

Georgetown Independent School District

East View High 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

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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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, AP Participation and Performance, & Industry Certifications.

Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities</p> <p>Build a foundation of reading and math Connect high school to career and college</p> <p>1) 1.) Professional Learning Communities will be goal driven on utilizing the elements of the Learner Profile to design meaningful and engaging work that allows for authenticity, novelty, and choice in students learning experience.</p> <p>2.) Teachers will participate in Learning Walks and instructional learning time with other peers to engage in professional growth, persistent affirmations of their work, and feedback loops for their pedagogical delivery and design.</p> <p>3.) Administrators will utilize the Learner Profile growth form to give meaningful feedback on walkthroughs and collegian conversations in Professional Learning Communities.</p> <p>4.) Students will have the opportunity to provide feedback on their educational experience through academics, social emotional connectivity, and extracurricular activities.</p>	2.4, 2.5, 2.6	Administration Teachers Counselors Support Staff	Teachers, students, administration, and guidance staff will become collective participants and stewards of academic growth and progressive inclusivity of awareness and need for social-emotional wellbeing.				
<p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>							
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Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Through review of historical data trends within the last three years, we anticipate that our 9th and 10th grade students are in need of more intervention in the areas of reading and writing. Root Cause 1: Literacy development at the high school level is counteractive with curriculum scope and sequence. Therefore, a less intentional focus is placed on the development of literacy attainment skills.</p>

Student Achievement

Problem Statement 2: Mathematics at all grade levels continues to yield a trend of deficits in the arithmetic skills that require higher levels of critical thinking through logical reasoning and problem solving, based on review of various data components including STAAR and Common Based Assessments. **Root Cause 2:** In reviewing the correlation between students ELA and Math academic performance, there are comparable data trends between students challenge with higher levels of taxonomy attainment in the areas of synthesizing and analysis; which have a direct correlation to students ability to solve complex problems and comprehend aspects that are embedded in complex meaning.

Curriculum, Instruction, and Assessment

Problem Statement 1: Teachers are still acquiring knowledge and understanding about curriculum and the alignment of curriculum to the instructional framework. **Root Cause 1:** New curriculum initiatives and roll-outs have given direction to a viable and guaranteed curriculum.

Technology



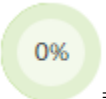

Problem Statement 1: Digital Learning development is still a construct that teachers struggle to incorporate persistently in their lesson design. **Root Cause 1:** Lack of experience and misaligned beliefs about the use of technology in the classroom have stagnated the implementation of readily available technology resources that enhance the learning experience through enrichment and intervention.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>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 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>	2.6	Administration Teachers Counselors	Students will have numerous outlets for mentorship, intervention, and support that can deter and/or restore their balance of health and wellness.				
<p>Problem Statements: School Culture and Climate 1, 2</p>							
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Performance Objective 2 Problem Statements:



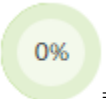

School Culture and Climate
Problem Statement 1: While a considerable percentage of our students participate in extracurricular activities, clubs and other organizations, many students have not made a commitment to be involved in campus activities. Root Cause 1: Transportation and family dynamics create challenges for students to be actively involved and committed to our various programs.
Problem Statement 2: Parents are challenged with work-life balance, and have a difficult time staying committed to participating in school engagement opportunities. Root Cause 2: Opportunities for meaningful partnerships may not speak to the needs of all stakeholders; therefore, causing disconnection in the interrelationships between school and community.

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 campuses

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>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 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.) The Tier 1 and Data Team will inform departments on areas of growth and deficit at the midpoint and end of every grading cycle. Specifically, the committees will focus on Common Collaborative Assessments, student failures, attendance and discipline reports to cluster and correlate data trends.</p>	2.4, 2.5, 2.6	Administration Teachers 504 and Testing Coordinators Counselors Support Staff	Teachers will be data informed and able to incorporate meaningful data into decision making around designing with clear and compelling standards. Additionally, Professional Learning Communities will be able to track students progress with commonalities that inform about the organization of substance and knowledge that students are and are not acquiring successfully.				
<p>Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>							
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Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Through review of historical data trends within the last three years, we anticipate that our 9th and 10th grade students are in need of more intervention in the areas of reading and writing. **Root Cause 1:** Literacy development at the high school level is counteractive with curriculum scope and sequence. Therefore, a less intentional focus is placed on the development of literacy attainment skills.

Problem Statement 2: Mathematics at all grade levels continues to yield a trend of deficits in the arithmetic skills that require higher levels of critical thinking through logical reasoning and problem solving, based on review of various data components including STAAR and Common Based Assessments. **Root Cause 2:** In reviewing the correlation between students ELA and Math academic performance, there are comparable data trends between students challenge with higher levels of taxonomy attainment in the areas of synthesizing and analysis; which have a direct correlation to students ability to solve complex problems and comprehend aspects that are embedded in complex meaning.

Problem Statement 3: EL and Special Education students continue to show notable gaps of progression in comparison to others sub populations in all areas of STAAR, SAT, TSI, and ACT assessments. **Root Cause 3:** Instructional strategies and implementation of specific and targeted interventions are still in the adaptation stages campus wide, as training and resources continue to develop in these specialized areas. As such, the mobility rate of various learners has increased on our campus while our systemic processes to respond to the needs of our learners are being implemented at the campus and District level.

Problem Statement 4: A number of students are struggling to pass the Texas Success Initiative Assessment [TSI] before the first semester of their senior year; and therefore, in need of remediation to meet the passing standards. The TSI is a state required test to determine college readiness in the areas of mathematics, reading, and writing. **Root Cause 4:** The TSI is an accuplacer test specifically designed to predict that a student has mastered the readiness skills required for he or she to enter the college level course in the designated tested areas. Thus, if a student has not mastered the readiness skills from the content curriculum research has shown that they are less likely to be successful on the TSI through 1st and 2nd administrations.

Curriculum, Instruction, and Assessment

Problem Statement 1: Teachers are still acquiring knowledge and understanding about curriculum and the alignment of curriculum to the instructional framework. **Root Cause 1:** New curriculum initiatives and roll-outs have given direction to a viable and guaranteed curriculum.

Technology

Problem Statement 1: Digital Learning development is still a construct that teachers struggle to incorporate persistently in their lesson design. **Root Cause 1:** Lack of experience and misaligned beliefs about the use of technology in the classroom have stagnated the implementation of readily available technology resources that enhance the learning experience through enrichment and intervention.





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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>1) 1.) The campus will develop multifaceted ways for stakeholders to receive communication and provide communication in other languages.</p> <p>2.) The campus will proactively update campus and teacher websites.</p> <p>3.) The campus will incorporate engaging digital message platforms through Remind 101, Twitter, and Facebook pages.</p> <p>4.) The campus will bring more student voice to life in its messaging.</p> <p>5.) Clubs and organizations will utilize digital messaging proactively to celebrate and inform.</p> <p>6.) 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>7.) The campus will create more initiatives for face-to-face time for parents, such as Sitebase, PTA meetings, and discussions with the principal.</p>	3.2	Administration Teachers Digital Coach Librarian Office Staff Lead	Stakeholders will have a variety of ways to receive and access information that is fitting to their needs. Parents and students will be able to connect to campus and District through the diverse platforms of communication.				
<p>Problem Statements: Parent and Community Engagement 1, 2, 3</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
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Performance Objective 1 Problem Statements:





Parent and Community Engagement
<p>Problem Statement 1: Clear initiatives and plans have not been vetted to create meaningful partnerships and opportunities for school and community engagement. Root Cause 1: While we have many booster clubs that serve and support our students and campus, there is a need to reestablished a Parent Teacher Association that builds the relationship of shared values and beliefs among all stakeholders.</p>
<p>Problem Statement 2: Parents may be apprehensive to connect to the campus because of family dynamics. Root Cause 2: Language and work-life barriers contribute to challenges for parents to have meaningful partnerships.</p>
<p>Problem Statement 3: The campus continues to build community partnerships. Root Cause 3: East View is the second high school in the district, and is still working on branding its identity within the community.</p>

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>1) 1.) The principal will create committees that incorporate teachers, students, parent, and community involvement on various topics that align to the campus and District vision.</p> <p>2.) Campus administration will pursue continuous improvement by sending at least one survey marker to stakeholders per grading cycle.</p> <p>3.) Teachers will utilize methods of seeking ongoing feedback from students.</p> <p>4.) Parents will have opportunities to have meaningful conversations and participation in garnering continuous progress in our picture of success for student achievement.</p> <p>5.) Students will have numerous opportunities to give feedback and be a part of decision making that effect the culture and climate of the campus, as well as student participation and achievement.</p>	3.2	Administration Teachers Students Counselors Support Staff	Stakeholders will feel empowered in their role to progress the campus and District vision, as partners with aligned values and beliefs.				
<p>Problem Statements: Parent and Community Engagement 1, 2, 3 - School Context and Organization 1</p>							
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Performance Objective 2 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Clear initiatives and plans have not been vetted to create meaningful partnerships and opportunities for school and community engagement. **Root Cause 1:** While we have many booster clubs that serve and support our students and campus, there is a need to reestablished a Parent Teacher Association that builds the relationship of shared values and beliefs among all stakeholders.

Problem Statement 2: Parents may be apprehensive to connect to the campus because of family dynamics. **Root Cause 2:** Language and work-life barriers contribute to challenges for parents to have meaningful partnerships.

Problem Statement 3: The campus continues to build community partnerships. **Root Cause 3:** East View is the second high school in the district, and is still working on branding its identity within the community.

School Context and Organization

Problem Statement 1: The campus is continuing to grow teacher-leadership capacity. **Root Cause 1:** Teachers needed more opportunities to lead in different capacities. Opportunities for teacher leadership in different roles and purpose in alignment to the campus and district vision, had not been fully developed.





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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>1) 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 campus testing coordinator will work with other 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>	2.4, 2.5, 2.6	Administration Teachers Support Staff	Building teacher leaders and transforming the leadership lens from that of managers to instructional leaders will help realign our priorities, so that we are able to build belief-alignment to the District Strategic Framework and Learner Profile. This also allows for checks and balances of the ownership, expectations, and outcome of our goals.				
<p>Problem Statements: School Context and Organization 1, 2</p>							
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Performance Objective 1 Problem Statements:

School Context and Organization
<p>Problem Statement 1: The campus is continuing to grow teacher-leadership capacity. Root Cause 1: Teachers needed more opportunities to lead in different capacities. Opportunities for teacher leadership in different roles and purpose in alignment to the campus and district vision, had not been fully developed.</p>

School Context and Organization

Problem Statement 2: The campus is adapting to new changes and challenges in the assembly of student dynamics. **Root Cause 2:** For the first year, two middle school campuses are feeding into East View.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>1) 1.) With the help of the campus digital coach and Librarian, a simulation of a maker space will be created to help teachers understand and implement design qualities for utilization of the spaces.</p> <p>2.) The campus digital coach and Librarian will also help in the work in collaboration with teachers by coaching for design work specific to personalized and blended learning.</p> <p>3.) The campus digital coach will provide ongoing support specific to technology structures and modalities that enrich student learning.</p> <p>4.) Professional Learning Communities will focus on unit planning that includes structures for bringing the curriculum to life by designing real world experiences in exploration via digital programs and others resources.</p> <p>5.) Teachers will incorporate intervention and acceleration of learners through the district programs provided to enhance and recoup student learning targets.</p>	2.4, 2.5, 2.6	Administration Teachers Digital Coach Librarian Support Staff	Personalized and blended learning structures will become a product of the design cycle to enhance learning. Teachers will move away from technology as a substitute, but rather a digital enhancement that expands course offerings, experiences, and learning materials.				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1, 3 - Technology 1</p>							

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

Performance Objective 1 Problem Statements:





Curriculum, Instruction, and Assessment
Problem Statement 1: Teachers are still acquiring knowledge and understanding about curriculum and the alignment of curriculum to the instructional framework. Root Cause 1: New curriculum initiatives and roll-outs have given direction to a viable and guaranteed curriculum.
Problem Statement 3: Campuses may have focused their work more in silos without clear and compelling standards in place for process and readiness skill attainment for learners at each grade level. Root Cause 3: Vertical alignment is a focal point to correlate trends in students strengths and deficits.
Technology
Problem Statement 1: Digital Learning development is still a construct that teachers struggle to incorporate persistently in their lesson design. Root Cause 1: Lack of experience and misaligned beliefs about the use of technology in the classroom have stagnated the implementation of readily available technology resources that enhance the learning experience through enrichment and intervention.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1.) The campus will create a plan for embedded extended growth opportunities that gives teachers choice in learning. 2.) The campus principal will utilize feedback to determine professional development needs, prioritize needs, and allocate resources and/or budget money to assist with professional development. 3.) Create alignment of Professional Learning Communities commitments and goals. 4.) Seek coaching and model teaching and learning for self and others through participation in committee work, research, and presenting.	2.5	Administration Teaches Support Staff	Create a collective understanding of our value commitments for attaining goals and efficacy by modeling a true learning platform.				
Problem Statements: School Context and Organization 1, 2							
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Performance Objective 2 Problem Statements:

School Context and Organization
Problem Statement 1: The campus is continuing to grow teacher-leadership capacity. Root Cause 1: Teachers needed more opportunities to lead in different capacities. Opportunities for teacher leadership in different roles and purpose in alignment to the campus and district vision, had not been fully developed.
Problem Statement 2: The campus is adapting to new changes and challenges in the assembly of student dynamics. Root Cause 2: For the first year, two middle school campuses are feeding into East View.