Georgetown Independent School District

Pickett Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

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

GISD Learners will:

Communicate, collaborate and apply 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

Revised/Approved: May 14, 2015

Demographics

Demographics Summary

The community of Dell Pickett Elementary is diverse, socio-economically as well as ethnically and culturally. Over the years, Pickett's demographics have changed significantly. We have 331 students. Currently Pickett's student breakdown is 41% Hispanic, 51% White, 4% African American, 5% 2 or more races and 2% other. Of these students, 5% are identified as Gifted and Talented, 48% are identified as At Risk, 53% are identified as Economically Disadvantaged, 10% are Limited English Proficient and 16% (including our 3 Integrated Learning Classrooms or ILC) are identified as Special Education students.(ILC = 5% & Non ILC = 16%). Pickett student diversity shows the increased need to offer creative ways and activities to involve all parent groups equally in all school activities. As enrollment numbers fluctuate, the mobility rate for 2016-17 was 16.8%, which is a reduction from 17% the prior year.

Demographics Strengths

Pickett is a very diverse campus both ethnicity and socio-economic status as well as academic levels across the grade levels.

Student Achievement

Student Achievement Summary

Pickett Elementary MET STANDARD on the 2017-18 Accountability System

TELPAS scores indicated ELL/LEP students reached increased levels of proficiency and continued to make at gains in Language Proficiency standard levels.

Student Achievement Strengths

Pickett Elementary MET STANDARD in all student groups in all content areas of our 2017-18 Accountability Summary.

School Culture and Climate

School Culture and Climate Summary

Our community of parents and staff participated in a school quality survey. We had 15% of our staff participate and 10% of our parents. We are continuing our implementation of Capturing Kids Hearts framework for our school and have 2 trained process champions for our staff. We are having monthly Professional Learning sessions to deepen our professional capacity and 1 monthly affirmation meeting to maintain a positive culture and direction.

School Culture and Climate Strengths

- We have involved parents and community partners at our school in order to provide enriching activities for our community of learners.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All professional instructional staff at Pickett Elementary are highly qualified. All paraprofessionals are also highly qualified. Both classroom walk throughs, along with the Professional Learning and the T-TESS Appraisal System, are utilized to give accurate feedback to staff. Consistent walk throughs are conducted by administration to ensure Best Practices are being utilized during instruction. Grade level teams meet and discuss training and development needs and in turn these are addressed through the Campus Leadership Professional Learning Community (PLC). Staff is encouraged to seek opportunities for training and certifications. We had 10 new staff members join our staff that are highly qualified and committed to the success of our campus.

Staff Quality, Recruitment, and Retention Strengths

We strive to help each educator at Pickett to reach their own individual highest potential through continual campus professional alignment to our Mission, Vision and Learner Profile, as well as best practice strategies and instruction in each content area. We are specifically providing professional development in best practices ELL instruction, in Writing curriculum and instruction, and in Science.

Using Professional Learning Communities for grade level planning, peer observation, and collaborative staff meetings, we provide opportunities for teacher capacity and leadership.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pickett Elementary is fostering our development as a Professional Learning Community. Within this community, teachers will meet weekly with their teams to plan and follow the grade level TEKS and district guidelines. Pickett Elementary students must learn the essential skills for success in today's world and will focus on 21st Century Learning and Innovation Skills: Critical Thinking, Communication, Collaboration & Creativity. To meet this requirement, an added focus for instruction will be utilizing technology, increasing student engagement and increasing rigor. Staff will continue to learn how to utilize common assessments, and use regular formative assessments to help drive instruction. Flexible groups will be used in all three grade levels during Pioneer Roundup/Response to Instruction/Intervention (RtI) block. Teaching staff will conduct one learning walk during the school year to help with instructional development. Since our special education program has moved to a more inclusive model, our inclusions teachers and special education teachers will need to collaborate with one another to ensure their students' needs are being met.

Curriculum, Instruction, and Assessment Strengths

We MET STANDARD in all areas so our overall Tier I curriculum and instruction is successful. Our areas of need are in small areas that we will need to focus upon, particularly in subgroups, and in increasing rigor for all.

Our returning staff has high knowledge of the GISD Vision, Mission, and Learner Profile in addition to curriculum and grade level instructional strategies that the will share in their PLCs.

Parent and Community Engagement

Parent and Community Engagement Summary

Pickett Elementary has developed annual events to help increase family and community involvement. In the fall, we promote literacy and our annual fall Literacy Night as well as host a Pi0oener orientation night, where parents can learn more about how to help their child at home. We have a STEAM Night as well as several Music programs for each grade level during the year. This year we will also offer parenting and nutrition/sconce night for our families. This night will offer homework help strategies, addressing behavior needs, and setting goals with their children. During session we will offer light refreshments to help promote this positive family evening of learning. We are partnering with the SPROUTS grant and the University of Texas to implement the gardening lessons for STEM education.

Parent and Community Engagement Strengths

At Pickett Elementary, we have a very strong core group of parents who participate actively in PTA, WatchD.O.G. Dads and our Family Learning Fairs. This core group of Pioneer supporters along with our GISD Parent Involvement Specialists are partnering with staff to boost parent involvement. All stakeholders are committed to student success!

School Context and Organization

School Context and Organization Summary

Pickett Elementary is comprised of approximately three hundred Pk/PPCD-5th grade students. We have three ILC (Integrated Learning Center) classrooms that serve students from across the district. Our school will follow the schedule of daily PE classes, with one art and one music class per week along with a weekly library visit. RtI blocks are scheduled daily for students that need the extra intervention and enrichment to help close gaps as well as provide enrichment lessons to help students reach the higher levels of achievement.

Title and Classroom teachers will meet on Wednesdays for PLC and Response to Instruction (RtI) discussions. Part of our monthly meeting structure allows for the principal, assistant principal and specials areas teachers to meet with all classroom teachers to discuss and review student data and ensure that each student's needs are met.

School Context and Organization Strengths

Strong leadership at the administrative level and at the team level is provided at Pickett in order for all staff to implement a positive, kid centered school climate. Regular meetings occur with the entire campus, with grade levels, with RtI teams and with specific leadership and focus groups as well. Administrators have an open door policy in order to be available for support by all staff.

Technology

Technology Summary

Pickett staff and students utilize a variety of technology, digital projectors, Chromebooks, ipads and/or lap-top computers in all areas (i.e. classrooms, intervention rooms, flexible learning spaces etc.). In addition, we utilize MimioTeach interactive whiteboards in all classrooms, 1 PC and 1 mobile laptop computer lab, multiple Chromebooks and sets of iPads for classroom instruction. Each classroom has one or more computers that are shared by the teacher and student.

Technology Strengths

We are well on our way to having a variety of technology hardware and software. We have an enthusiastic staff that is eager to implement new instructional lessons and strategies utilizing technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

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 measures

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 7 1) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.4, 2.5, 2.6	Curriculum and Instruction Department, Principals, Teachers					
Critical Success Factors CSF 1 CSF 2 CSF 3 2) Monitor and support the implementation of the district's guaranteed and viable curriculum	2.4, 2.5, 2.6	Principals	An increased and deepened understanding of the GISD curriculum, while utilizing our CMP Supports and ensuring vertical alignment.				
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

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

Performance Objective 2: 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 NWEA MAP, CBAs, state assessments, CLI, DRA/EDL, and other measures.

Evaluation Data Source(s) 2: NWEA MAP, CBAs, STAAR, CLI, DRA/EDL
Observations through, Professional Learning Community Meeting Agendas and Notes
Data from assessments listed above will be monitored through the ongoing PLC process

Summative Evaluation 2:

				Reviews			
Strategy Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Dec	Mar	May	Aug
Critical Success Factors CSF 1 CSF 2 1) To provide and continue professional learning support for designing engaging work. We will use one Wednesday staff meeting each month to focus on designing engaging work. Clear instructional expectations and resources for teachers to implement the curriculum in a station rotation model.	2.4, 2.5, 2.6	Design Team Principal & AP	Increased understanding in designing engaging work Increase practice of designing engaging work				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 2) Utilize surveys to increase and gather feedback on campus activities, programs and services.		Principal Assistant Principal Counselor iTeam Teachers	Increase parent communication and involvement Provides an avenue for working parents to be involved with the campus				
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Goal 1: Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: Student Performance, as measured using all 2018 STAAR Assessments will increase by at least 3% in all areas.

    Evaluation Data Source(s) 3: TAPR and Texas state accountability reports

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			
				Dec	Mar	May	Aug
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Professional learning opportunities to begin implementation of student goal setting and monitoring of personal progress throughout the year.		Principal Assistant Principal	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				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Continue to train instructional staff in balanced literacy approach and guided math. Clear campus expectations for implementation of balanced literacy and guided math	2.4, 2.5, 2.6	All instructional staff; iTeam, Principals	Deepened understanding and meaningful implementation of guided reading and guided math , as part of balanced teaching and learning.				
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Teachers will learn how to unpack standards to ensure instructional planning aligns to depth and complexity of standard.	2.4, 2.5, 2.6	Principals	Data Collection Monitoring/Tracking system Increased teacher understanding of student expectations, PL sign in sheets.				
✓ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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

Performance Objective 4: Attendance rates will increase at least 1 percentage point for every semester measured, as compared to 2017-2018 six weeks reports, ensuring students are in class learning.

    Evaluation Data Source(s) 4: PEIMS weekly attendance reports as well as 6 weeks reports.

    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Dec	Mar	May	Aug
1) Will display weekly attendance on a board that is visible by all our community.							
PBMAS **Critical Success Factors** CSF 1 CSF 4 CSF 6 2) 1) Campus plan is utilized to follow up on excessive absences starting with the 5th absence. Teacher will call home at absence number 3, PEIMS clerk will call home at absence number 5, assistant principal will call home at absence number 7.	2.4, 2.5, 2.6	PEIMS Clerk Teachers Assistant Principal	Increase student attendance rate				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 3) 2) Pickett staff will work collaboratively to develop and implement reward system for students or groups of students who have zero absences within a given period of time.	2.4, 2.5, 2.6	PEIMS Clerk Campus Leadership Team	Increase student attendance rate and community awareness of importance of attendance				
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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: Positively impact and increase family involvement in all demographic groups by 5% over 2017 data.

Evaluation Data Source(s) 1: Let's Talk data usage report
District Take Home Folders
Classroom Newsletters
School Messenger
Social Media
Parent sign-in sheet from school activities
Parent surveys (Title 1 and K-12 climate)
Conference logs
PTA Meeting minutes, participation and attendance
Parent Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Critical Success Factors CSF 3 CSF 5 CSF 6 1) Utilize surveys to increase and gather feedback on campus activities, programs, and services	3.1, 3.2	Principal Assistant Principal Design Team	Increase participation and attendance to events Increase community and public relations Additional feedback to guide campus decision making				
Critical Success Factors CSF 3 CSF 5 CSF 6 2) Implement Let's Talk Program to increase communication between the campus and community	3.1, 3.2	Principal Assistant Principal Counselor Principal Secretary	Increase parent involvement Increase community and parent relations Additional feedback to guide campus decision making				
Critical Success Factors CSF 5 CSF 6 3) Develop and implement systems to expand community feedback and encourage two-way communication between the campus, parents and community.	2.6, 3.1, 3.2	Principals & Counselor Teachers & Staff Parent Involvement Specialist Front office staff	Let's Talk data usage report Parent Surveys and Sign in sheets Student lead conference logs Dads on Duty 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 teacher professional learning in 2018 by 5%, based on T-TESS goals & performance, over 2017 offerings.

Evaluation Data Source(s) 1:

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 7 1) Implement and provide ongoing support and programs for 1st year teachers new to Pickett by providing additional support to mentor and the new teacher.	2.4, 2.6	Principal Assistant Principal Teachers & Staff	Support retention of quality teachers on campus				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Expand leadership opportunities to build capacity and cultivate leadership through collaboration and problem solving.	2.4, 2.5	Principals Counselor Teachers & Staff	Empowering and cultivating teacher leadership Deepening implementation of Capturing Kids Hearts strategies Empowering teacher leaders to further explorer and develop the design process and implementation at Pickett				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) Build and monitor Master Schedule to provide common planning time and protect Professional Learning Community collaboration time		Principal Assistant Principal Teachers & Staff	Improves student support and management Increase teacher and staff collaboration Increase teacher retention, by continuing to empower teachers to make decision and grown professionally				
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Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Performance Objective 1: Teachers will implement individualized instruction based on personalized learning, balanced literacy, guided math stations, rotations and innovation (teaching, learning strategies, and technology) by May 2019, as a baseline for ongoing growth,

Evaluation Data Source(s) 1:

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 4 CSF 6 1) Teachers will discuss best practices and instructional strategies to continue engaging students in meaningful work, during weekly PLC meetings.		Principal Assistant Principal Teachers and Staff	Increase in best practice strategies and quality of work presented to learners.				
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7 2) Teachers will implement individualized instruction based on personalized learning, balanced literacy	2.4, 2.5, 2.6	Principals 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 7 3) Teachers and staff will incorporate characteristics of the district learner profile in weekly teaching and learning plans and activities.	2.4, 2.5, 2.6	Principals Teachers	Increase in student achievement and authentic engagement increase in critical thinking skills				
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	To provide and continue professional learning support for designing engaging work. We will use one Wednesday staff meeting each month to focus on designing engaging work. Clear instructional expectations and resources for teachers to implement the curriculum in a station rotation model.
1	2	2	Utilize surveys to increase and gather feedback on campus activities, programs and services.
1	3	1	Professional learning opportunities to begin implementation of student goal setting and monitoring of personal progress throughout the year.
1	3	2	Continue to train instructional staff in balanced literacy approach and guided math. Clear campus expectations for implementation of balanced literacy and guided math
2	1	1	Utilize surveys to increase and gather feedback on campus activities, programs, and services
3	1	1	Implement and provide ongoing support and programs for 1st year teachers new to Pickett by providing additional support to mentor and the new teacher.
3	1	3	Build and monitor Master Schedule to provide common planning time and protect Professional Learning Community collaboration time
4	1	1	Teachers will discuss best practices and instructional strategies to continue engaging students in meaningful work, during weekly PLC meetings.