

**Georgetown Independent School District**  
**Pickett Elementary**  
Campus Improvement Plan  
2007-2012



***Blazing the Trail...***

Campus Mission Statement:

EMPOWERING CHILDREN TO BECOME LIFE-LONG LEARNERS  
THROUGH QUALITY EDUCATION IN A SAFE AND SECURE  
ENVIRONMENT.

Laurie McIntyre  
Principal

Adopted November, 2007

# Pickett Campus Improvement Team

## Teachers

Christine Davis  
Cindy Turner  
Donna Connor  
Anjuli Hancock  
Carla Greer  
Karen Fagan  
Lesia Gurley

## Other campus-level professional staff and district-level professional staff

Laurie McIntyre, Principal  
Brenda Jirasek, Assistant Principal  
Jan Liepman, Counselor  
Margaret Richardson, Nurse  
Barbara Drake, Librarian

## Parent Representatives

Kristi Watts  
Karen Smith

## Business Representatives

TBA

## Community Representatives

TBA

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## GEORGETOWN ISD'S MISSION STATEMENT

**Following a rich tradition of community involvement, the mission of GISD is to empower students to become life-long learners and productive citizens in a dynamic, global society, by providing quality learning experiences that develop the knowledge, skills, abilities, and attitudes for continued success.**

STATEMENT OF BELIEFS	GEORGETOWN ISD'S GOALS	GEORGETOWN ISD'S STRATEGIES
<ul style="list-style-type: none"> <li>• Life-long learning is essential for citizens of our community, nation, and world.</li> <li>• The family, school, and community share the responsibility for the positive development of youth.</li> <li>• Given opportunities, all individuals can reach their potential to learn.</li> <li>• Every individual has a right to a safe, nurturing environment.</li> <li>• Knowledge empowers.</li> <li>• Individuals are responsible for their actions.</li> <li>• Working toward a vision promotes success.</li> <li>• Every person is unique, has value, and deserves the opportunity to earn respect.</li> </ul> <p>PARAMETERS</p> <ul style="list-style-type: none"> <li>• We will not tolerate prejudicial discrimination of any kind.</li> <li>• We will provide a safe and secure environment in all school facilities.</li> <li>• We will hold each individual responsible for his/her actions.</li> <li>• We will not compromise our efforts to provide a quality education.</li> </ul>	<p><b>Goal 1: <u>Exemplary Performance</u></b>  <b>All GISD students will demonstrate exemplary academic performance.</b></p> <p><b>Goal 2: <u>Prepared Graduates</u></b>  <b>All students will graduate prepared to transition into post secondary education or careers.</b></p> <p><b>Goal 3: <u>Quality Staff</u></b>  <b>All GISD students will be instructed by highly qualified professionals who are provided with continuous, focused growth opportunities in supportive instructional environments.</b></p> <p><b>Goal 4: <u>Healthy and Safety</u></b>  <b>G.I.S.D. students and staff will possess the knowledge, motivation and skills necessary to maintain lifelong health, fitness and safety habits in support of academic success, in a safe and secure environment.</b></p>	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>• We will continually evaluate and refine the curriculum that enables students to become productive, life-long learners.</li> </ul> <p><u>Instruction</u></p> <ul style="list-style-type: none"> <li>• We will develop and implement learning experiences that link curriculum with real world applications to meet the needs of each student.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• We will establish and strengthen the network of instructional services (computer labs, libraries, class rooms, as well as other curriculum resources) to fully develop the technology skills of students and staff.</li> </ul> <p><u>Intra-District Communications</u></p> <ul style="list-style-type: none"> <li>• We will develop and implement a system-wide, internal communication process that assures timely, multidirectional information flow.</li> </ul> <p><u>External Communications</u></p> <ul style="list-style-type: none"> <li>• We will develop reciprocal teams of parents, community advocates, and school personnel to communicate and enhance both school and community projects and programs.</li> <li>• We will provide opportunities for active parental and community involvement in students' learning.</li> </ul> <p><u>Wellness</u></p> <ul style="list-style-type: none"> <li>• We will provide prevention and intervention to promote the health and well-being of all students and staff.</li> <li>• We will provide safe and secure environments in all school facilities</li> </ul> <p><u>Educational and Support Service</u></p> <ul style="list-style-type: none"> <li>• We will provide the appropriate educational services to meet the individual needs of all students.</li> <li>• We will encourage parents to become full partners in the education of their children.</li> </ul>

**Pickett Performance Targets 2006-2010**

Indicator	Student Groups	2006 % Met Standard	2007 Target	2007 % Met Standard	Gains from 2006	Rating by Category	2008 Target	2008 % Met Standard	Gains from 2007	Rating by Category	2009 Target	2009 % Met Standard	Gains from 2008	Rating by Category	2010 Target	2010 % Met Standard	Gains from 2009	Rating by Category
1	Reading/ELA All Students	94	ü =90	95	1	Exemplary	ü =90				ü =90				90			
2*	Reading/ELA Afr American	93	ü =90	87	-6	Recognized	88.0				89.0				90			
3	Reading/ELA Hispanic	88	88.5	91	3	Exemplary	ü =90				ü =90				90			
4	Reading/ELA White	98	ü =90	97	-1	Exemplary	ü =90				ü =90				90			
5	Reading/ELA Econ Disadv	89	89.25	91	2	Exemplary	89.5				89.75				90			
6	Writing All Students	91	ü =90	94	3	Exemplary	ü =90				ü =90				90			
7*	Writing Afr American	---	90	---	---	---	90				90				90			
8	Writing Hispanic	85	86.25	93	8	Exemplary	ü =90				ü =90				90			
9	Writing White	95	ü =90	93	-2	Exemplary	ü =90				ü =90				90			
10	Writing Econ Disadv	79	81.75	92	13	Exemplary	ü =90				ü =90				90			
11	Social Studies All Students	NA	NA	NA	NA	NA	NA				NA				NA			
12	Social Studies Afr American	NA	NA	NA	NA	NA	NA				NA				NA			
13	Social Studies Hispanic	NA	NA	NA	NA	NA	NA				NA				NA			
14	Social Studies White	NA	NA	NA	NA	NA	NA				NA				NA			
15	Social Studies Econ Disadv	NA	NA	NA	NA	NA	NA				NA				NA			
16	Math All Students	91	ü =90	93	2	Exemplary	ü =90				ü =90				90			

17*	Math Afr American	87	87.75	93	6	Exemplary	88.5				89.25				90			
18	Math Hispanic	88	88.5	89	1	Recognized	89.3				89.7				90			
19	Math White	95	ü =90	95	0	Exemplary	ü =90				ü =90				90			
20	Math Econ Disadv	84	85.5	90	6	Exemplary	ü =90				ü =90				90			
21	Science All Students	91	ü =90	88	-3	Recognized	88.7				89.3				90			
22*	Science Afr American	80	82.5	80	0	Recognized	83.3				86.7				90			
23	Science Hispanic	88	88.5	76	-12	Recognized	80.7				85.3				90			
24	Science White	93	ü =90	93	0	Exemplary	ü =90				ü =90				90			
25	Science Econ Disadv	87	87.75	70	-17	Acceptable	76.7				83.3				90			
26	SDAA II Met ARD Expectations	95	ü =90	89	-6	Recognized	NA				NA				NA			

# PICKETT NEEDS ASSESSMENT SUMMARY

An annual comprehensive needs assessment is conducted through a variety of data analysis processes. The Campus Improvement Team and the staff review a variety of data sources to complete the annual needs assessment. The types of data reviewed can include:

- TAKS / SDAA performance in math, reading, writing, and science disaggregated by the subpopulations of African American, Hispanic, White, Asian / Pacific Islanders, Economically Disadvantaged, bilingual, ESL, at-risk, migrant, dyslexia, gifted and talented, and special education
- Second grade reading assessment data from Carver analyzed by subpopulations for the pre-and post-assessments
- Local benchmark and checkpoint assessment data reviewed throughout the year to provide formative measures
- Analysis of RTPE and Spanish TAKS
- AEIS data that includes retention rates and Gold Performance indicators
- Discipline data
- Cumulative Grade Data
- PDAS indicators
- District and campus surveys

## Campus strengths

Pickett will be ranked as Academically Acceptable for 2007-2008 according to the rating guidelines of the Texas Education Agency at Panel Recommendation with Gold Performance Acknowledgement for commended in reading, writing, math, and science. Pickett has also been recognized as a 2007 Honor Roll Campus by the Texas Business and Education Coalition for an increasing percentage of commended performance on TAKS for three consecutive years.

## Areas for Improvement

Based on the data analysis, Pickett's priorities for improvement are:

1. Science, particularly in 5<sup>th</sup> grade for Hispanic, ELL, and Eco-Disadvantaged student groups;
2. Reading performance in grade 4;
3. Improvement in all areas of campus communication.

Pickett continues to collaborate with Carver, the K-2 sister campus, toward the goal of Exemplary.

**PICKETT ELEMENTARY SCHOOL PERFORMANCE OBJECTIVES**

CAMPUS GOALS	CAMPUS PERFORMANCE OBJECTIVES
<p><b>Goal # 1: All Pickett students will demonstrate exemplary academic performance.</b></p>	<ol style="list-style-type: none"> <li>1. By June 2008, at least 90% of all students and students in all student groups will demonstrate mastery of the TEKS student performance expectations in <u>reading and language arts</u>. By 2010, the percentage will continue to be =90%.</li> <li>2. By June 2008, at least 90% of all students and students in all student groups will demonstrate mastery of the TEKS student performance expectations in <u>math</u>. By 2010, the percentage will increase to =90%.</li> <li>3. By June 2008, at least 90% of all students and students in all student groups (will demonstrate mastery of the TEKS student performance expectations in <u>writing</u>. By 2010, the percentage will continue to be =90%.</li> <li>4. By June 2008, at least 80% of all students and students in all student groups will demonstrate mastery of the TEKS student performance expectations in <u>science</u>. By 2010, the percentage will increase to =90%.</li> <li>5. By June 2008, at least 90% of all students and students in all student groups will demonstrate mastery of the TEKS student performance expectations in <u>social studies</u>. By 2010, the percentage will increase to =90%.</li> </ol>
<p><b>Goal #2: All Pickett students and staff will be provided a safe and secure environment for educational and extracurricular opportunities. All Pickett students will have opportunities to become healthy, caring, capable, and resilient individuals.</b></p>	<ol style="list-style-type: none"> <li>1. Student attendance will increase to 97%.</li> <li>2. Decrease disciplinary incidents by 5 %.</li> <li>3. Increase parental involvement by 5% per year.</li> </ol>
<p><b>Goal #3: All GISD students will be instructed by competent, effective, results-driven highly qualified professionals who are provided continuous, focused growth opportunities in a supportive instructional environment.</b></p>	<ol style="list-style-type: none"> <li>1. 100% of the Pickett staff will meet highly qualified requirements.</li> <li>2. By 2012, 100% of Pickett teachers will be ESL certified.</li> <li>3. By 2014, 100% of Pickett staff will be GT certified.</li> </ol>

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# Goal 1

**All Pickett students will demonstrate exemplary academic performance.**

**Performance Objective(s):** By June 2008, at least 90% of all students and students in all sub-groups (White, African American, Hispanic, Special Education, LEP, Migrant and Economically Disadvantaged) will demonstrate mastery of the TEKS students performance expectations in reading and language arts. By 2010, the percentage will continue to be =90%.

**Strategies:** Pickett will continually evaluate and refine the curriculum as well as implement instructional strategies to increase learning while regularly monitoring student progress.

	<b>Action(s):</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Documentation</b>
1.	Evaluate 4 <sup>th</sup> grade reading program, write a year plan for improvement, and monitor implementation	4 <sup>th</sup> grade reading teachers, principal	General Funds for materials	2007-2009	Evaluation documentation, year plan, lesson plans; classroom observations
2.	Implement and monitor Aimsweb Fluency Assessment / Testing Data Management System	Principal, ACCELL staff; Content Mastery staff	Aimsweb trained team and assessment; data review	2007-2010	Aimsweb data records and progress monitoring
3.	Integrate science concepts into reading lessons; cross-curricular activities,	Classroom teachers	TEKS	2007-2008	Lesson Plans
4.	Provide accelerated instruction in reading and writing through TIER II ACCELL staff	ACCELL teachers	Title I funds, ARI funds, SCE FTEs 1.02 \$ 116,477.18	2007-2008	Student progress data

**Evaluation Design:** TAKS, reading assessments, AEIS, AYP, and student progress monitoring data.

**Evaluation Results:** In 2007 Pickett scored at Exemplary levels in all Reading indicators with the exception of AA Reading at which Pickett scored Recognized. 4/5 performance targets in Reading were met from 2006 to 2007.

# Goal 1

**All Pickett students will demonstrate exemplary academic performance.**

**Performance Objective(s):** By June 2008, at least 90% of all students and students in all sub-groups (White, African American, Hispanic, Special Education, Migrant, LEP and Economically Disadvantaged) will demonstrate mastery of the TEKS students performance expectations in math. By 2010, the percentage will increase to 90%.

**Strategies:** Based on regularly monitored student progress, Pickett will assess and improve the curriculum. Pickett will implement a variety of instructional strategies which are consistent across grade levels.

	<b>Action(s):</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Documentation</b>
1.	Implement Math/Science information night for LEP/ELL parents	Administrators, bilingual & ESL teachers	Capital Investment Grant	2007-2008	purchase orders, attendance sheets, handouts, surveys
2.	Develop and utilize school wide grade appropriate math strategies, aligning with Carver at grades K-2	ACCELL staff; Math teachers; Administrators	Scope and Sequence	2007-2010	Lesson plans; homework; class tests; benchmarks, checkpoints
3.	Integrate science concepts into reading lessons; cross-curricular activities	Classroom teachers	TEKS	2007-2008	Lesson Plans
4.	Require all math teachers to be trained in CGI	Administrator	District Staff Development Opportunities; Region 13	2006-2010	Staff development records

**Evaluation Design:** TAKS, math checkpoints and benchmarks assessments, AEIS, AYP, and student progress monitoring data.

**Evaluation Results:** In 2007 Pickett scored at Exemplary levels in all math indicators with the exception of Hispanic math at which Pickett scored Recognized. 5/5 performance targets in math were met from 2006 to 2007.

# Goal 1

**All Pickett students will demonstrate exemplary academic performance.**

**Performance Objective(s):** By June 2006, at least 90% of all students and students in all sub-groups (White, African American, Hispanic, Special Education, LEP, Migrant, and Economically Disadvantaged) will demonstrate mastery of the TEKS students performance expectations in writing. By 2010, the percentage will continue to be ~~90~~90%.

**Strategies:** Pickett will implement instructional strategies to increase learning while continually evaluating and refining curriculum. Pickett will also integrate and accelerate the technology skills of students and staff.

	<b>Action(s):</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Documentation</b>
1.	Integrate word processing skills through use of Writing Learning System.	Technology Facilitator and Classroom teachers	Wireless writer laptop lab; computer lab	2007-2009	Lesson plans
2.	Continually evaluate writing curriculum and collaboratively meet to vertically align writing among grade levels.	Classroom teachers	TEKS	2007-20010	Minutes from campus vertical meetings; sign in sheets
3.	Utilize writing journals daily in all grade levels, focusing on cross-curriculum implementation.	Classroom teachers	Supplies ordered	2007-2009	Student's journals and lesson plans

**Evaluation Design:** TAKS, writing benchmarks assessments, AEIS, AYP, and student progress monitoring data.

**Evaluation Results:** In 2007 Pickett scored at Exemplary levels in all writing indicators with the exception of AA writing for which there were not enough students to be evaluated. 4 /4 performance targets in math were met from 2006 to 2007.

# Goal 1

**All Pickett students will demonstrate exemplary academic performance.**

**Performance Objective(s):** By June 2008, at least 80% of all students and students in all sub-groups (White, African American, Hispanic, Special Education, LEP, Migrant and Economically Disadvantaged will demonstrate mastery of the TEKS students performance expectations in science. By 2010, the percentage will increase to 90%.

**Strategies:** We will provide opportunities for active community collaboration and partnerships while regularly monitoring student programs and progress.

	<b>Action(s):</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Documentation</b>
1.	Conduct a Science Family Night to present information and/or activities to increase family participation	Administrators; Science teachers	Science curriculum, PTA, \$100 for materials	2007-2008	Activity plans, sign-in sheets, surveys
2.	Continue to implement Campus-Wide Science Fair to establish as a yearly program	All Science teachers; Science Fair committee	Science Fair committee	2007-2009	Projects displayed, science fair committee notes/ planning
3.	Implement Math/Science information night for LEP/ELL parents	Administrators, bilingual & ESL teachers	Capital Investment Grant	2007-2010	purchase orders, attendance sheets, handouts, surveys
4.	Implement a Friday Rotation Science Lab in the Art Classroom	Bill Brown as facilitator	Science Committee; Administrators	2007-2008	Schedules for rotation lab
5.	Adjust schedule for 5 <sup>th</sup> grade ELL students so that science instruction and opportunities for reteaching of concepts can occur regularly.	Principal, 5 <sup>th</sup> grade bilingual teacher & ESL teacher	Student materials and adjusted schedule	2007-2008	Assessment scores, progress monitoring, grades

**Evaluation Design:** TAKS, science benchmarks and pre-/post assessments, AEIS, AYP, and student progress monitoring data.

**Evaluation Results:** In 2007 Pickett scored at Exemplary levels in White writing and recognized in All students, Hispanic, and AA. Pickett scored acceptable in Eco. Disadvantaged science. 1 /5 performance targets in science were met from 2006 to 2007.

# Goal 1

**All Pickett students will demonstrate exemplary academic performance.**

**Performance Objective(s):** By June 2007, at least 90% of all students and students in all sub-groups (White, African American, Hispanic, Special Education, LEP, Migrant and Economically Disadvantaged will demonstrate mastery of the TEKS students performance expectations in social studies. By 2010, the percentage will increase to 90%

**Strategies:** We will provide opportunities for active community collaboration and partnerships while regularly monitoring student programs and progress.

	<b>Action(s):</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Documentation</b>
1.	Integrate the Bilingual and Special Education students into general education classroom activities during culturally themed TEKS activities	Social Studies and Special Education inclusion teachers	Class Materials; TEKS	2007-2009	Lesson plans
2.	Incorporate United Streaming technology into all areas with a focus on Social Studies units to support TEKS	Classroom teachers Technology facilitator	Projectors for all classroom Computers	2006-2012	Lesson plans
3.	History Alive! program will be piloted in 5 <sup>th</sup> grade social studies classes and one 3 <sup>rd</sup> grade class	Classroom teachers, principal	Training, teacher resource kits	2007-2008	Lesson plans, teacher/student feedback

**Evaluation Design:** percentages of student passing SS, progress reports, report cards, and student progress monitoring data.

**Evaluation Results:** Social Studies is not evaluated in AEIS or AYP.

## Goal 2

**All Pickett students and staff will be provided a safe, secure school environment that is welcoming to parents and community.**

- Performance Objective(s):**
1. Student attendance will increase to 97%.
  2. Decrease disciplinary incidents by 5 %.
  3. Increase parental involvement by 5% per year.

**Strategies:** Pickett will provide opportunities for continuing staff development while encouraging parents to become full partners in the education of their children and providing opportunities for active community collaboration/partnerships. In addition, we will provide prevention and intervention to promote health and well-being of all students/staff and a system-wide process that assures timely communication will be implemented.

Action(s):	Responsibility	Resources	Timeline	Documentation
1. Improve parent and community communication and awareness of Pickett activities through monthly principal newsletters and weekly classroom newsletters.	All classroom faculty; Principal	Newsletter templates provided to staff; copy paper allotment	2007-2008	newsletter copies; parent feedback and survey results; activity attendance data
2. Introduce additional school-wide rules with all students at beginning of the school year for playground/recess.	P.E. coach; Asst. Principal; Staff	Team notes and rules posted	Fall 2006 – 2008	Discipline data; rules posted inside and outside; SBDM reports as needed
3. Investigate professional development opportunities for PE & special area teachers (including para-professionals)	P.E. Department; Administrators	School District Staff Development	2007-2009	Workshop evaluations; lesson plans
4. Implement strategies to coordinate school health activities and address new laws for student health and activity in schools.	Administrators; P.E. coach	Activity Funds, district materials	2007-2008	Calendar activities, surveys, team deliberations

### Evaluation Design:

Review crisis management team assignments for appropriate personnel, survey results and evaluate , School-wide rule documentation and postings, Master Calendar and class schedules

### Evaluation Results:

## Goal 3

**All GISD students will be instructed by competent, effective, results-driven, highly qualified professionals who are provided continuous, focused growth opportunities in a supportive instructional environment.**

- Performance Objective(s):**
1. 100% of the Pickett staff will meet highly qualified requirements.
  2. By 2012, 100% of Pickett teachers will be ESL certified.
  3. By 2014, 100% of Pickett staff will be GT certified.
- Strategies:** Pickett will provide opportunities for continuing staff development.

	<b>Action(s):</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Documentation</b>
1.	PE , Art, Music and Library instructors will attend a yearly professional conference	PE, Art, Music & Library instructors	School budget and/or district funds	2007-2010	Lesson Plans Schedules; conference registrations
2.	Continue to investigate current training and possible resources to prepare for all areas tested on TAKS through best practices addressing TEKS	District Region 13 Administration	District Region 13	2007-2010	Inservice sheets CIT reports Grade level reports
3.	Investigate best practices for Bilingual and ESL students as well as methods of increasing minority participation into English speaking classes and G/T programs	Bilingual teachers; Administrators; District Bilingual Program Director; District Science Coordinator	Capital Investment Grant (07-08), Bilingual Teachers; District Coordinators	2007-2010	Meeting notes, year plans, committee reports
4.	Conduct Site Visits to selected campuses (i.e., Pillow Elementary, Austin, Texas) to observe models of improvement for ELL/Hispanic student population in all areas	Pickett Administrators in collaboration with Carver Administrators, site visit team	Capital Investment Grant, general funds	Fall 2007	Site Visit notes, team deliberation and planning, staff training

5.	Provide time for long term team planning once in the Fall and once in the Spring	Administrators	PTA volunteers; Capital Investment Grant (07-08); Principal	2007-2010	Team planning reports, lesson plans
6.	Investigate opportunities to send staff/administration to conferences and training for Response To Intervention strategies	Administrators	District Coordinators; TEPSA; internet; Region 13	2007-2009	Reports/discussions in faculty meetings, etc. upon return of participants to campus

**Evaluation Design:**

- Certificates of attendance to conferences
- Review of investigation into training and best practices
- Sign-in sheets
- Schedules for planning days in the Fall and Spring
- Reports from grade levels for planning days

**Evaluation Results:**

# Appendix

### Acronyms Reference List

<b>AA</b>	African American	<b>LA</b>	Language Arts
<b>ACCELL</b>	<i>Umbrella term for Title I and SCE</i>	<b>LEP</b>	Limited English Proficient
<b>AEIS</b>	Academic Excellence Indicator System	<b>N/A</b>	Not Available
<b>AMI</b>	Accelerated Math Instruction	<b>PIE</b>	Partners in Education
<b>AR</b>	Accelerated Reader	<b>PTA</b>	Parents and Teachers Association
<b>ARI</b>	Accelerated Reader Instruction	<b>RTI</b>	Response to Intervention
<b>CEI</b>	Computer	<b>RTPE</b>	Reading Proficiency Test in English
<b>CIT</b>	Campus Improvement Team	<b>SASI</b>	School Administrative Student Information
<b>CM</b>	Content Mastery	<b>SBDM</b>	Site Based Decision Making
<b>CPS</b>	Child Protective Services	<b>SCE</b>	State Compensatory Education
<b>ECO DIS</b>	Economically Disadvantaged	<b>SDAA</b>	State Developed Alternative Assessment
<b>ELA</b>	English Language Arts	<b>SEM 1</b>	Semester 1
<b>ESL</b>	English as a Second Language	<b>SPED</b>	Special Education
<b>GISD</b>	Georgetown Independent School District	<b>SU</b>	Southwestern University
<b>GT</b>	Gifted and Talented	<b>TAKS</b>	Texas Assessment of Knowledge and Skills
<b>HOLA</b>	Hands On Language Acquisition	<b>TEKS</b>	Texas Essentials of Knowledge and Skills

## SUMMARY OF EFFECTIVE SCHOOL CORRELATES

<p><b>I. HIGH EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• Teachers believe all students can master basic skills in their program.</li> <li>• Teachers believe that all students' home backgrounds are not the primary factor in determining achievement.</li> <li>• Teachers' expectations are clearly defined in goals for student achievement.</li> <li>• Teachers treat students in ways that emphasize success and potential rather than those which focus on failure.</li> <li>• Teachers encourage all students through rewards, encouragement, and recognition.</li> <li>• Student achievements are featured in school and community media.</li> </ul> <p><b>II. PARENT AND COMMUNITY SUPPORT</b></p> <ul style="list-style-type: none"> <li>• Parent/teacher conferences result in specific plans for home/school cooperation to improve student achievement.</li> <li>• Parents and teachers are aware of the school or district homework policy.</li> <li>• Many parents visit the school to observe the instructional program.</li> <li>• Home visits; phone calls, newsletters, regular notes, etc. are frequently utilized to strengthen communication.</li> <li>• Local businesses and organizations contribute money, time, and other resources.</li> </ul> <p><b>III. MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>• Staff follows routine procedures for frequent collection, summarization, and reporting of student achievement.</li> <li>• Assessment methods and instruments are selected to measure learning objectives.</li> <li>• The teachers and principal thoroughly review and analyze test results to plan instructional program modification.</li> <li>• Results of assessment reports are tied to learning objectives.</li> </ul> <p><b>IV. INSTRUCTIONAL FOCUS</b></p> <ul style="list-style-type: none"> <li>• Curriculum is designed so objectives (what should be taught), instruction (what actually is taught), and assessment (what is tested), all align.</li> <li>• Goals are developed/endorsed by teachers, parents, administrators, and students.</li> <li>• A written statement of purpose (mission) exists as the driving force behind most important school decisions.</li> <li>• Instructional strategies and materials are adjusted to individual learning needs.</li> <li>• Several events (assembly, trips) are planned to enhance the instructional program.</li> </ul>	<ul style="list-style-type: none"> <li>• Results of assessment reports are tied to learning objectives.</li> <li>• Teachers and principals thoroughly review and analyze test results to plan instructional program modification.</li> </ul> <p><b>V. SCHOOL CLIMATE</b></p> <ul style="list-style-type: none"> <li>• The physical environment is safe, orderly, clean, and conducive to learning.</li> <li>• Teachers believe it is their responsibility to teach all students and the professional environment establishes courtesy and respect.</li> <li>• The staff believes that all children can learn and should be provided the opportunity to learn without negative criticism.</li> <li>• Clear rules, policies, and expectations are in place and are consistently enforced by all adults.</li> <li>• Students are recognized for academic efforts and accomplishments.</li> <li>• Teachers are recognized for academic efforts, professional growth, and teaching accomplishments.</li> <li>• There is a spirit of collaboration among the staff and between the staff and community in reaching the goals of the school.</li> <li>• Students are made to feel welcome and wanted in a student-centered environment that maintains rapport to encourage learning.</li> </ul> <p><b>VI. INSTRUCTIONAL LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• The principal has frequent informal and formal observations.</li> <li>• Individual teachers and principal meet to discuss focus of classroom observation.</li> <li>• Regularly scheduled faculty meetings are held to discuss instructions and student achievement.</li> <li>• Teachers, administrators, and parents assume responsibility for school discipline.</li> <li>• School rules are understood, respected, and enforced by administrators, teachers, students, and the board of trustees.</li> <li>• Most students abide by school/classroom rules.</li> <li>• The physical condition of the school is generally pleasant and well maintained.</li> <li>• Teachers treat students fairly and with consistency.</li> <li>• School improvement priorities and plans are developed cooperatively with principal, teachers, parents, and students.</li> <li>• The principal leads frequent formal discussion with staff concerning instructional and student achievement.</li> </ul>
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## **GISD GRADUATE LEARNER PROFILE**

GISD Graduate Profile was developed by the District Performance Council to represent the attributes that all GISD graduates should possess.

### **I. Effective Communicators**

- Able to read for a variety of purposes and to apply reading skills to real-life situations.
- Able to use a range of writing styles effectively and appropriately for purpose, situation, and audience.
- Able to listen attentively and critically for a variety of purposes and to respond to speakers appropriately.
- Able to use effective speaking strategies for both formal and informal purposes and settings.

### **II. Academically Prepared**

- Able to use mathematics, science, and social studies as tools for problem solving, communicating, and reasoning.
- Able to use the literary, visual, and performing arts to enrich their lives.

### **III. Responsible Citizens**

- Able to incorporate the nature of economics as it applies to everyday living.
- Able to actively contribute to community or school service organizations.
- Able to make and to evaluate decisions based on ethical principles.
- Able to understand world issues, to identify the rights and obligations of citizens, and to participate in the democratic process.

### **IV. Productive Learners**

- Able to apply the self-management skills of goal setting, time management, and continuous improvement.
- Able to demonstrate skills in resource management (allocate money, materials, space, and people).
- Able to manage information by acquiring and evaluating data, organizing and maintaining records, using technology to process information, and selecting equipment and tools to improve systems and to accomplish goals.
- Able to use critical and creative thinking to solve problems.

### **V. Life Skills Oriented**

- Able to make wise career decisions based on self-knowledge, educational/occupational explorations, and career planning.
- Able to make informed decisions about physical and mental health.
- Able to demonstrate interpersonal and academic skills needed to be self-supporting citizens, to work effectively in teams, to manage conflict, to lead in community and business, and to be effective parents.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The district operates in full compliance with the student confidentiality requirements of the federal Family Educational Rights and Privacy Act (FERPA). For a full explanation of district practices and procedures regarding student confidentiality see district policies FL (LEGAL) and FL (LOCAL).

## EQUAL EDUCATION OPPORTUNITIES

The Georgetown Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education or providing access to the benefits of educational services, activities, and programs, including Career and Technology Education programs, in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Age Discrimination Act of 1975 (34 CFR Part 110); Section 504 of the Rehabilitation Act of 1973, as amended; Title II of the Americans with Disabilities Act of 1990; and local Board policies.

### 10 COMPONENTS OF A TITLE I SCHOOLWIDE CAMPUS

- TS-1.**      **A comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and state student performance standards.
- TS-2.**      **School-wide reform strategies that--**
- TS-2a.**      a. provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
- TS-2b.**      b. use effective methods and instructional strategies that are based on scientifically based research that--
- strengthen the core academic program in the school;
  - increase the amount and quality of learning time, such as, providing an extended school year, before- and after-school summer programs and help provide an enriched and accelerated curriculum; and
  - include strategies for meeting the educational needs of historically underserved populations.
- TS-2c.**      c. include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school-wide program, which may include counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods that may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs; and address how the campus will determine if such needs have been met; and
- TS-2d.**      d. are consistent with, and are designed to implement, the state and local improvement plans, if any.
- TS-3.**      Instruction by **highly qualified teachers**.
- TS-4.**      High quality and ongoing professional development for teachers, principals, and paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
- TS-5.**      Strategies to attract **highly qualified teachers** to high need schools.
- TS-6.**      Strategies to increase parental involvement in accordance with Section 1118.
- TS-7.**      Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
- TS-8.**      Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
- TS-9.**      Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- TS-10.**      Coordination and integration occurs between federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.