

Georgetown Independent School District

Wolf Ranch Elementary

2020-2021 Goals/Performance Objectives/Strategies

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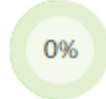
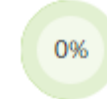






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



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.

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

<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>Strategy's Expected Result/Impact: This connection will produce more engaged learners, and therefore every learner will experience a positive impact in terms of academic success.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	Aug
<p>Strategy 2: Professional Learning in personalized learning techniques will be provided throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase awareness of personalized instruction. Teachers will utilize personalized learning strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Design Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	Aug
<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>Strategy's Expected Result/Impact: All students will improve in literacy and numeracy.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
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Strategy 4: Purchase instructional materials which support the development of foundational skills in reading and math. Strategy's Expected Result/Impact: All students will improve in literacy and numeracy. Staff Responsible for Monitoring: Principal, AP Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	Aug
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A significant percentage of the student body has joined Wolf Ranch Elementary (formerly Pickett Elementary) this year. Root Cause: Growth in the area has resulted in a growing student body.
Student Learning
Problem Statement 1: The percentage of students at the meets category of performance is too low. Root Cause: Work has not been designed that will adequately engage learners towards mastery of the knowledge and skills expressed in grade level standards.
Problem Statement 2: The percentage of Hispanic, White, and Economically Disadvantaged learners who achieved the "meets" level of performance in reading on the state accountability assessment was too low. The percentage of Hispanic, White, Economically Disadvantaged and the "All students groups" to achieve the "Meets" level of performance in math according to the state accountability system are too low. Root Cause: Assessment structures have not adequately informed next steps in learning for students who perform just above the "approaches" level on academic tasks.
School Processes & Programs
Problem Statement 1: Student engagement across instructional modalities is not consistent. Root Cause: Teachers are learning how to work with the addition of remote instruction

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

Performance Objective 2: Create opportunities to address physical, mental and emotional wellness.

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

<p>Strategy 1: Utilize the Social Emotional Learning (SEL) signature practices; Welcoming Rituals, Engaging Practices, Optimistic Closure.</p> <p>Strategy's Expected Result/Impact: Students Social/Emotional needs will be met each day, and on ongoing basis.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Promote student ownership of relationships through Capturing Kids Hearts (CKH).</p> <p>Strategy's Expected Result/Impact: Students will increase their ability to manage their own interpersonal relationships, and increase their emotional intelligence.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A significant percentage of the student body has joined Wolf Ranch Elementary (formerly Pickett Elementary) this year. Root Cause: Growth in the area has resulted in a growing student body.
School Processes & Programs
Problem Statement 1: Student engagement across instructional modalities is not consistent. Root Cause: Teachers are learning how to work with the addition of remote instruction

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

<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>Strategy's Expected Result/Impact: The school community will be informed and supportive of strategies that promote the GISD strategic framework.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Librarian</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Create a campus improvement group focusing on relationships to which school community members can engage in order to provide their perspective as well as advocate within the larger community.</p> <p>Strategy's Expected Result/Impact: Increased support throughout the school community regarding factors that impact educational outcomes such as SEL, Behavior, Global and Cultural Awareness, Emotional Intelligence, and other relational components.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, AP</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 3: Create a campus improvement group focusing on Academic Success to which school community members can engage in order to provide their perspective as well as advocate within the larger community.</p> <p>Strategy's Expected Result/Impact: Increased support within the school community regarding factors that impact educational outcomes such as Instruction, Intervention, Enrichment, Extension, Instructional Design, Student Engagement and other academic components.</p> <p>Staff Responsible for Monitoring: Principal, AP, LDC</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:








Demographics
<p>Problem Statement 1: A significant percentage of the student body has joined Wolf Ranch Elementary (formerly Pickett Elementary) this year. Root Cause: Growth in the area has resulted in a growing student body.</p>
Perceptions

Problem Statement 1: The attendance rates for Hispanic students (94.3%), LEP students (93.08%), and students identified as At Risk (94.02%) are slightly below the campus wide average of 95.27. **Root Cause:** Strategies related to building relationships at school have not been intentional or effective.

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.

<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>Strategy's Expected Result/Impact: A greater percentage of students will reach the "Meets" level of performance on state assessment due to responsive actions from various teams.</p> <p>Staff Responsible for Monitoring: Campus Principal, Site-Based Decision Making Committee (SBDM), Multi-Tiered System (MTSS) of Supports Committee, Process Champion Committee, Design Team.</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Incorporate a student led component to parent nights highlighting academic success, relationships, or both.</p> <p>Strategy's Expected Result/Impact: Students will grow in their ability to show what they know. The larger school community will be advocates for student development in the GISD Learner Profile Attributes.</p> <p>Staff Responsible for Monitoring: Principal, AP,</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
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



Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students at the meets category of performance is too low. Root Cause: Work has not been designed that will adequately engage learners towards mastery of the knowledge and skills expressed in grade level standards.
Perceptions
Problem Statement 1: The attendance rates for Hispanic students (94.3%), LEP students (93.08%), and students identified as At Risk (94.02%) are slightly below the campus wide average of 95.27. Root Cause: Strategies related to building relationships at school have not been intentional or effective.

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.

<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>Strategy's Expected Result/Impact: Teachers and other school staff will collaborate, solve problems, and impact the broader school community towards the shared vision of the future.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, LDC</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>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 0%	 0%	 0%		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

<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>Strategy's Expected Result/Impact: Teachers will grow in their ability to adapt learning spaces to various student needs and preferences.</p> <p>Staff Responsible for Monitoring: Learning Design Coach, Principal, AP</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Reviews						
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of students at the meets category of performance is too low. Root Cause: Work has not been designed that will adequately engage learners towards mastery of the knowledge and skills expressed in grade level standards.</p>
School Processes & Programs
<p>Problem Statement 1: Student engagement across instructional modalities is not consistent. Root Cause: Teachers are learning how to work with the addition of remote instruction</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.

<p>Strategy 1: Ongoing and job-embedded professional learning followed by debrief conversations through walkthroughs, collaborative teams, and faculty/staff meetings.</p> <p>Strategy's Expected Result/Impact: Establish Feedback loops that provide support for faculty and staff as they innovate towards more effective practices.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, LDC, Collaborative Teams,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Reviews			
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<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>Strategy's Expected Result/Impact: Teachers will be supported in their ability to continuously, and purposefully improve.</p> <p>Staff Responsible for Monitoring: Principal and AP</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of students at the meets category of performance is too low. Root Cause: Work has not been designed that will adequately engage learners towards mastery of the knowledge and skills expressed in grade level standards.</p>
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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	2022	2023	2024	2025 (Target)
45%	COVID	46%	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%	76%	-	-	-	*	*	27%	*	*	49%	46%
2022	*	34%	77%	-	-	-	*	*	34%	*	*	52%	50%
2023	*	41%	78%	-	-	-	*	*	41%	*	*	56%	54%
2024	*	51%	79%	-	-	-	*	*	51%	*	*	59%	58%
2025	63%	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	2022	2023	2024	2025 (Target)
42%	COVID	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%	70%	-	-	-	-	*	27%	*	*	49%	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%