

Georgetown Independent School District
Wolf Ranch Elementary
2021-2022

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

Targeted or ESF High Priority

Evaluation Data Sources: Curriculum Management Plan, GISD Written Curriculum, Curriculum-Based Assessments.

Strategy 1 Details
<p>Strategy 1: Allocate personnel to a "Learning Design Coach" (LDC) position. This position will provide coaching to teachers in design processes that connect learners to the content and learner profile attributes.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>
Strategy 2 Details
<p>Strategy 2: Professional Learning in personalized learning techniques will be provided throughout the school year.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Allocate funds to two academic interventionists (1 reading & 1 math) who, working alongside the teachers, will ensure that all students improve in foundational skills through providing learning experiences that meet every child at their point of need.</p> <p>TEA Priorities: Build a foundation of reading and math</p>
Strategy 4 Details
<p>Strategy 4: Purchase instructional materials which support the development of foundational skills in reading and math.</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>

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

Performance Objective 2: Utilize the Social Emotional Learning (SEL) signature practices; Welcoming Rituals, Engaging Practices, Optimistic Closure.

Evaluation Data Sources: Guidance and Counseling Curriculum and discipline data.

Strategy 1 Details
Strategy 1: Utilize the Social Emotional Learning (SEL) signature practices; Welcoming Rituals, Engaging Practices, Optimistic Closure. ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Promote student ownership of relationships through Capturing Kids Hearts (CKH). ESF Levers: Lever 3: Positive School Culture

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

Performance Objective 3: Every student will exhibit one year of growth in grade level skills related to reading math, science, and social studies

Evaluation Data Sources: NWEA MAP, Classroom assessments (formative and summative), Curriculum Based Assessments.

Strategy 1 Details
<p>Strategy 1: Extended instruction in foundational reading and math skills for students who exhibit an academic need.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Utilize temporary tutors to work with groups of students during scheduled intervention/enrichment time on either foundational skills in reading and math, or grade level skills in ELA, Math, Science, and Social Studies.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Purchase enrichment and intervention materials, curriculum, and manipulatives to support scheduled intervention/enrichment groups as well as extended learning opportunities.</p>

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

Performance Objective 4: Student performance for all student groups measured in domain 3 of the TEA accountability system will demonstrate an increase in reading and math performance in accordance with Wolf Ranch Elementary student performance targets.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 45% to 47% by August 2022.

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 42% to 55% by August 2022.

The percentage of 3rd grade Hispanic students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 27% to 34% by August 2022.

The percentage of 3rd grade Hispanic students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 23% to 34% by August 2022.

The percentage of 3rd grade economically disadvantaged students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 27% to 34% by August 2022.

The percentage of 3rd grade economically disadvantaged students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 27% to 34% by August 2022.

Strategy 1 Details
<p>Strategy 1: Build dedicated time into the master schedule for intervention and enrichment.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

Performance Objective 1: Activate communication initiative sharing GISD story across a broad range of platforms highlighting student work.

Evaluation Data Sources: Communications Plan & Social Media platforms

Strategy 1 Details
<p>Strategy 1: Utilize multiple outlets such as weekly newsletter (from campus and each teacher), website, twitter, and Facebook to communicate fidelity to and impact of GISD strategic framework as it is lived out at Wolf Ranch Elementary.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Utilize interventionist teaching staff during intervention and enrichment time to specifically target students who need support in terms of foundational skills in reading and math.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>

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.

Evaluation Data Sources: Data from feedback opportunities such as climate survey.

Strategy 1 Details
<p>Strategy 1: 1) In accordance with the Effective Schools Framework, stakeholders will be engaged to create, and refine campus picture of success through the Site Based Decision Making Committee, and other campus committees.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Incorporate a student led component to parent nights highlighting academic success, relationships, or both.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>

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

Performance Objective 1: Develop a shared, and forward-looking vision of teaching and learning.

Evaluation Data Sources: Leadership development systems and processes aligned to Strategic Framework and Learner Profile.

Strategy 1 Details
<p>Strategy 1: Provide multiple opportunities for teachers and other school staff to influence the larger school community outside of their classroom or assignment. Examples include Design Team, MTSS Team, Process Champions, SEL Team, TBRI Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>

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

Performance Objective 1: Provide technology and collaborative spaces that reflect a student's need for voice, choice and ownership in their learning.

Evaluation Data Sources: Unit Plans, Collaborative Team Meetings, Feedback Loops with Teachers

Strategy 1 Details
<p>Strategy 1: Provide professional learning in the use of space to enhance student learning experiences, create a supportive environment for teachers to try new things related to space, and conduct debriefs with teachers during collaborative team meetings.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>

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, shared ownership of and responsibility for professional growth, 21st century skills, and participative evaluation.

Evaluation Data Sources: Feedback on District supported Professional Learning.

Strategy 1 Details
<p>Strategy 1: Ongoing and job-embedded professional learning followed by debrief conversations through walkthroughs, collaborative teams, and faculty/staff meetings.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>
Strategy 2 Details
<p>Strategy 2: Conduct Teacher Evaluation process so that it is formative and participative in nature focused on areas of improvement. Teachers identify a personal and a professional goal, identify activities to fuel their improvement, identify changes to practice they will make, try those changes, and receive feedback throughout the process.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>

Wolf Ranch ES

Early Literacy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 45% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
45%	COVID	46% (40%)	47%	49%	50%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	*	22%	75%	-	-	-	*	*	22%	*	*	46%	43%
2020 (COVID)	*	-	-	-	-	-	-	-	-	-	-	-	-
2021	*	27% (27%)	76% (44%)	-	-	-	* (63%)	* (22%)	27% (30%)	* (25%)	* (14%)	49% (40%)	46% (-)
2022	*	34%	77%	-	-	-	*	*	34%	*	*	52%	50%
2023	*	41%	78%	-	-	-	*	*	41%	*	*	56%	54%
2024	*	51%	79%	-	-	-	*	*	51%	*	*	59%	58%
2025		63%	80%	-	-	-	*	*	63%	*	*	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 42% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
42%	COVID	44% (44%)	45%	47%	49%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	*	22%	69%	-	-	-	-	*	22%	*	*	46%	36%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	*	27% (23%)	70% (64%)	-	-	-	- (38%)	* (22%)	27% (17%)	* (50%)	* (0%)	49% (44%)	40% (-)
2022	*	34%	71%	-	-	-	-	*	34%	*	*	52%	45%
2023	*	41%	72%	-	-	-	-	*	41%	*	*	56%	50%
2024	*	51%	73%	-	-	-	-	*	51%	*	*	59%	56%
2025		63%	74%	-	-	-	-	*	63%	*	*	63%	63%