

Georgetown Independent School District
Purl Elementary School
2018-2019 Campus Improvement Plan



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.

Georgetown ISD Beliefs:

Our actions should be student-centered. [relationships] All children deserve positive relationships with caring adults who recognize their potential and attend to the needs of the whole child.

It is our responsibility to prepare students for their future. [innovation] A growth mindset, ongoing evaluation, and adaptation are critical in our evolving and growing society.

Developing leaders is vital to our success. [system + structure] Leadership development at all levels drives our performance as a district, and, viability as a thriving community.

Instruction should be designed based on the needs of the learners. [learning] Learners require customized, well-designed educational experiences that develop their unique interests and talents to create a passion for learning.

Community engagement enhances educational experiences. [collaboration + engagement] Collaborative environments that give voice and

offer ownership to stakeholders are essential to meeting current and future needs.

The GISD Learner Profile:

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

Demographics

Demographics Summary

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School Population (2017 - 2018 Fall PEIMS file loaded 04/28/2018)		Count	Percent
Student Total		810	100%
Early Education Grade		20	2.47%
Pre-Kindergarten Grade		93	11.48%
Kindergarten Grade		94	11.60%
1st Grade		127	15.68%
2nd Grade		106	13.09%
3rd Grade		103	12.72%
4th Grade		125	15.43%
5th Grade		142	17.53%

Administration (2017 - 2018 Fall PEIMS file loaded 04/28/2018)

Principal	Denisse Baldwin
Assistant Principal	Trudy Brandenburg

Student Demographics (2017 - 2018 Fall PEIMS file loaded 04/28/2018)

	Count	Percent
Gender		
Female	366	45.19%
Male	444	54.81%
Ethnicity		
Hispanic-Latino	591	72.96%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	2	0.25%
Black - African American	53	6.54%
Native Hawaiian - Pacific Islander	0	0.00%
White	146	18.02%
Two-or-More	18	2.22%

Special Services (2017 - 2018 Fall PEIMS file loaded 04/28/2018)

	Count	Percent
Top Primary Disabilities		
Speech impairment	41	36.00%
Other health impairment	21	18.00%
Autism	15	13.00%
Learning disability	14	12.00%
Instructional Settings		
Speech Therapy code (00)	30	26.79%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	15	13.39%
Resource Room codes (41,42)	47	41.96%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self-Contained codes (43,44)	19	16.96%
Full-Time Early Childhood code (45)	0	0.00%

Student by Program (2017 - 2018 Fall PEIMS file loaded 04/28/2018)	Count	Percent	Other Student Information (2017 - 2018 Fall PEIMS file loaded 04/28/2018)	Count	Percent
Bilingual	306	37.78%	At-Risk	573	70.74%
English as a Second Language (ESL)	70	8.64%	Economically Disadvantaged	624	77.04%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless(*Special Notes*)	0	0.00%
Free Lunch Participation	541	66.79%	Immigrant	15	1.85%
Reduced Lunch Participation	80	9.88%	Limited English Proficient (LEP)	324	40.00%
Other Economically Disadvantaged	3	0.37%	Migrant	0	0.00%
Gifted & Talented	13	1.60%	Military Connected	1	0.12%
Special Education (SPED)	112	13.83%	Foster Care	0	0.00%
Title 1 Participation	810	100.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	0	0.00%	Section 504 (No Section 504 File for 2018)	0	0.00%
Homeless Statuses					
Homeless Status Total	10	1.23%			
Shelter	0	%			
Doubled Up	10	1.23%			
Unsheltered	0	0.00%			
Hotel/Motel	0	0.00%			

Student Academic Achievement

Student Academic Achievement Summary

Our campus met standard as determined by TEA for the 2018-2018 school year using TELPAS and STAAR data.

School Processes & Programs

School Processes & Programs Summary

Extracurricular Programs: Sea Perch, UIL, Destination Imagination, Student Council, STEM Scouts, Helping Hands Tutoring, Clubs

Behavior/Social-Emotional Resources: Chick-Fil-A Core Essentials, Early Act First Knight, Heart Talks, small group guidance, classroom guidance, benevolence, Capturing Kids Hearts

We have committees on campus to help make decisions and get feedback from staff in different areas/aspects of the campus: Technology, CKH/EAFK, BIL/DLE, Social, and Campus Design.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data

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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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


Goals

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

Performance Objective 1: PK-5th student literacy learning will support communication and collaboration through full implementation of balanced literacy framework for ELAR & SLAR in 100% of classrooms resulting in growth for 100% of students as measured by DRA/EDL, CLI, and NWEA MAP.

Evaluation Data Source(s) 1: DRA/EDL, CLI, NWEA MAP

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Training teachers in balanced literacy stations; clear campus expectations in implementation of balanced literacy	2.4, 2.5, 2.6	Admin, Curriculum Coordinators	- personalized learning for students - student work at the level of cognitive rigor for the HPLS - students on grade level in reading				
2) Create formative assessments and analyze data in PLCs to personalize learning and ensure that higher levels of DOK (depth of knowledge) are being addressed	2.4, 2.5, 2.6	Admin	- Personalized learning for students based on their needs - Student growth and progress shown in data across all subject matter - Utilizing multiple forms of data to inform instruction				
3) ELAR vertical discussion and peer observation using the Lead4Ward TEKS alignment and unpacking HPLS template.	2.4, 2.5, 2.6	Admin, Teachers	- Stronger understanding of instructional strategies being used on campus - Teachers will be able to better meet the needs of students and focus on their growth from grade level to grade level - Culture of collaboration increased across campus to work towards instructional rounds				
							

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

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Clear instructional expectations and resources for teachers to implement the curriculum in a station rotation model.	2.4, 2.5, 2.6	Admin, Teachers	- personalized learning for students - student work at the level of cognitive rigor for the HPLS - students on grade level in math both in problem solving and fact fluency				
2) Math vertical discussion and peer observation using the Lead4Ward TEKS alignment and unpacking HPLS template.			- Stronger understanding of instructional strategies being used on campus - Teachers will be able to better meet the needs of students and focus on their growth from grade level to grade level - Culture of collaboration increased across campus to work towards instructional rounds				
3) Professional learning in authentic vocabulary strategies and writing across all content areas	2.4, 2.5, 2.6	Admin, Teachers, Curriculum Coordinators	- Evidence of student growth in academic language as it pertains to TELPAS - Students confident in writing in all grade levels across all subject matter; evidence of student generated writing increased over the course of the school year				
							

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

Performance Objective 3: Increase our attendance rate to an average of 96% for each six weeks reporting period to ensure students are in class learning.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Post our attendance percentages at the entrance of the campus, and communicate our attendance rate to parents in the weekly newsletter.	2.4, 3.1	PEIMS Clerk Admin	- Decrease in tardies and students leaving early each day - Evidence of student academic growth as measured by multiple sources of data (DRA, MAP, STAAR, TELPAS, CBAs)				
2) Provide incentives to students that have perfect attendance as well as no tardies or not leaving early			- Decrease in tardies and students leaving early each day - Evidence of student academic growth as measured by multiple sources of data (DRA, MAP, STAAR, TELPAS, CBAs)				
							

Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 1: Attendance to parent involvement and education opportunities will increase by 5% as measured by sign-in sheets and PTA membership.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Dec	Mar	May	Aug
1) Parent Collaborative Literacy group will meet monthly to explore different topics with parents (including but not limited to vocabulary strategies, growth mindset, connecting technology to writing).	3.1, 3.2	Teachers, Admin, Family Involvement Specialist	- Increase in family involvement - Stronger connection between home and school as measured by the climate survey - Increase in the number of students on grade level in reading - Increase in the number of students making 1 or more years of growth as measured by TELPAS - Improved attendance rate overall				
2) PTA parent liaison for each classroom - homeroom parent will attend PTA meetings and report back to the other classroom parents. Teachers are asked to get one Spanish speaking parent and one English speaking parent.	3.1, 3.2	PTA Board, Teachers, Admin	- Stronger connection between home and school as measured by the climate survey - Increase in family involvement - Improved attendance rate overall				

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 teachers to lead professional learning and PLCs across horizontal and vertical teams.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Committees for the following topics/areas will meet monthly to learn about their area and provide professional learning opportunities to the campus: dual language, technology, campus design team	2.5, 2.6		- Staff ownership and decisions/systems made for the campus - Increase in culture of collaboration and solution-oriented feedback - Cyclical needs assessment in different areas to meet the strategic framework as it pertains to adult learning, building relationships with students, and student engagement				
2) Math and ELAR vertical discussion and peer observation using the Lead4Ward TEKS alignment and unpacking HPLS template.	2.4		- Stronger understanding of instructional strategies being used on campus - Teachers will be able to better meet the needs of students and focus on their growth from grade level to grade level - Culture of collaboration increased across campus to work towards instructional rounds				
							

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Performance Objective 1: Create formative assessments and analyze data in PLCs to personalize learning and ensure that higher levels of DOK (depth of knowledge) are being addressed

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Math and ELAR vertical discussion and peer observation using the Lead4Ward TEKS alignment and unpacking HPLS template.	2.4		- Stronger understanding of instructional strategies being used on campus - Teachers will be able to better meet the needs of students and focus on their growth from grade level to grade level - Culture of collaboration increased across campus to work towards instructional rounds				
2) Committees for the following topics/areas will meet monthly to learn about their area and provide professional learning opportunities to the campus: dual language, technology, campus design team	2.5, 2.6		- Staff ownership and decisions/systems made for the campus - Increase in culture of collaboration and solution-oriented feedback - Cyclical needs assessment in different areas to meet the strategic framework as it pertains to adult learning, building relationships with students, and student engagement				
3) Providing intervention support with-in the classroom in station rotation to meet DOK of HPLS and help implement personalized learning	2.4, 2.5, 2.6	Interventionists Admin	- personalized learning for students - student work at the level of cognitive rigor for the HPLS - students on grade level in reading - increase culture of collaboration and meet the needs of more students - evidence of increased rigor and higher order thinking within the stations of the classroom				
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Training teachers in balanced literacy stations; clear campus expectations in implementation of balanced literacy
1	1	2	Create formative assessments and analyze data in PLCs to personalize learning and ensure that higher levels of DOK (depth of knowledge) are being addressed
1	1	3	ELAR vertical discussion and peer observation using the Lead4Ward TEKS alignment and unpacking HPLS template.
1	2	1	Clear instructional expectations and resources for teachers to implement the curriculum in a station rotation model.
1	2	2	Math vertical discussion and peer observation using the Lead4Ward TEKS alignment and unpacking HPLS template.
1	2	3	Professional learning in authentic vocabulary strategies and writing across all content areas
1	3	1	Post our attendance percentages at the entrance of the campus, and communicate our attendance rate to parents in the weekly newsletter.
4	1	3	Providing intervention support with-in the classroom in station rotation to meet DOK of HPLS and help implement personalized learning