

Georgetown Independent School District

Purl 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.

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 will grow from 56% of students achieving progress to 65% of students meeting standards on STAAR. 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.

Evaluation Data Source(s) 1: DRA, NWEA MAP, STAAR

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>1) Attend Lead4Ward Think! Conference to continue learning how to unpack standards, common misconceptions, how to utilize data & assessments to inform instruction, etc.</p>	2.4, 2.5	Admin Curriculum Content Leads	Increased understanding of and implementation of moving from 3D learning experiences to 2D assessments.				
<p>2) 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>		Principal	Teachers will have a better understanding of design process and the terminology for designing engaging work.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) 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>	2.4, 2.6	Vertical Action Team Leads Admin	Teachers scaffold skills to better prepare students for future learning. Students will attain knowledge to the level of depth and complexity laid out in TEKS.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


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

Performance Objective 2: Our sub-populations within "approaches standard" and "meets standard" will increase by at least 5% in Domain 3 to Close the Gap.


Evaluation Data Source(s) 2: NWEA MAP, STAAR, CBA Data

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Purchase and implement ST Math to progress monitor math growth for students K-5. Teachers will be trained/supported in implementation.	2.4, 2.6	Administrators Tony Bonazzi - math coordinator Interventionists	Students will make progress in their math understanding from concrete to abstract concepts. MAP data will show growth in math skills across all grade levels.				
2) ESL and DLE continued training in best practices, instructional strategies, and resources to target academic vocabulary in student discourse through higher-level questions.		Admin	Walk-through data will show an increase in HOTS questions from BOY to EOY; TELPAS results will increase; MAP data in comprehension will increase				
3) 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.	2.4, 2.6	Admin Interventionist	Number of students needing T3 intervention decreases; MAP data shows growth in reading and vocabulary over time; progress monitoring graphs show improvement in targeted reading areas.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 2: Communication: Engage the community to become champions and advocate 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 Source(s) 1: Panorama Survey, Sign-in Sheets for Family Nights and Parent Collaboration Opportunities, Student-led conference info

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) ESL Class for parents - Native English-speaking and native Spanish-speaking parents will have the opportunity to attend a class to speak with each other. Following the DLE model closely, parents will be partnered to practice their conversational English/Spanish. Students brought to this ESL class will be utilizing technology to practice academic skills.	3.1, 3.2	Interventionist Admin	Foster relationships among DLE community and increase engagement on campus.				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 2) Each grade level or department will select a staff member to be the PTA liaison - this person will attend all general member meetings and communicate goals/needs/etc between team, parents, and PTA.	3.1, 3.2	Admin PTA Team Coordinators	Both staff and parents will be better informed about the needs of our campus and opportunities to become involved.				
3) Identified "leads" serve as a liaison between various community groups (such as FUMC Helping Hands Tutoring, Education Connection, Read w/ Me, etc.) and campus to serve students in math and reading.		Admin Gail McKenzie Beth Gallo Robyn Chancellor	Facilitating communication and foster a stronger relationship with the community. The community will also be engaged in the growth of students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: 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 Source(s) 1: Design Action Team Mtg, Professional Learning Attendance, Lesson Plans, PLC agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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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.		Principal	Teachers will have a better understanding of design process and become familiar with the terminology for designing engaging work.				
2) Action teams will be developed to inform the campus improvement plan, implement professional learning opportunities based on data/need, and take ownership of areas in the school to address campus culture for both students and teachers, as well as academic needs.		Admin Action Team Leads					
3) Vertical teams will be developed to: - identify data trends in both reading and math - discuss student work and depth/complexity of TEKS alignment - develop common language around academic vocabulary and student discourse strategies		Admin Vertical Team Leads	Universal screener data will show growth in student learning; TELPAS data will show student growth in language proficiency for ELLs				
4) PLCs will utilize the Leading Learning document to discuss curriculum, student progress, and student engagement. Teachers are given dedicated PLC time weekly and also a dedicated Design time once every two weeks to review student work, create formative assessments, and unpack HPLS.		Admin	Student growth will be evident in both Math and Reading. Teachers will be implementing design thinking and consistently reaching the level of depth and complexity set forth in our curriculum. Lesson plans will reflect design qualities, level of depth and complexity, and student discourse.				

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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 Source(s) 1: Skyward Discipline Data, STAAR, NWEA MAP, Skyward Attendance Data, Action Team Agendas/Minutes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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1) Class Economy Action Team - attend a personal financial literacy training to align class economy guidelines from each grade level to the personal financial literacy TEKS.			Aligning with standards and creating vertical alignment within the Purl Class Economy				
<p>ESF Levers Lever 3: Positive School Culture</p> <p>2) Social Emotional Learning Action Team - learn and implement SEL instructional strategies with both staff and students. SEL team will be trained in TBRI and collaborate with the district SEL team to select an SEL curriculum for GISD.</p>	2.6	SEL Action Team Denisse Baldwin Tammy Morrison	Decrease in discipline referrals; increase in parent engagement; decrease in absences and tardies; quality of counselor referrals				
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>3) MakerSpace Action Team and Technology Integration Action Team - Learn and provide turn-around training to staff in authentic ways of integrating technology and enriching learning with problem solving and opportunities for academic discourse. MakerSpace team will organize the space and provide resources for teachers to tie STEM hands-on learning to lessons within GISD curriculum.</p>		MakerSpace Action Team Leads Technology Integration Action Team Leads Admin DLC - Marcie Lindsey	Increase in use of MakerSpace as seen in calendar; evidence of technology integration within walkthroughs and student projects				

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