

Georgetown Independent School District

Pickett Elementary School

2019-2020 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

GISD Learners will:

Communicate, collaborate and apply 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: Design and activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards.

Evaluation Data Source(s) 1: Curriculum Management Plan, GISD Written Curriculum, Curriculum-Based Assessments.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Ensure that 100% of faculty is trained in "Designing Engaging Work"	Principal, Assistant Principal, Design Team	The Design Process will be used by all staff to enhance students' learning experiences				
Problem Statements: Student Academic Achievement 1, 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning 2) In accordance with the Effective Schools Framework (ESF), both horizontal and vertical teaming is built into the master schedule so that teachers have the ability to plan and execute lessons that are cross-curricular and span multiple grade levels. This also provides time for teachers to discuss formative and interim student data, discuss possible adjustments to instructional delivery focused on meeting the needs of both struggling and high-achieving students.</p>	Design Team, Principal, Assistant Principal	Improved performance for students not reaching the meets level of performance. Particularly Hispanic and White students in reading and math as well as English Language Learners, which are groups identified for targeted support.				
<p>Problem Statements: Demographics 1</p>						

Performance Objective 1 Problem Statements:


Demographics
<p>Problem Statement 1: The campus has not met the state target for the "meets" level of performance on State Testing in Reading and Math for White and Hispanic students. Root Cause 1 : Response to instruction has been focused more toward struggling learners rather than learners at all levels.</p>
Student Academic Achievement
<p>Problem Statement 1: The percentage of students at the meets category of performance is too low. Root Cause 1: Work has not been designed that will adequately engage learners towards mastery of the knowledge and skills expressed in grade level standards.</p>
<p>Problem Statement 2: The percentage of Hispanic, White, and English Language learners who achieved the "Meets" level of performance in reading and math are too low. Root Cause 2 : District developed measures to assess learning related to state standards have not adequately informed instruction</p>

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 Source(s) 2: Guidance and Counseling Curriculum and discipline data.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Teach one value per month through counseling office.	Counselor, MTSS	Develop students who are able to build and maintain positive relationships. Develop students who are able to adapt and persevere. Develop students who take personal responsibility.				
Problem Statements: Perceptions 1						
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 2) In accordance with the Effective Schools Framework, campus surveys to assess progress on student and staff experiences related to culture and climate will be utilized at least once per semester.	Administrators, Counselor, MTSS Team	Provide data to drive decisions regarding campus initiatives and professional development.				
Problem Statements: Perceptions 1						
						

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Campus systems to support of culture, climate, community support and parent involvement require development in order to support a larger enrollment in the future. Root Cause 1: The campus is currently small, and systems have been adequate for the size until recently.

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

Performance Objective 1: Activate communication initiative that shares GISD story across a broad range of platforms and highlights student work.

Evaluation Data Source(s) 1: Communications Plan & Social Media platforms

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 1) Update campus website and social media accounts with information regarding Instructional Design and student work displaying mastery and engagement.	Librarian, Principal, Assistant Principal, Counselor, Campus Secretary	Increased awareness among parents and community in terms of the benefits of instructional design.				
Problem Statements: Student Academic Achievement 1, 2						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The percentage of students at the meets category of performance is too low. Root Cause 1: 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 English Language learners who achieved the "Meets" level of performance in reading and math are too low. Root Cause 2: District developed measures to assess learning related to state standards have not adequately informed instruction

Goal 2: Communication: Engage the community to become champions and advocate 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 Source(s) 2: Data from feedback opportunities such as climate survey.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
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.	Campus Principal, Site-Based Decision Making Committee, (SBDM) Multi-Tiered System (MTSS) of Supports Committee, Process Champion Committee, Design Team.	A greater percentage of students will reach the "Meets" level of performance on state assessment due to responsive actions from various teams.				
Problem Statements: School Processes & Programs 1						

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: While mission, vision and values are strong and widely held, systems and processes around curriculum and assessment require development in order to effectively monitor progress on state standards and learner profile attainment. Root Cause 1: Implementing high quality programming begins with communication and authentic adoption of values. As this happens, the need for systems to support those values arises. Pickett Elementary's phase of development is such that commonly understood systems and structures regarding state standards are required to support personalized instruction efforts.</p>

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

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

Evaluation Data Source(s) 1: Leadership development systems and processes aligned to Strategic Framework and Learner Profile.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) In accordance with the Effective Schools Framework, job embedded feedback loops with instructional leadership teams will be conducted.	Principal	School staff will have the information needed to continually improve provided by colleagues.				
Problem Statements: Demographics 1						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The campus has not met the state target for the "meets" level of performance on State Testing in Reading and Math for White and Hispanic students. Root Cause 1 : Response to instruction has been focused more toward struggling learners rather than learners at all levels.

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

Performance Objective 1: Align resources to provide technology and collaborative spaces that reflect a student's need for choice.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Create peer walkthrough forms where teachers can share learning with one another in terms of manipulating space to meet student needs and ways to provide choice.	Principal, Assistant Principal, MTSS Team, Design Team.	Student engagement will increase. A higher percentage of students will reach the "Meets" level of performance on state assessments.				
Problem Statements: School Processes & Programs 1						

Performance Objective 1 Problem Statements:


School Processes & Programs
Problem Statement 1: While mission, vision and values are strong and widely held, systems and processes around curriculum and assessment require development in order to effectively monitor progress on state standards and learner profile attainment. Root Cause 1: Implementing high quality programming begins with communication and authentic adoption of values. As this happens, the need for systems to support those values arises. Pickett Elementary's phase of development is such that commonly understood systems and structures regarding state standards are required to support personalized instruction efforts.

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

Evaluation Data Source(s) 2: Feedback on District supported Professional Learning.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 1) In accordance with the Effective Schools Framework, campus administrators will plan and follow a walkthrough cycle so that classrooms are visited systematically.	Principal, Assistant Principal	This will provide the opportunity for both administrators to walkthrough and/or observe in each teacher's classroom. This will also provide the opportunity for systematic follow up coaching conversations related to teacher's goals.				
Problem Statements: Student Academic Achievement 1						
						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: The percentage of students at the meets category of performance is too low. Root Cause 1: Work has not been designed that will adequately engage learners towards mastery of the knowledge and skills expressed in grade level standards.