to support this instructional strategy. Principals & the LDC will push in to classrooms to observe and support the instructional process through coaching and planning support.  <b>ESF Levers:</b> Lever 5: Effective Instruction

#### Strategy 4 Details

**Strategy 4:** 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.

PATHWAY Pillars: Goal Setting & Reflection, Authentic, Engaging Learning Environment, Data Analysis, Systems & Structure for Student Centered Learning, Early Literacy & Numeracy

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

#### Strategy 5 Details

**Strategy 5:** 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.

**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

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

**Performance Objective 2:** Each of our student groups will increase performance by at least 5% in Academic Achievement Status ("meets" standard) and Student Success Status ("approaches" standard) from Domain 3 to Close the Gaps.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR

MAP Data

Standards Based Report Cards

**Strategy 1 Details**

**Strategy 1:** Purchasing and providing training on materials to monitor student progress or provide targeted intervention for reading. Materials, resources, and learning opportunities specifically to target growth in the following areas: academic vocabulary, fluency, reading comprehension, and phonics.

Resources purchased but not limited to: Heggerty, Starfall, ST Math, MobyMax, Flocabulary, iStation, LLI, Fountas & Pinnell Classroom

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Strategy 2 Details**

**Strategy 2:** Resources will be evaluated for effectiveness in addressing differing students' needs based on performance data, student engagement and individual student growth.

Resources purchased but not limited to: Heggerty, Starfall, ST Math, MobyMax, Flocabulary, iStation, LLI, Fountas & Pinnell Classroom

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

**Strategy 3 Details**

**Strategy 3:** LDC will lead weekly PLCs to drive conversations around design, vertical alignment, and depth of knowledge required in the TEKS and the district HPLS.

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Strategy 4 Details**

**Strategy 4:** Leadership will facilitate multiple perspectives of data review through the weekly PLC and faculty meetings to progress monitor student growth and learning and adjust instruction accordingly.

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

**Performance Objective 3:** Each of our student groups will increase performance by at least 5% in Academic Achievement Status ("meets" standard) and Student Success Status ("approaches" standard) from Domain 3 to Close the Gaps.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR

MAP Data

Standards Based Report Cards

**Strategy 1 Details**

**Strategy 1:** Purchasing and providing training on materials to monitor student progress or provide targeted intervention for reading. Materials, resources, and learning opportunities specifically for academic vocabulary, fluency, reading comprehension, and phonics.

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Strategy 2 Details**

**Strategy 2:** Teachers and staff will continue to grow in implementation strategies for co-teaching based on 20-21 learning "Co-teaching with Confidence" from Region 13.

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Strategy 3 Details**

**Strategy 3:** LDC will lead weekly PLCs to facilitate teacher growth in the areas of instructional design, vertical alignment, depth of knowledge required in the TEKS, and performance data and personalized learning for students.

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



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

**Performance Objective 1:** Provide opportunities for each semester for family participation and parent involvement in campus events.

**Evaluation Data Sources:** Parent Survey  
Sign-in sheets for Parent Involvement Nights  
PTA Membership  
Website Traffic Analysis

**Strategy 1 Details**

**Strategy 1:** Student-centered parent involvement nights will be held in the fall and spring to foster learning partnerships between parents, students and school staff.

Resources for engaging activities and take home learning will be provided to families. Nights will be advertised and include a digital format and virtual participation as needed in response to ongoing concerns due to COVID-19.

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

**Strategy 2 Details**

**Strategy 2:** 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 callout announcements sent home to parents throughout the school year.

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Strategy 3 Details**

**Strategy 3:** Advertise GISD Family & Parent Involvement organized opportunities for parent education classes via Parent Newsletter, handouts and flyer postings.

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Strategy 4 Details**

**Strategy 4:** Encourage PTA membership and involvement among staff and families (marquee, campus newsletter, email & text reminders) to attend PTA general meetings and support campus events.

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

**Performance Objective 2:** Increase positive student connection to school, and safety in the relationships built with adults and peers.

**Evaluation Data Sources:** SEL Heat Map  
Student Survey  
Discipline Data

Strategy 1 Details
<b>Strategy 1:</b> Create campus-wide practices and procedures to affirm (CKH) and spotlight students' positive character, strengths in Learner Profile, and success in learning.  <b>ESF Levers:</b> Lever 3: Positive School Culture
Strategy 2 Details
<b>Strategy 2:</b> Initiate a Student / Principal Advisory Committee to discuss and provide input on campus events, happenings and needs.  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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

**Performance Objective 3:** Ensure positive partnerships with community members / agencies to enhance the learning environment for students growth & learning.

**Evaluation Data Sources:** Community project partners  
Calendared events

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Partner with Education Connection (FUMC) to provide Reading Buddies for students in need of reading fluency support and mentoring connections.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> 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.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Maximize engagement with School Garden through community collaborate with Texas Sprouts and alignment to curriculum for instructional opportunities across all grade levels on campus.  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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

**Performance Objective 1:** Teachers have a common understanding of the GISD processes of design (the words and collaboration) required to move forward designing engaging work for students.

**Evaluation Data Sources:** Lesson plans, PLC notes/agendas, Design Days

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Teachers will participate in GISD Learning Labs to gain a perspective and coaching in Reading &amp; Math instructional design practices and receive feedback on implementation.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> 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><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>

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

**Performance Objective 1:** Teachers will apply design thinking to initiate, prepare and execute events and projects throughout the campus.

**Evaluation Data Sources:** Agendas, Planning documents, Calendar

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Provide opportunities for teachers to focus on &amp; engage with professional learning and growth opportunities through self-identified PATHWAYS (teacher learning groups).</p> <p>The PATHWAY goals are specific areas of professional growth that will impact students' learning and academic progress through implementation of best instructional strategies. PATHWAY Pillars: Goal Setting &amp; Reflection, Authentic, Engaging Learning Environment, Data Analysis, Systems &amp; Structure for Student Centered Learning, Early Literacy &amp; Numeracy</p> <p><b>ESF Levers:</b> 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>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Gain input from campus leadership (teachers &amp; administration) on best practices for instructional design and preparation of HB4545 after school learning to ensure targeted student growth in Math &amp; Reading.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Maximize engagement with School Garden through community collaborate with Texas Sprouts and alignment to curriculum for instructional opportunities across all grade levels on campus.</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>

# Purl ES

## Early Literacy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 32% to 51% by August 2025.

### Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
32%	COVID	35% (17%)	39%	42%	46%	51%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
2019 (Baseline)	22%	25%	65%	*	-	-	-	29%	22%	0%	20%	32%	32%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	27% (-)	30% (9%)	66% (42%)	*	-	-	-	34% (0%)	27% (3%)	2% (0%)	25% (3%)	37% (17%)	37% (-)
2022	34%	36%	67%	*	-	-	-	40%	34%	5%	32%	42%	42%
2023	41%	44%	68%	*	-	-	-	46%	41%	12%	40%	48%	48%
2024	51%	52%	69%	*	-	-	-	54%	51%	28%	50%	55%	55%
2025	63%	63%	70%	*	-	-	-	63%	63%	63%	63%	63%	63%

## Early Numeracy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 23% to 51% by August 2025.

### Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
23%	COVID	27% (8%)	32%	37%	43%	51%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	0%	14%	71%	*	-	-	-	43%	10%	0%	10%	24%	21%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	2% (-)	19% (2%)	72% (26%)	*	-	-	-	46% (0%)	14% (3%)	2% (0%)	14% (3%)	29% (8%)	26% (-)
2022	5%	26%	73%	*	-	-	-	50%	21%	5%	21%	35%	33%
2023	12%	35%	74%	*	-	-	-	54%	30%	12%	30%	43%	41%
2024	28%	47%	75%	*	-	-	-	58%	44%	28%	44%	52%	51%
2025	63%	63%	76%	*	-	-	-	63%	63%	63%	63%	63%	63%