

Georgetown Independent School District

Purl Elementary School

2020-2021 Purl Campus Improvement Plan



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: Purl students approaching grade level or higher on STAAR will grow from 56% in 2019 to 65% in 2021. In order to grow in every area, all grade levels (PK-5th) will focus on growth in reading levels tied to writing across the curriculum.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Data
DRA/EDL Data
STAAR

<p>Strategy 1: Provide subs during 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.</p> <p>Strategy's Expected Result/Impact: Student engagement will increase and understanding of concepts/content will be at the level of rigor in the TEKS.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Teachers will analyze curriculum and TEKS alignment during vertical team meetings. Vertical team meetings will focus on academic areas of improvement as stated in CIP to discuss vertically and provide opportunities for teachers to collaborate.</p> <p>Strategy's Expected Result/Impact: Admin Vertical Action Team Learning Design Coach</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 3: Teachers and staff will attend and implement co-teaching strategies. Staff will push into classrooms and plan with teachers to help personalize learning for students through small group instruction. Co-teaching with Confidence through Region 13, with ongoing sessions throughout the 20-21 school year.</p> <p>Strategy's Expected Result/Impact: Students growth and performance will increase through personalized learning and small group instruction.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 4: Action teams that lead a topic/area of campus that truly impacts students' learning and academic progress will provide training of best instructional strategies to implement for both in-person and remote learners. These action teams include: Inclusion Action Team, ESL/DLE Action Team, Technology Action Team, and Vertical Design Team.</p> <p>Strategy's Expected Result/Impact: Staff will feel empowered in implementing best practices for ELs, students receiving SPED or 504 services, and will feel knowledgeable of resources that address learning at the appropriate level of rigor for their students.</p> <p>Staff Responsible for Monitoring: Admin Learning Design Coach Action Team Leads (ESL/DLE, Inclusion, Technology, Vertical and Design)</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

<p>Strategy 5: Action teams that lead a topic/area of campus that truly impacts students' learning and academic progress will evaluate resources and continually identify efficacy of resources being purchased to address differing students' needs. These action teams include: Inclusion Action Team, ESL/DLE Action Team, Technology Action Team, and Vertical Design Team.</p> <p>Resources purchased but not limited to: Starfall, ST Math, MobyMax, Flocabulary, iStation, LLI, Fountas & Pinnell Classroom</p> <p>Strategy's Expected Result/Impact: Staff will feel empowered in implementing best practices for ELs, students receiving SPED or 504 services, and will feel knowledgeable of resources that address learning at the appropriate level of rigor for their students.</p> <p>Staff Responsible for Monitoring: Admin Learning Design Coach Action Team Leads (ESL/DLE, Inclusion, Technology, Vertical and Design)</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 6: Learning Design Coach (LDC) position added this school year. Our LDC will lead weekly PLCs 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 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 Grade Level teachers Learning Design Coach</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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





<p>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. This could include hiring outside tutors to collaborate with teachers in supporting student learning.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Teachers and staff will attend and implement co-teaching strategies. Staff will push into classrooms and plan with teachers to help personalize learning for students through small group instruction. Co-teaching with Confidence through Region 13, with ongoing sessions throughout the 20-21 school year.</p> <p>Strategy's Expected Result/Impact: Students growth and performance will increase through personalized learning and small group instruction.</p>	Reviews			
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	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 6: Volunteer groups coordinated through campus leads to support student learning and academic growth. Volunteer groups include but are not limited to: Helping Hands Tutoring, Education Connection, and Read With me.</p> <p>Strategy's Expected Result/Impact: Students data will show evidence of growth in reading and math.</p> <p>Staff Responsible for Monitoring: Admin Volunteer Coordinator and Leads</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Increase family survey participation through Panorama and increase parent involvement from 28% to 50% as per the survey.





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

<p>Strategy 1: Classes offered to parents in collaboration with the Family Involvement Specialists and Georgetown Project to help meet the needs of parents. Small group instruction for parents on topics that are "just in time" or supporting learning. Topics can include but are not limited to: Social/Emotional Strategies, Utilizing Technology, English as a Second Language, and Supporting Learning at Home</p> <p>Strategy's Expected Result/Impact: Parents will feel informed and empowered to support public education as evident in survey results.</p> <p>Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: PTA liaisons identified for each Purl staff team to attend PTA general meetings and encourage grade level families to get involved.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 3: Student-centered parent involvement nights will be held in the fall and spring to showcase student ownership of their learning and academic progress. Nights will include a digital format and virtual participation due to COVID-19.</p> <p>Strategy's Expected Result/Impact: Parents will stay informed with what their student is learning - evidence from parent surveys</p> <p>Staff Responsible for Monitoring: Admin Intervention</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 4: Translation services will be used to translate print materials and digital materials for parent involvement nights as well as parent involvement classes on campus. Translations will also be used for announcements sent home to parents throughout the school year.</p> <p>Strategy's Expected Result/Impact: Parents will stay informed with what is happening on campus without language being a barrier.</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Increase student survey data that shows a positive connection to school, and safety in the relationships built with adults and peers.

Evaluation Data Sources: SEL Heat Map
Panorama Student Survey

<p>Strategy 1: Process Champions CKH action team will create a campus-wide process for identifying students to highlight each week (both remotely and in-person) for positive character, strengths in Learner Profile, and celebrating birthdays (both in-person and remote learners). This action team will also gain input from and train staff on new processes on celebrating students.</p> <p>Strategy's Expected Result/Impact: Number of behavior referrals will decrease.</p> <p>Staff Responsible for Monitoring: Admin Counselor CKH Action Team</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Volunteer groups coordinated through campus leads to support student learning and academic growth. Volunteer groups include but are not limited to: Helping Hands Tutoring, Education Connection, and Read With me.</p> <p>Strategy's Expected Result/Impact: Students data will show evidence of growth in reading and math.</p> <p>Staff Responsible for Monitoring: Admin Volunteer Coordinator and Leads</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By the end of the year, our campus staff and parent survey will show a high percentage of growth in campus safety perception due to following COVID-19 guidelines and campus safety plan.

Evaluation Data Sources: Panorama Survey
 Safety WalkThroughs
 After Action Safety Drills

<p>Strategy 1: Safety Response Team will evaluate and update processes to increase safety on campus with regards to health/safety during COVID-19. SRT will identify needed materials and gaps in our processes. Materials can include but are not limited to: breakaway lanyards and mask clasps for students, partitions, signage for campus</p> <p>Staff Responsible for Monitoring: Admin Safety Response Team</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 2: Teachers have a common understanding of the process 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

<p>Strategy 1: Teachers will complete peer observations to gain a vertical perspective as well as provide feedback to peers. 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. Staff Responsible for Monitoring: Learning Design Coach Admin</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Action teams formed will also identify and create a common language at Purl around vertical alignment, design, ELs, technology, remote learning, in-person learning, COVID processes through the lens of their action team. Staff Responsible for Monitoring: Admin Learning Design Coach Action Team Leads</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 3: Learning Design Coach (LDC) position added this school year. Our LDC will lead weekly PLCs 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 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. Staff Responsible for Monitoring: Admin Grade Level teachers Learning Design Coach</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Action teams will learn and apply design thinking to take ownership of different aspects of the school.

Evaluation Data Sources: Staff surveys, Action Team notes & agendas

<p>Strategy 1: Class economy action team will focus on personal financial literacy in application of real world experiences by providing students jobs in class. This action team will identify training of staff and resources needed for successful implementation.</p> <p>Strategy's Expected Result/Impact: Students will see the real world connection of their personal financial literacy TEKS by utilizing these skills in class. Data from MAP universal screeners and formal/informal class assessments will show academic growth in this reporting category.</p> <p>Staff Responsible for Monitoring: Admin Class Economy Action Team Interventionists</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: MakerSpace action team will identify professional learning needs, resources, and student interests to increase problem solving skills as well as establish a place for meaningful exploration of tools/resources/problem solving strategies.</p> <p>Staff Responsible for Monitoring: MakerSpace Action Team Admin</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 3: Garden Action Team will identify professional learning needs, collaborate with Texas Sprouts, and align curriculum with opportunities in the school garden.</p> <p>Staff Responsible for Monitoring: Garden Action Team Admin</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums

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	2022	2023	2024	2025 (Target)
32%	COVID	35%	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
2019 (Baseline)	22%	25%	65%	*	-	-	-	29%	22%	0%	20%	32%	32%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	27%	30%		*	-	-	-	34%	27%	2%	25%	37%	37%
2022	34%	36%		*	-	-	-	40%	34%	5%	32%	42%	42%
2023	41%	44%		*	-	-	-	46%	41%	12%	40%	48%	48%
2024	51%	52%		*	-	-	-	54%	51%	28%	50%	55%	55%
2025	63%	63%	63%	*	-	-	-	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	2022	2023	2024	2025 (Target)
23%	COVID	27%	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%		*	-	-	-	46%	14%	2%	14%	29%	26%
2022	5%	26%		*	-	-	-	50%	21%	5%	21%	35%	33%
2023	12%	35%		*	-	-	-	54%	30%	12%	30%	43%	41%
2024	28%	47%		*	-	-	-	58%	44%	28%	44%	52%	51%
2025	63%	63%	63%	*	-	-	-	63%	63%	63%	63%	63%	63%