

# Georgetown Independent School District

## East View High School

### 2020-2021 Goals/Performance Objectives/Strategies



# 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.

# Value Statement

We will facilitate collaboration, model respect, build trusting relationships, exhibit passion, and create a safe and risk-tolerant environment for all learners.

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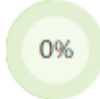




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# Goals

**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 Learner Profile and High Priority Learning Standards.











**Evaluation Data Sources:** Curriculum-Based Assessments, Professional Learning Communities and Coaching for Design Smart Goals, AP Participation and Performance, & Industry Certifications.

<p><b>Strategy 1:</b> Systemic practices to increase literacy across campus.</p> <p>1.) Cross-curricular engagement in Professional Learning Communities that are goal driven on utilizing the elements of the Learner Profile to design meaningful and engaging work, while building upon soft skills to address student fluency in reading and writing.</p> <p>2.) Teachers lead instructional exploration and affirmation through Learning Walks and Instructional Rounds.</p> <p>3.) Campus wide targets for literacy development.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop greater fluency in reading and writing, and therefore, be better equipped to acquire high level thinking skills in the areas of evaluation, analyzation, and synthesis.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Support Staff, and Counselors.</p>	Reviews			
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**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:** Implementation of support groups, reduction of outcries, increased student performance.

<p><b>Strategy 1:</b> Implementation of Hope Squad to address student mental health issues, new guidance team strategies that target research based Tier 1 Prevention for academic and social emotion wellness, increased recruiting efforts for student participation in extracurricular and/or Career and Technology Education.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring social emotional wellness is critical to academic success. Investing time in student mental, physical, and academic success as a whole will produce greater student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>Aug</b>
<p><b>Strategy 2:</b> 1) The guidance team will utilize the guidance curriculum to give lessons in the classroom setting at least once every semester.</p> <p>2.) The guidance team will work with other programs, such as Hope Squad, No Place for Hate, and Capturing Kids Heart, to create initiatives that proactively inform students, parents, and staff in the areas of: a.) mental health issues, b.) suicide awareness, c.) drug and alcohol abuse, d.) anxiety and other social emotional and health and wellness issues deemed appropriate to address.</p> <p>3.) The administrative team will work in collaboration with teachers and support staff utilizing a restorative matrix to respond to student discipline issues.</p> <p>4.) A restorative discipline committee will be established to train and embed restorative practices in the classroom.</p> <p>5.) The campus will utilize parent, staff, peer, and community mentor programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have numerous outlets for mentorship, intervention, and support that can deter and/or restore their balance of health and wellness.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators, Teachers, Support Staff</p>	<b>Reviews</b>			
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**Goal 1: Student Centered:** Develop a future ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 3:** Increase the use of Design Qualities for designing engaging work for all students.

**Evaluation Data Sources:** Exemplars of student achievement. Professional Development digital portfolios that showcase artifacts of collaborative practices and individual growth.

<p><b>Strategy 1:</b> 1.) Teachers and administration will continue to attend training and implement design qualities through the work of Professional Learning Communities.</p> <p>2.) Administration will collaborate with teacher-leaders to create and utilize assessment tool to monitor progress.</p> <p>3.) Design team will continue to work on the implementation of our pathway goals and set evaluation benchmarks to track progress and make adjustments, as needed.</p> <p>4.) Each department and/or grade level will set one smart goal in alignment with designing meaningful and engaging work and/or addressing literacy by implementing reading and writing strategies with the design qualities.</p> <p>5.) Establish a true RTI committee to assess prevention, intervention, and remediation stage for student achievement and campus wide response to student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will focus collectively on similar goals, pathways, and support for pedagogical practices and monitoring of student success.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselors, Support Staff</p>	Reviews			
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**Goal 2:** Communication: Engage the community to become champions and advocates for student success and the future of the District.

**Performance Objective 1:** The campus publicizes celebrations, artifacts, and stories that tell the story of East View High and GISD.

**Evaluation Data Sources:** Climate surveys, parent participation in engagement opportunities, and community partnerships.

<p><b>Strategy 1:</b> 1.) The campus will develop engagement opportunities for stakeholders.</p> <p>2.) The campus will proactively update campus website and social media platforms.</p> <p>3.) The campus will bring more student voice to life in its messaging.</p> <p>4.) Clubs and organizations will utilize digital messaging proactively to celebrate and inform.</p> <p>5.) The campus will help to inform stakeholders on how to navigate existing systems, such as the campus and district website that provide valuable information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and community engagement will help flourish student outcomes and create real-world connections for learning and experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p>	Reviews			
	Formative			Summative
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**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:** Climate survey and evidence in True Accountability Pillars.

<p><b>Strategy 1:</b> 1.) Teacher-lead action committees in the areas of Health and Safety, Academic Outcomes, Design and Collaboration, and Climate and Morale.</p> <p>2.) Campus-wide continuous improvement in all committee work.</p> <p>3.) Embedded feedback benchmarks.</p> <p>4.) Increasing parent-lead engagement opportunities that align to campus and community goals.</p> <p>5.) Students voice and choice in leadership and personalized learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategic planning to respond to academic enrichment and extension.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Support Staff, Counselors</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
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**Goal 3: Leadership:** Cultivate an adaptive system of empowered leadership where collaboration and problem solving are natural behaviors.

**Performance Objective 1:** Cultivate leadership and a staff that is beliefs-aligned to best meet the needs of students.



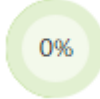




**Evaluation Data Sources:** Leadership development systems and processes aligned to Strategic Framework and Learner Profile. Leadership commitments self-growth and reflective practices.

<p><b>Strategy 1:</b> 1.) The campus administrative team will serve as instructional leaders by collaborating in Professional Learning Communities, modeling teaching and learning through presentation and participation, and pursuing professional development continuously.</p> <p>2.) The campus administrative team will build teacher leaders and cultivate committees that align to building capacity and fidelity in the work aligned to the District Strategic Framework and Learner Profile.</p> <p>3.) The lead counselor will work with the campus testing coordinator, teacher leaders, and administration to lead continuous improvement in Tier 1 strategies, data analysis, and RTI committees.</p> <p>4.) The campus design team will incorporate coaching for design and instructional rounds for continuous improvement.</p> <p>5.) Sheltered instruction push-in support will be provided to help teachers utilize the ELPS in designing meaningful and engaging work.</p> <p>6.) Resource and BCS Special Education teachers will utilize the Solid Roots curriculum to support their students individualized education plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased shared leadership will help to bridge a collaborative campus that is embedded in every level of student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Support Staff, Counselors,</p>	Reviews			
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**Goal 4:** Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

**Performance Objective 1:** Increase experience and knowledge of historical and real-world connection to equity and social justice.








**Evaluation Data Sources:** Artifacts of culture exploration through advisories, committees, recognitions and celebrations.

<p><b>Strategy 1:</b> 1.) Campus will utilize advisory for cultural exploration.</p> <p>2.) Campus design team will collaborate on meaningful units of study that embrace diverse learning and contextual expansion of historical context and real world connections through social justice, citizenship, and equity through the lens of acceptance, understanding, and unity.</p> <p>3.) Students will have an opportunity to express cultural uniqueness through celebrations and affirmations on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> A collective buy-in to unity and diversity as a positive component of student backgrounds and authenticity will help to cultivate a culture of acceptance and recognition.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teacher, Counselors</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
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**Goal 4:** Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

**Performance Objective 2:** The campus will continue to build partnerships between community members and create opportunities for meaningful participation and engagement.

**Evaluation Data Sources:** Targeted areas of community-engagement in College & Career and Future Readiness.

<p><b>Strategy 1:</b> The campus leadership team will create an engagement continuum for meaningful partnerships to take place between community members and the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community partnership and engagement that transcends the campus climate.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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