

Georgetown Independent School District

Village 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

Core Beliefs

The GISD learner will.....

- Communicate, collaborate, and apply critical thinking.
- Create and innovate.
- Obtain knowledge through inquiry and exploration.
- Adapt and persevere.
- Develop self-knowledge and personal responsibility.
- Build and model 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, MAPs data, DRA.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Increase the number of teachers trained in the Designing Engaging Work process to help ensure students are provided with engaging learning experiences centered around the High Priority Learning Standards.		Principal, assistant principal, professional learning staff.	When student are provided with engaging learning experiences in their classrooms they will experience greater depths of understanding of the content and will be able to make connections to what they are learning.				
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Ensure teachers are utilizing the curriculum resources and the Designing Engaging Work process when planning for instruction.		Principal, assistant principal, curriculum coordinators	Students will experience personalized learning and will be able to demonstrate acquisition of the learner profile attributes across the curriculum.				


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, Capturing Kids' Hearts, and discipline data.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) School counselor will use guidance and wellness curriculum to address the mental and emotional wellness of students across grade levels		Principal, assistant principal, school counselor	Students will have strategies to work through challenging experiences and/or interactions and will know what situations would benefit from the involvement of a trusted adult through the resolution process.				
2) We will utilize the Capturing Kids' Hearts program campus-wide to address the social-emotional needs of all students and adults on campus, as well as build strong relationships.	2.6	Principal, assistant principal, school counselor, process champions	Students will feel connected to one another and to the adults on campus and will feel safe and respected.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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 Source(s) 3: Identify exemplars from the campus and a system for collaboration.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide time and space for teachers to reflect on their "who," design spec sheets for each of their student groups, and design units of study with this knowledge.		Principal, assistant principal, campus design team, professional learning staff	By designing instruction around the design qualities and with specific students in mind, teachers can help ensure profound learning for more students.				

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

Performance Objective 4: We will work to close academic gaps for our Hispanic, African American, economically disadvantaged, English language learners, and students receiving special education services, in reading and math. The percentage of students in each subpopulation meeting grade level in reading will increase by 10%, while the percentage meeting grade level in math will increase by 5%.

Evaluation Data Source(s) 4: BoY, MoY, EoY, MAP data


STAAR results

Curriculum based assessments

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create additional bilingual instructional positions, including intervention, dyslexia, and special education, to meet the needs of all learners at Village. Commit to ensuring all new hires to Village are bilingual whenever possible.</p>		Principal, assistant principal, dual language coordinator, human resources.	Students will have access to highly qualified staff who are able to communicate with them in their first language, which will allow for bridging of curriculum to deeper their understanding.				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Implement high-yield, research-based intervention resources and strategies with any students who are identified as falling below grade level in reading or math. Purchase of the ST Math program for use K-5. Securing substitute teachers to allow for both grade level and vertical planning twice a year (once per semester).</p>	2.4, 2.5, 2.6	Principal, assistant principal, interventionists, special education staff	Students will progress in reading and/or math at 2-3 times the rate of standard progress as a result of intervention.				
<p>Funding Sources: 211 Title I, Part A - 16000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Ensure quality Tier 1 instruction in every classroom by utilizing research-based curriculum resources and instructional strategies, and providing relevant training and support to instructional staff. Secure substitute teachers to allow for both grade level and vertical planning twice a year (once per semester).	2.4, 2.5, 2.6	Principal, assistant principal, interventionists, special education staff, curriculum coordinators, dual language coordinator, professional learning staff	With improved Tier 1 resources and instruction, fewer students will require Tier 2 and/or Tier 3 interventions.				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 4) Review and revise Response to Intervention (RtI) process to increase effectiveness. Utilize standardized data collection and RtI referral forms to communicate across the campus regarding individual student progress.	2.4, 2.5, 2.6	Principal, assistant principal, interventionists	Students working below grade level will be provided with targeted interventions and will experience accelerated learning toward grade level proficiency.				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Provide additional time for targeted instruction with students performing below grade level through before and/or after school intervention and tutoring.	2.4, 2.5, 2.6	Principal, assistant principal, interventionists	Students who have been identified as performing below grade level will receive targeted interventions and will demonstrate growth at an accelerated pace.				
							

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 the Village and GISD stories across a broad range of platforms and highlights student work and connections to the Learner Profile.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Take our digital story beyond Twitter and our campus website by creating Village Facebook and Instagram accounts. Ensure posts across all platforms use common language focused on the learner profile attributes and student learning.		Principal, assistant principal, principal's secretary, school counselor	Our community will deepen their understanding of the learner profile attributes and be able to speak to examples of these attributes through student products.				

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 from all parent groups, specifically our non-English speaking and economically disadvantaged populations, 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 and face-to-face communication between school staff and our community. Site-based committee meeting notes/feedback.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Dec	Mar	May	Aug
1) In addition to campus site-based committee meetings, invite the community to engage in dialogue around the work happening on campus through community engagement events (coffee with the principals, Title nights, quick 2-3 question surveys spread throughout the year, focus groups, etc.)	3.2	Principal, assistant principal, campus leadership team	Campus climate surveys will show an increase in the number of parents who feel connected to the school.				
Targeted Support Strategy 2) In order to increase participation of our non-English speaking families, ensure all communication is provided in both English and Spanish (our largest subpopulation).	3.2	Principal, assistant principal.	All families will have equal access to information about campus events, participation opportunities, and meetings with campus staff.				
3) Ensure all meetings, including those of our site-based committee, have bilingual staff present who can communicate with parents and/or community members present who are non-English speaking.	3.2	Principal, assistant principal, campus site-based committee members.	All stakeholders will feel welcome and encouraged to be a part of the bigger conversation about campus improvement.				
4) Expand opportunities for parental involvement on campus both during the school day and events outside of the school day by increasing communication about events, volunteer opportunities, and parent classes both electronically and in print.	3.2	Principal, assistant principal, school counselor, parent involvement specialist.	The number of families participating in school events and volunteer opportunities will increase, specifically amongst our non-English speaking and economically disadvantaged populations.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug


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

Performance Objective 3: Increase involvement in campus PTA through outreach, advertising, and and increased staff presence in meetings and events.


Evaluation Data Source(s) 3: PTA memberships, attendance at meetings, participation in school-wide PTA functions.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Dec	Mar	May	Aug
Targeted Support Strategy 1) Work with the PTA to try various meeting times and formats to see which get the best participation.	3.2	Principal, assistant principal, PTA executive board	Increased participation of parents and community members in the campus PTA.				
2) Use social media platforms to highlight the work and support of the PTA on campus.		Principal, assistant principal, principal's secretary, school counselor	Increased membership and participation in PTA.				




= 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: We will work to close academic gaps for our Hispanic, African American, economically disadvantaged, English language learners, and students receiving special education services, in reading and math. The percentage of students in each subpopulation meeting grade level in reading will increase by 10%, while the percentage meeting grade level in math will increase by 5%.





Evaluation Data Source(s) 1: BoY, MoY, EoY, MAP data

STAAR results

Curriculum based assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create additional bilingual instructional positions, including intervention, dyslexia, and special education, to meet the needs of all learners at Village. Commit to ensuring all new hires to Village are bilingual whenever possible.	2.4, 2.5, 2.6	Principal, assistant principal, dual language coordinator, human resources.	By adding additional bilingual instructional positions, our staff will be more representative of our students and will be better-equipped to provide equitable supports.				
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Implement high-yield, research-based intervention resources and strategies with any students who are identified as falling below grade level in reading or math. Purchase of the ST Math program for use K-5. Securing substitute teachers to allow for both grade level and vertical planning twice a year (once per semester).	2.4, 2.5, 2.6	Principal, assistant principal, interventionists, special education staff	When teachers are provided with resources and training, students will progress in reading and/or math at 2-3 times the rate of standard progress as a result of intervention.				
Funding Sources: 211 Title I, Part A - 16000.00							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Ensure quality Tier 1 instruction in every classroom by utilizing research-based curriculum resources and instructional strategies, and providing relevant training and support to instructional staff.	2.4, 2.5, 2.6	Principal, assistant principal, interventionists, special education staff, curriculum coordinators, dual language coordinator, professional learning staff	Teachers will be better-equipped to provide high-quality Tier 1 instruction, and therefore fewer students will require Tier 2 and/or Tier 3 interventions.				
<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 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Design and activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards.

Evaluation Data Source(s) 2: Curriculum Management Plan, GISD Written Curriculum, Curriculum-Based Assessments, MAPs data, DRA.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Increase the number of teachers trained in the Designing Engaging Work process to help ensure students are provided with engaging learning experiences centered around the High Priority Learning Standards.</p>		Principal, assistant principal, professional learning staff.	Teachers across the campus and in all content areas are able to demonstrate understanding of the designing engaging work process and can speak to the high priority learning standards in their grade level and/or content area(s).				
<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 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 3: Increase participation in and frequency of site-based committee meetings to cultivate collaboration and problem-solving across our community of stakeholders.

Evaluation Data Source(s) 3: Participation in site-based committee. Meeting agendas and notes from site-based meetings. Campus climate surveys.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Utilize elected campus site-based committee members to design agendas and share information at site-based committee meetings to ensure clear articulation of their focus and goals, as well as provide them with campus leadership opportunities.	3.2	Principal, assistant principal, campus site-based committee members.	Campus climate data will show an increase in staff agreement that they are knowledgeable about the goals of the school, as well as having involvement in the decision-making process on campus.				

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

Performance Objective 4: Empower all leaders on our campus through the availability of leadership opportunities such as the design team, leadership team, and campus committees, as well as opportunities to bring professional learning to colleagues.

Evaluation Data Source(s) 4: Participation in campus committees. Professional learning opportunities provided on-campus by campus faculty and staff.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create conditions where school staff are able to provide professional learning to their colleagues in a non-threatening and supportive way, such as during break-out sessions during faculty meetings.</p>		Principal, assistant principal	Teachers will have access to targeted, high-quality professional learning from their colleagues and staff will be provided with opportunities to deliver professional learning to their peers.				
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Ensure regular meetings of the campus design and leadership teams, as well as develop voluntary committees to help with planning and decision-making throughout the year.</p>		Principal, assistant principal	Campus staff will express an increase in opportunities to participate in the decision-making process on campus.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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

Performance Objective 5: Increase collaborative and problem-solving behaviors in students to lead to increased academic growth through leadership opportunities both within classrooms and school-wide through the design of work and student clubs such as student council, broadcast crew, UIL teams, etc.

Evaluation Data Source(s) 5: Student participation in clubs and groups, number of teachers trained in Designing Engaging Work, artifacts that demonstrate student attainment of Learner Profile attributes.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Work with student groups, such as the student council, to design a kid-friendly version of the GISD learner profile that can be used in classrooms to create common language, even amongst our youngest scholars.		Principal, assistant principal, student council facilitators.	Students across the campus are able to speak to the attributes of the learner profile, including giving examples of products that would exemplify each attribute.				

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: Adequate and appropriate technology available in all instructional areas of the campus. Usage of campus makerspace. Increased number of students utilizing the broadcast studio.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Revise the device-allocation process to ensure greater access to technology for all students and staff.		Principal, assistant principal, digital learning coach.	More students will interact with various types of technology on a more regular basis, ensuring student product options are not limited by access and/or understanding of how to use technology.				

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

Performance Objective 2: Increase professional learning opportunities at the campus level that are personalized and cultivate continuous learning in part by utilizing staff to lead professional learning for their colleagues.

Evaluation Data Source(s) 2: Professional learning opportunities provided by campus staff. Artifacts that demonstrate Learner Profile attributes from students and staff.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create conditions where school staff are able to provide professional learning to their colleagues in a non-threatening and supportive way, such as during break-out sessions during faculty meetings.		Principal, assistant principal	Teachers will have access to targeted, high-quality professional learning from their colleagues and staff will be provided with opportunities to deliver professional learning to their peers. Problem Statements: None				
<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>							