

Georgetown Independent School District

Cooper Elementary School

2019-2020 Goals/Performance Objectives/Strategies

Mission Statement

District Mission: Inspiring and empowering every learner to lead, grow and serve.

Vision

District Vision: Home of the most inspired students, served by the empowered leaders.

Beliefs

Georgetown ISD District Beliefs:

We believe public education is the foundation of our community.

Our actions should be student-centered.

It is our responsibility to prepare students for their future.

Developing leaders is vital to our success.

Instruction should be designed based on the needs of the learners.

Community engagement enhances educational experiences.

GISD Learner will:

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: Cooper Elementary School teachers will design, plan, and implement engaging lessons based on the needs of each student. Student learning will increase each quarter from the previous quarter.

Evaluation Data Source(s) 1: Student Feedback Surveys (following units and semesters)

Classroom observation data

CBA

State Accountability Data

Attendance Data

MAP Data





Lesson Plans

Spec Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Implement and monitor the implementation of the district curriculum including alignment of instruction to HPLS. Resource: District Curriculum, PLC Protocol, Walkthrough Forms	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Ensure consistent alignment with the TEKS through implementation of the district curriculum. This will be monitored through design work and through weekly PLCs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Comprehensive Support Strategy 2) Staff will participate in professional learning on Schlechty's Engagement and Design principles and processes. Teachers will implement learning into their unit design and planning processes.	2.4, 2.5, 2.6	Principal; Assistant Principal; Campus Design Team; Campus Design Coaches	Increase Student Engagement - shown through Student Feedback Surveys & Classroom Observation Data; Increased "Profound Learning" for students				
3) The campus will routinely offer opportunities for students to select their workspaces, their resources, and how they will demonstrate their mastery of the content. Flexible learning furniture, and easy access to technology will be implemented.		Principal; Assistant Principal	Increased Student Engagement; Increased Student Proficiency Demonstrated on CBAs, Learning Profile Rubrics & State Assessments.				
4) Cougar Way lessons will be created and implemented to communicate campus expectations and procedures to students, including the use of flexible furniture and technology use.		Campus Administration; Counselor, Team Leads	Increased Attainment of the Learner Profile Attributes.				
5) All CES teachers will participate in Capturing Kids Hearts professional learning and will implement its methodologies.		Campus Administration	Decreased Student Discipline Referrals; Increased Student Engagement Shown in Observation Data and Student Feedback				
Comprehensive Support Strategy 6) CES teachers will monitor student progress on the TEKS through the use of Eduphoria which will allow for personalized supports for student that need acceleration or intervention on any standard. Personalized Time will be designed to allow for students to have personalized instruction on targeted TEKS.	2.4, 2.6	Campus Administration; Team Leads	Increased Student Engagement; Growth of all students on targeted standards; RtI referrals; Increased Student Proficiency Demonstrated on CBAs, Learner Profile Rubrics, MAP, & State Assessments.				
7) CES will implement a master schedule that allows for personalized time in order to support student acceleration and intervention.		Campus Administration	Increased Student Engagement; Increased Student Proficiency Demonstrated on CBAs, Learner Profile Rubrics & State Assessments				
Comprehensive Support Strategy 8) CES teachers will use student artifacts to study trends in engagement and progress toward master of the learning goals.	2.4	Campus Administration	Increased student engagement; Increased mastery of HPLS and state standards.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Comprehensive Support Strategy 9) The MAP Assessment will be given three times a year to all students in Math and Reading. Students will participate in a goal-setting and data review process. MAP data will be entered into Eduphoria and used to customize learning for all students.	2.4, 2.6	Campus Administration	Growth for all students on state assessments; Classroom observations will demonstrate an increase in personalized learning; Data will show an increase in student mastering of targeted TEKS				
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Targeted Element 2: All students will make academic growth.

Evaluation Data Source(s) 2: Data Collection Monitoring/Tracking System

Common Grade Level Assessments

CBAs will be monitored during each 9 weeks





DRAs will be administered BOY, MOY and EOY

Campus assessments will be administered as appropriately aligned to curriculum

Data from assessments listed above will be monitored through the ongoing PLC process

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Targeted Element 2, Strategy 1: Professional learning provided to address Balanced Literacy and Guided Math. Resources: District Curriculum Coordinator for ELAR and Math, Fountas and Pinnell Resources, MAP, Angela Bauer Guided Math	2.4, 2.5, 2.6	District Coordinators Principal Assistant Principal	Data Collection Monitoring/Tracking System Increase teacher understanding of best practices and teaching strategies to support all learners Increase teacher collaboration centered around student achievement through the use of PLCs Measure through lesson plans, unit designs, and walkthroughs. This will measured through the PLC process and by campus adminstration. Timeline: Student progress in reading and Math will be measured through MAP, CBAs, DRAs(BOY, MOY, and EOY).				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
2) Targeted Element 2, Strategy 2: Begin training and implementation of student goal setting and monitoring of personal progress throughout the year. Resources: Student data collection	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Teachers Interventionists Special Education Teachers	Data Collection Monitoring/Tracking System Increase student achievement Increase student motivation Increase student accountability through the use of data collections (notebooks, portfolios, etc.) as determined by grade levels Timeline: Student data collections will be in place by the end of January 2020 and will be monitored by teachers and discussed in PLCs.				
3) Targeted Element 2, Strategy 3: Teachers will learn how to unpack standards to ensure instructional planning aligns to depth and complexity of standard. Resources: Lead4Ward materials, DOK, District Curriculum Coordinators	2.4, 2.5, 2.6	Principal Assistant Principal	Data Collection Monitoring/Tracking System Increased teacher understanding of student expectations, PD sign in sheets. Timeline: January 2020				
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Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 1: Increase parent involvement in all demographics groups.

Evaluation Data Source(s) 1: Let's Talk Usage Data report

Parent Sign In Sheets from Parent Involvement Activities

Parent Surveys





Parent/Teacher Conference Logs

PTA Meeting Logs

Dads on Duty Participation Logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Utilize Let's Talk Program to increase communication between the campus and community	2.5, 2.6	Principal Assistant Principal Counselor	Increase parent involvement Increase community and parent relations Additional feedback to guide campus decision making				
2) Utilize surveys to increase and gather feedback on campus activities, programs and services	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal Counselor Intervention Team Teachers	Increase parent communication and involvement Provides an avenue for working parents to be involved with the campus				
3) Develop and implement systems to expand community feedback and encourage two way communication between the campus, parents and community.	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal	Let's Talk data usage report Parent Sign In Sheet from parent involvement activities Parent Surveys Parent Teacher Conference Logs PTA Meeting Logs Dads on Duty District Take Home Folders Twitter School Messenger				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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4) Teachers and students will use SeeSaw digital portfolios to display and reflect on student work.		Campus Administration; DLC	Student & Parent Feedback will show increased awareness of Learner Profile attributes & CES instructional practices				
5) Student recognition opportunities will include monthly classroom recognition, nine week awards and a yearly awards ceremony for demonstration of Honor Roll, Learner Profile Attributes, and Character Traits		Campus Administration, Counselor, Teachers	Student & Parent Feedback will show increased awareness of Learner Profile attributes; Increased PTA participation				
6) Cooper parents will receive weekly email communication about Cooper events, processes, and decisions.		Principal	Increased communication from the school to families				
 = 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: Cooper Elementary School will elicit 100% staff engagement in professional learning, opportunities to lead their peers/campus/district, creating and refining campus procedures and processes, and participation in district-level activities that are aligned to our district's Strategic Framework

Evaluation Data Source(s) 1: Sign-ins, Minutes from meetings, Professional Learning logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) A tiered approach to student management will be created by teachers and will allow for teacher teams to determine and provide interventions for students struggling with behavior.		Campus Administration	Positive Staff Feedback Reflecting Team Approach to Behavior Interventions; Decreased Student Referrals Compared to Students' Prior Year; Sign In Sheets; Staff Feedback on Process Effectiveness				
2) A team of CES teachers (Process Champions) will receive training in leadership of Capturing Kids Hearts. The team will meet monthly to plan professional learning experiences, coordinate teacher coaching, and impact the campus about Capturing Kids Hearts methodologies		Principal	Improved Implementation of CKH shown during observations; Teacher & student feedback; Decreased student discipline referrals				
3) A team of CES staff members will compose a Campus Design Team. This group will receive additional training from the Schlechty Center and will meet monthly to further the campus' implementation of design principles.		Principal	Increased Student Engagement; Teacher Feedback Shows Connection to Campus & District Work				
4) Each staff member at CES will participate in a campus committee that makes decisions and guides implementation in specified areas or initiatives on our campus--Campus Culture, Crisis & Safety, Community Engagement, Campus Operations		Campus Administration	Staff feedback shows perceptions of high engagement/connection to campus work				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
5) Campus Leadership Team meetings will be open to all staff members and will focus on creating and refining campus procedures and initiatives.		Principal	Staff feedback shows perceptions of high engagement/connection to campus work				
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Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Performance Objective 1: Unit design for all grade levels will demonstrate cross curricular connections and implementation of technology tools by 2019 as a baseline for ongoing growth.

Evaluation Data Source(s) 1: T-TESS





Team Planning

Lesson Plans

PLCS

Unit Template

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Teachers will implement individualized instruction based on Balanced Literacy, Guided Math stations/rotations and technology innovation.	2.4, 2.5, 2.6	Principal Assistant Principal Digital Learning Coach Teachers Design Team	Increase student motivation and engagement Increase student achievement and personalized learning				
2) Teachers and staff will incorporate the learner profile attributes in their weekly lesson planning, instruction and activities.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Increase student achievement and engagement Increase critical thinking skills				
3) Teachers will implement the use of digital portfolios using SeeSaw.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Increase student engagement and ownership.				
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Staff will participate in professional learning on Schlechty's Engagement and Design principles and processes. Teachers will implement learning into their unit design and planning processes.
1	1	6	CES teachers will monitor student progress on the TEKS through the use of Eduphoria which will allow for personalized supports for student that need acceleration or intervention on any standard. Personalized Time will be designed to allow for students to have personalized instruction on targeted TEKS.
1	1	8	CES teachers will use student artifacts to study trends in engagement and progress toward master of the learning goals.
1	1	9	The MAP Assessment will be given three times a year to all students in Math and Reading. Students will participate in a goal-setting and data review process. MAP data will be entered into Eduphoria and used to customize learning for all students.