Georgetown Independent School District

Cooper Elementary School

2018-2019 Campus Improvement Plan

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

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

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

Performance Objective 1: Learning will be designed based on the needs of students reflecting the GISD written, taught, and tested curriculum resulting in growth for 100% of students as measured by MAP, CBAs, state assessments, and other measues.

Evaluation Data Source(s) 1: Data Collection Monitoring/Tracking System
Lesson Plans
Spec Sheets
Walkthroughs
T-TESS
Principal will monitor lesson plans weekly for inclusion of choice in product or process for students and this will be an ongoing conversation during PLCs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) 1) Targeted Element 1, Strategy 1: Utilize Campus Design Team to learn about and provide professional learning around design and engagement.	2.4, 2.5, 2.6	Principal Assistant Principal Design Team Teachers	Data Collection Monitoring/Tracking System Increase in Student-centered engaging work, staff/student engagement, and staff/student learning as evidenced in lesson plans, unit designs, and walkthroughs. This will be measured through the PLC process and by campus administrators. Timeline: PD via Monthly Staff Meeting, Weekly walkthroughs and lesson plan check, Design Team Meeting monthly, Weekly PLC work.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Targeted Element 1, Strategy 2: Teachers will be training in and implement the process of designing engaging work through vertical teams.	2.4, 2.5, 2.6	Principal Assistant Principal Design Coach Design Team	Data Collection/Monitoring/Tracking System Increase in Student-centered engaging work, staff/student engagement, and staff/student learning as evidenced in lesson plans, unit designs, and walkthroughs. This will be measured through the PLC process and by campus administration. This will also be measured through sign in sheets for rosters for Designing Engaging Work for teachers who attend. Timeline: PD via monthly staff meeting and Weekly PLC work				

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) 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	Data Collection/Monitoring/Tracking System Ensure consistent alignment with the TEKS through implementation of the district curriculum. This will be monitored through design work and through weekly PLCs. Timeline: Weekly walkthroughs and lesson plan check, Weekly PLC				
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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: Student Achievement, as measured using all 2019 STAAR Assessments, will increase from 65% approaching grade level standard in 2018 to 67% approaching grade level standard in 2019.

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
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 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).				

Critical Success Factors	2.4, 2.5, 2.6	Principal	Data Collection Monitoring/Tracking System				
CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 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		Assistant Principal Counselor Teachers Interventionists Special Education Teachers	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 2019 and will be monitored by teachers and discussed in PLCs.				
Critical Success Factors	2.4, 2.5, 2.6	Principal	Data Collection Monitoring/Tracking System				
CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 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		Assistant Principal	Increaseed teacher understanding of student expectations, PD sign in sheets. Timeline: January 2019				

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

Performance Objective 3: Targeted Element 3: Student performance, for all subgroups on 2019 STAAR assessments will demonstrate a 3% decrease in performance gaps over 2018 STAAR.

Evaluation Data Source(s) 3: Walkthroughs
T-TESS
Observation of the Spec Sheet and design qualities
Student Surveys and Feedback
Student growth will be measured through CBAs and MAP

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Targeted Element 3, Strategy 1: Analyzing assessment data during PLCs and RtI meetings to view student growth/progress from beginning of year to end of year. Resources: District RtI process, District Intervention resources, PLC protocol	2.4, 2.5, 2.6	Principal Assistant Principal PLC Teacher Leaders	Data Collection Monitoring/Tracking System Increase student achievement Data driven instruction Increase teacher collaboration as evidenced through data analysis of progress monitoring tools including DAta Collection Monitoring Tracking System Timeline: DRA (BOY, MOY, and EOY) MAP CBAs (1st, 2nd, 3rd, and 4th)				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Targeted Element 3, Strategy 2: Provide professional learning for teachers of ESL based on the needs of teachers. Resource: District Bilingual Coordinator	2.4, 2.5, 2.6	Prinicpal Assistant Principal Teachers Bilingual Coordinator	Data Collection Monitoring/Tracking System Increase student achievement through ongoing teacher support. Timeline: January 2019				
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 4: Increase attendance from 95.4% to 96% for each six weeks to ensure that students are in class learning each day.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Post daily attendance rate at the entrance of our campus and communicate attendance rate to parents weekly through School Messenger.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor PEIMS Clerk					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Recognize students with perfect attendance each 9 weeks at Cougar Rally.	2.4, 2.5, 2.6						
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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 by 5% over 2018 data.

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
Thursday Folders
School Messenger
Teacher Newsletter

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Utilize Let's Talk Program to increase communication between the campus and community	2.5, 2.6	Principal Assistant Principal Counselor Principal Assistant	Increase parent involvement Increase community and parent relations Additional feedback to guide campus decision making				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 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 communicaton and involvement Provides an avenue for working parents to be involved with the campus				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Develop and implement systems to expand community feedback and encourage two way communciation 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				
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Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: Increase opportunities for self-selected professional learning in 2019 by 10%, based on T-TESS goals, over 2018 offerings.

    Evaluation Data Source(s) 1: Discipline Referrals
    Attendance Data
    PLC Meeting and Agendas

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Mentor first year teachers and teachers new to Cooper by assigning a mentor from their team and/or Intervention Team to provide ongoing support.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Will support the retention of teachers on our campus				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Build Master Schedule to provide common planning time and to protect PLC time.	2.4, 2.5, 2.6	Principal Assistant Principal Campus Design Team	Improves student support and management Increase teacher collaboration and problem-solving Increase teacher retention when teachers are empowered to make decisions and grown professionally				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Expand leadership opportunities to build capacity and cultivate leadership through collaboration and problem solving.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Empowering and cultivating teacher leadership Expanding the implementation Capturing Kids Hearts strategies Utilizing teacher leaders to further develop the design process and implementation as a campus Intentional use of teacher leaders to train and guide effective PLCs Utilize teacher leaders to further develop the Empowering Writer's process across all grade levels Utilize teacher leaders to further the develop the practices of Restorative Discipline				
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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 Dec	Mar	May	Reviews Summative Aug
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Teachers will implement individualized instruction based on personalized learning, 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				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Teachers and staff will incorporate characteristics of the district learner profile 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				
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