

Annie Purl Elementary

Campus Improvement Plan 2012 – 2013

Laughing and Learning Go Hand in Hand.

Campus Mission Statement:

The mission of Annie Purl Elementary is to provide a quality education in all areas that enables all students to acquire the knowledge and skills to be successful, responsible, and independent citizens.

At Annie Purl Elementary, we believe that each child deserves the opportunity to learn in a positive, safe, and caring atmosphere where students, teachers, administrators, and parents work cooperatively to ensure success for all.

* As role models and facilitators, teachers will use a variety of teaching methods to address the learning styles of all students.

* As active learners, students will develop self-discipline, responsibility, and respect for human diversity.

* As equal partners in the education of their children, parents are encouraged to supportive learning environment at home.

Terri Space

Principal

Campus Adopted:

September 2012

Annie Purl Elementary 2012 – 2013 Campus Improvement Team

Teachers

Allen, Beth
Batlan, Rebecca
Chavez, Yaneth
Coronado, Sophie
Crain, Eva
DeVoll, Tia
Dominguez, Laura
Gusman, Lillian
Hart, Robyn
Helge, Nancy
Hurst, Isabel
Johnson, Wendy
Kassell, Ginger
Evans, Lynn
Kelso, Sara
Kluberg, Kelly
Luoma, Jodi
Lutz, Jo Ann
Mercadante, Martha
Michalik, Tiffany
Moye, Julie
Muller, Amanda
Munoz, Amy
Norment, Ashley
Ostermick, Mary
Paiz, Amy
Rueter, Katie
Senchack, Ginny
Schuetz, Kasey
Shoemaker, Aleena
Trimmer, Jan
van Swelm, Patty
Vega, Yolanda

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

Barrera, Rosa
Day, Katie
Cantu, Francis
Ferguson, Hilary
Finch, Wysonda
Fink, Tria
Firestone, Sally
Franks, Hilda
Glenn, Ina
Simpson, Amy
Space, Terri
Wren, Charis

Parent Representatives

Coe, Suzanne
Dunham, Melanie

Business Representatives

Featherstone, Stephanie

Community Representatives

Adrian, Sherry

2011 - 2012 Annie Purl Elementary Performance Data

TEXAS EDUCATION AGENCY

2011 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: GEORGETOWN ISD

CAMPUS NAME: ANNIE PURL EL

CAMPUS NUMBER: 246904101

Campus Rating: Recognized

Grade Span: EE - 02

Analysis groups used to determine ratings are highlighted in BLUE.

Accountability standards are shown in parentheses.

(This school is paired with WILLIAMS EL.)

Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2011 | | | | 2010 | | | | Required Improvement | | | Status by Measure | | | |
|------------------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|--------------|----------------------|----|---------|-------------------|----|------|-----|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? | STD | RI | EXCP | *** |
| Reading/ELA (70%/80%/90%) | | | | | | | | | | | | | | | |
| All Students | 305 | 322 | 95% | 100% | 281 | 301 | 93% | | 2 | | | EX | - | - | EX |
| African Amer | * | * | 92% | * | * | * | 90% | | 2 | | | - | - | - | - |
| Hispanic | 164 | 179 | 92% | 56% | 156 | 172 | 91% | | 1 | | | EX | - | - | EX |
| White | * | * | 99% | * | * | * | 98% | | 1 | | | EX | - | - | EX |
| Econ Disadv | 183 | 198 | 92% | 61% | 190 | 207 | 92% | | 0 | | | EX | - | - | EX |
| Writing (70%/80%/90%) | | | | | | | | | | | | | | | |
| All Students | 91 | 97 | 94% | 100% | 101 | 108 | 94% | | 0 | | | EX | - | - | EX |
| African Amer | * | * | 83% | * | * | * | > 99% | | * | | | - | - | - | - |
| Hispanic | 57 | 61 | 93% | 63% | 49 | 53 | 92% | | 1 | | | EX | - | - | EX |
| White | * | * | 96% | * | 43 | 46 | 93% | | 3 | | | - | - | - | - |
| Econ Disadv | 58 | 63 | 92% | 65% | 61 | 68 | 90% | | 2 | | | EX | - | - | EX |
| Social Studies (70%/80%/90%) | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | - | - | - | - |
| Mathematics (65%/80%/90%) | | | | | | | | | | | | | | | |
| All Students | 306 | 321 | 95% | 100% | 290 | 302 | 96% | | -1 | | | EX | - | - | EX |
| African Amer | * | * | 92% | * | * | * | 95% | | -3 | | | - | - | - | - |
| Hispanic | 167 | 179 | 93% | 56% | 162 | 173 | 94% | | -1 | | | EX | - | - | EX |
| White | * | * | 98% | * | * | * | > 99% | | * | | | EX | - | - | EX |
| Econ Disadv | 186 | 198 | 94% | 62% | 197 | 208 | 95% | | -1 | | | EX | - | - | EX |
| Science (60%/80%/90%) | | | | | | | | | | | | | | | |
| All Students | 93 | 104 | 89% | 100% | 103 | 107 | 96% | | -7 | | | RE | - | - | RE |
| African Amer | * | * | * | * | * | * | * | | * | | | - | - | - | - |
| Hispanic | 40 | 51 | 78% | 49% | 63 | 67 | 94% | Yes | -16 | -7 | No | AA | AA | RE | RE |
| White | * | * | > 99% | * | * | * | > 99% | | * | | | EX | - | - | EX |
| Econ Disadv | 49 | 60 | 82% | 58% | 75 | 79 | 95% | | -13 | | | RE | - | - | RE |

ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR TABLE (na/60%/60%)

| | | | | | | | | | | | | |
|--------------|----|----|-----|---|---|---|---|---|----|---|---|----|
| Reading/ELA | | | | | | | | | | | | |
| ELL Students | 77 | 94 | 82% | - | - | - | - | - | EX | - | - | EX |

COMMENDED PERFORMANCE TABLE (na/15%/25%)

| Performance Results | Number at Commended | Number Taking | Pct at Commended | Stu Grp % | | |
|---------------------|---------------------|---------------|------------------|-----------|--|----|
| Reading/ELA | | | | | | |
| All Students | 136 | 322 | 42% | 100% | | EX |
| Econ Disadv | 65 | 198 | 33% | 61% | | EX |
| Mathematics | | | | | | |
| All Students | 136 | 321 | 42% | 100% | | EX |
| Econ Disadv | 60 | 198 | 30% | 62% | | EX |

*** Summary column: The final outcome for this measure after use of RI and exceptions (if applicable).

TEXAS EDUCATION AGENCY
2011 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: GEORGETOWN ISD
CAMPUS NAME: ANNIE PURL EL
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Campus Rating: Recognized
 Grade Span: EE - 02

Analysis groups used to determine ratings are highlighted in BLUE.
 Accountability standards are shown in parentheses.
 (This school is paired with WILLIAMS EL.)
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2010? | Exceptions Applied |
|--------------------------|-------------------|------------------|------------------|-------------------------|--------------------|
| 15 | 3 | 1 | Yes | No | Science - Hispanic |

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2010 | | | | Stu Grp % | Class of 2009 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|-------------------------|------------|----|------------|
| | # Com- pleters | # Dropouts | # in Class | Comp Rate | | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.6%)

| | 2009-10 | | | Stu Grp % | 2008-09 | | | Required Improvement | | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|-------------------------|------------|----|------------|---|
| | # Dropouts | # 7-8 Graders | Dropout Rate | | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? | |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNIE PURL ELEMENTARY NARRATIVE 2012 – 2013

Annie Purl Elementary, part of the Georgetown Independent School District, serves 630 PK/PPCD through 2nd grade students as a school-wide Title I campus. A wide variety of programs and services are provided to students by 70 staff members comprised of 20% Hispanic ethnicity and 50% White ethnicity. Annie Purl Elementary has a diverse population of students. 70% of our students are Hispanic, 25% White, 3% are African American and 1% Asian. The student population is approximately 71% free and reduced lunch with a wide range of socio-economic family status and parent/guardian education levels. Purl Elementary has 23 Kindergarten through 2nd grade classrooms, which include 8 bilingual classes (two or more at each grade level). Purl also has 14 PK classes including 4 bilingual Pre-Kindergarten (PK) classes. Using federal standards stating that a full day for PK is 3 hours of instruction, each teacher has a full day morning class and a full day afternoon class. Our PK students come from the Purl, Cooper, and Mitchell Elementary school zones, as well as a community initiative including Mary Bailey Head Start. Mary Bailey Head Start PK students, dually enrolled in GISD and Head Start, are served by 2 of the 10 Purl PK teachers. Following a Best Practices model recommended by TEA, Purl continues to provide an inclusive setting for the Preschool Program for Children with Disabilities (PPCD) and PK students for 2012-2013. PK classes include PPCD students throughout the day allowing the students opportunities to successfully learn with typically developing peers. Annie Purl also provides inclusion, resource and Integrated Learning Center (ILC) life skills special education classes, Title I intervention services, ESL services, Reading Recovery (RR), Descubriendo a la Lectura (DLL), dyslexia services, and gifted/ talented services. K–2 Children attend art, music, and library classes weekly and physical education classes 3 times weekly. There are two open computer labs at Purl. Technology and teacher collaboration continue to be a focus at Purl, as we move our students into the 21st Century skills of critical thinking, problem solving, communication and collaboration. The staff at Purl is building essential support systems for students through assessments, curriculum, instruction, and professional development. Grade level and vertical team Professional Learning Communities (PLCs) analyze and act upon progress monitoring and assessments in reading and math to provide the most appropriate intervention and/or enrichment for each student. The campus participates in Response to Intervention (RTI) with a vigorous tier system and an intervention team addressing individual students in core academic and discipline areas. A school-wide discipline plan, common language, and lifelong learning goals based on *CHAMPS* and *Highly Effective Teaching* provide a consistent foundation for developing engaged and caring students. All students participate in a recognized anti-bullying program, *Second Steps*, designed to acknowledge and build empathy in students. Through a positive, collaborative, and caring approach, Annie Purl Elementary staff members strive to address the academic, physical, social and emotional needs of each student. Annie Purl Elementary is a school where “Laughing and Learning Go Hand in Hand.”

Annie Purl Elementary Comprehensive Needs Assessment

The *No Child Left Behind* (NCLB) *Campus Needs Assessment* (CNA) tool was used to determine needs for Annie Purl Elementary's 2011-2012 Campus Improvement Plan (CIP).

The NCLB CNA tool focuses on the following areas:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Organization
- Technology

1. The campus staff will be organized into committees. Each focused on gathering data for their assigned category area. The committees review data (quantitative and qualitative sources) that provide the most information to assess the strengths and needs of the system. Committees summarize their findings and present to the CIP team.
2. The CIP Leadership Team will use the committee findings to determine campus areas of priority and summarize needs.
3. Campus decisions will be led by the information determined through the CNA process. Campus expenditures, staffing needs, activities, and other decisions should be focused on meeting the needs of the students, as indicated by the CNA.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY DOCUMENT

Demographics

Purl Elementary School (PES), is composed of 630 students with approximately 71% of our population falling in the low social economically disadvantaged (SES) category. PES is diverse, socio-economically as well as ethnically and culturally. With a wide variety of special programs, unique opportunities for addressing all student needs are present. English Language Learners (ELL) represent a large group of students at Purl which have been identified as needing specialized instruction in ELPs and building English proficiency as well as critical thinking skills. Due to the large number of PPCD, PK, and medically fragile students, attendance has also been identified as a demographic area of concern. In addition the diversity represented at PES shows additional need for activities and efforts to involve all parent groups equitably in the school.

Student Achievement

Data shows that overall the student groups at Annie Purl Elementary are continuing to make progress in learning. Data is shared with our sister school, Williams Elementary. 91% of LEP students achieved one year or more growth in English language proficiency as measured by TELPAS last school year. Implementing the GISD Early Exit Program has been a large part of that success and will continue at PES. Through AYP data, it is noted that, although positive increases have been made, our LEP population and those groups not currently aggregated in state reporting data remain areas of increased need and focus. AYP data specifically indicates a continued need to focus on reading needs in Hispanic and low SES students groups.

School Culture and Climate

Increased communication techniques and building additional home-school connections are a focus at PES. Staff works within a welcoming learning environment where their ideas are valued and needs are met. PES staff will focus on helping students and parents feel valued. Campus school wide discipline and common language are consistent expectations throughout the building; increasing organizational efficiency and safety. All students participate in a recognized anti-bullying program designed to acknowledge and build empathy. At PES, we recognize students for positive choices, academic effort, and good attendance. A Positive Behavior Support (PBS) committee will review current procedures to determine where changes may be needed to improve recognition of students and procedures throughout the school.

Staff Quality, Recruitment, and Retention

All staff at Annie Purl is highly qualified and serves students in their certified areas. The Professional Development and Appraisal System (PDAS) as well as numerous walkthroughs are utilized to provide professional feedback to staff. Grade level teams meet and discuss training and development needs which are then addressed through the Campus Leadership Team. Specific professional development (PD) in PLCs, 21st Century Skills, ELPs, and GT are needed to serve our students. A weekly, common planning time for PLCs to meet will provide a teacher support system and facilitate data analysis for student grouping and teaching needs.

Curriculum, Instruction, and Assessment

Student needs are addressed through use and alignment of staff lesson plans and activities with TEKS, PK and district guidelines. Assessment data shows a focus in areas of need and positive change over time in those areas. District and State Assessment results are tracked and evaluated by individuals and PLCs to focus on students in need. Additional training and support in district curriculum initiatives and other instructional strategies is needed as well as evaluation of the materials for special education. Sustained reading, critical thinking, problem solving, and technology literacy have been identified as areas of need for students to be successful on campus, district and state assessment.

Family and Community Involvement

Opportunities for family and community involvement are provided in numerous ways at PES. Additional opportunities can be added to reach all groups and sub-populations to represent our campus community more effectively. Strategies to attract additional community organizations for involvement in the campus as well as conducting yearly parent, student, and teacher surveys to gain valuable input are needed as well as additional work with campus Parent Teacher Association (PTA) and staff to reach our diverse parent community. Southwestern University (SU) continues as a partner for providing enrichment activities for students such as walking field trips, attending plays/programs, and providing student mentors. In addition, PES serves as a training ground to develop future teachers attending SU.

School Organization

Creative scheduling is needed to meet the diversified needs of all our students. PLCs meet weekly in a common curriculum planning time during the school day as well as weekly team meetings after school. Curriculum training opportunities are held monthly. Staff participation in PTA is expected and an increased involvement is noted. The campus RtI team, interventionists, and administration are available to aid staff in addressing student needs.

Technology

In response to our student population and to support curriculum and 21st Century Skills, there is a continuous need for additional equipment and training in technology. A specific need to provide all classrooms with interactive white boards and individual student access to technology on a regular basis is a must. It is needed for interactive and integrative use of technology in the classroom for students and teachers to meet the required technology TEKS and expectations to develop future ready students.

2012 – 2013 Campus CIP Committee Members

| | |
|---|--|
| <p>Demographics <u>Team Members:</u></p> <p>Space, Terri Cantu, Francis Firestone, Sally Glenn, Ina</p> | <p>Family and Community Involvement <u>Team Members:</u></p> <p>Allen, Beth Kluberg, Kelly Van Swelm, Patti Finch, Wysonda Michalik, Tiffany Wren, Charis Gonzalez, Laura Trimmer, Jan Hart, Robyn</p> |
| <p>School Culture and Climate <u>Team Members:</u></p> <p>Allen, Beth Kluberg, Kelly Van Swelm, Patti Finch, Wysonda Michalik, Tiffany Wren, Charis Gonzalez, Laura <u>Trimmer, Jan</u> Hart, Robyn</p> | <p>Staff Quality, Recruitment, and Retention <u>Team Members:</u></p> <p>Space, Terri Cantu, Francis Firestone, Sally</p> |
| <p>Curriculum, Instruction, and Assessment <u>Team Members:</u></p> <p><u>Lang Arts</u> <u>Barrera, Rosa</u> Jones, April Chavez, Yaneth Moye, Julie DeVoll, Tia Munoz, Amy <u>Ferguson, Hilary</u> Shoemaker, Aleena Hurst, Isabel Vega, Yolanda</p> <p><u>Math</u> Batlan, Rebecca Kelso, Sara Day, Katie Lutz, Jo Ann <u>Fink, Tria</u> Ostermick, Mary Gusman, Lillian Paiz, Amy Kassell, Ginger Schuetz, Kasey</p> <p><u>Science/Social Studies</u> Coronado, Sofie <u>Evans, Lynn</u> Mercadante, Martha Crain, Eva Luoma, Jodi Normant, Ashley Helge, Nancy Johnson, Wendy</p> | <p>Student Achievement <u>Team Members:</u></p> <p><u>Lang Arts</u> Barrera, Rosa Jones, April <u>Math</u> Chavez, Yaneth Moye, Julie Batlan, Rebecca Kelso, Sara DeVoll, Tia Munoz, Amy Day, Katie Lutz, Jo Ann Ferguson, Hilary Shoemaker, Aleena Fink, Tria Ostermick, Mary Hurst, Isabel Vega, Yolanda Gusman, Lillian Paiz, Amy Kassell, Ginger Schuetz, Kasey</p> <p><u>Science</u> Coronado, Sofie Evans, Lynn Mercadante, Martha Crain, Eva Luoma, Jodi Normant, Ashley Helge, Nancy Johnson, Wendy</p> |
| <p>School Organization <u>Team Members:</u></p> <p>Space, Terri Cantu, Francis Firestone, Sally Glenn, Ina</p> | <p>Technology <u>Team Members:</u></p> <p><u>Cantu, Francis</u> Muller, Amanda Schuetz, Kasey Senchack, Ginny Simpson, Amy Rueter, Katie</p> |

Campus Performance Goals

Campus: Annie Purl Elementary

| CAMPUS GOALS | CAMPUS PERFORMANCE OBJECTIVES |
|---|---|
| <p>Performance Goal #1</p> <p>PREK-2nd grade Purl Elementary students will meet the district criteria requirements on all assessments in math, and reading.</p> | <ol style="list-style-type: none"> 1. By May, 2013, 93% of all Purl Elementary students, in all student groups (White, African American, Hispanic, Economically Disadvantaged, ELL and SPED), will demonstrate mastery of academic TEKS based on district assessments (EOY universal screeners, Checkpoints and Benchmarks) 2. Provide PLC, 21st Century Skills, and STAAR training for 100% of the staff regularly throughout the school year. 3. Implement grade level and vertical team PLCs to increase academic achievement by analyzing data from campus and GISD assessments. 4. Implement RTI block to increase student achievement by allowing time for flexible, targeted instruction for Tier II and III interventions/enrichment. 5. Ensure 100% implementation of Think Math and Reading Street programs in all Tier I classrooms. |
| <p>Performance Goal #2</p> <p>Decrease the percentage of students in SPECIAL ED resource classes to 2%, and increase the number of students in INCLUSION to 98%</p> | <ol style="list-style-type: none"> 1. Provide an inclusionary schedule. 2. Provide planning time between special education staff and regular education staff; collaborate for student success across Tiers I, II, III, through time, personnel and resources. 3. Ensure targeted instruction for students to meet readiness standards. |
| <p>Performance Goal #3</p> <p>100% of Purl staff will implement English Language Proficiency Standards (ELPS) in order to achieve academic success for all ELL students equal to ALL STUDENTS group (90%).</p> | <ol style="list-style-type: none"> 1. Provide additional training for ESL staff in order to increase the academic performance of ELL students – 7 Steps for Language Achievement PD. 2. 100% of teachers will implement Sheltered Instruction and ELPS strategies in instruction. 3. Implement ESL targeted interventions through small group instruction for students in ESL classes daily. |
| <p>Performance Goal #4</p> <p>Purl Elementary students, identified as Limited English Proficient (LEP), will advance one or more levels in TELPAS and meet the district assessment criteria at all grade levels in math and reading.</p> | <ol style="list-style-type: none"> 1. Implement GISD EARLY EXIT BILINGUAL PROGRAM. 2. Sustain a specific daily 30 minute ESL block for all ELL students. 3. Implement Sheltered Instruction and ELPS strategies in instruction. 4. Implement i-Station for ESL instruction as well as Tier II and Tier III groups. 5. Target instruction to meet specific reading needs of Hispanic and low SES populations. |

Campus Action Goals

Campus: Annie Purl Elementary

| CAMPUS GOALS | CAMPUS ACTION OBJECTIVES |
|---|--|
| <p>Action Goal #1</p> <p>All parents will be actively involved in their child's education.</p> | <ol style="list-style-type: none"> 1. Newsletters and notices will be sent throughout the school year to continue encouragement of parental involvement. 2. Campus parent involvement will be increased by 10%. 3. Provide at least 4 parent meetings throughout the year focusing on academic standards and student success. |
| <p>Action Goal #2</p> <p>All students will be educated in learning environments that are safe, drug free, and conducive to learning.</p> | <ol style="list-style-type: none"> 1. Students will participate in curricula addressing bullying and social skills, such as <i>Second Step</i>, and Kelso's Choices. 2. The campus will implement three No Place for Hate activities. |
| <p>Action Goal #3</p> <p>The level of technology integration will be increased to ensure the best possible teaching and learning for all students.</p> | <ol style="list-style-type: none"> 1. 100% of teachers will maintain an updated website. 2. 100% of teachers will utilize technology in curricular areas. 3. Purchase additional interactive white board hardware and individual technology devices providing all students access to 21st Century Skills. 4. Utilize Eduphoria and other district technology programs to analyze formative and summative student assessment. 5. Within the context of core knowledge instruction, students will be provided 21st Century Learning experiences to learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration through integrated technology lessons. |
| <p>Action Goal #4</p> <p>Processes/systems will be developed to enhance and build positive relationships and collaboration among community and staff.</p> | <ol style="list-style-type: none"> 1. Campus events with staff and community participation will be held at least two times per year. 2. Continue to build partnership between Georgetown Public Library and Annie Purl Elementary. 3. Collaborate with Southwestern University to engage Purl students with experts they will encounter in higher education and to develop future ready students. |
| <p>Action Goal #5</p> <p>Processes/systems will be developed to increase student attendance and wellness.</p> | <ol style="list-style-type: none"> 1. Recognize students for good attendance throughout the school year. 2. Contact parents after 2 consecutive absences and document parent contact in Eduphoria. 3. Analyze attendance data for patterns of absences to assist in improving attendance. 4. Collaborate with Mary Bailey Head Start program to emphasize the importance of attendance and inform parents of GISD attendance policies. |

Performance Goal #1

PREK-2nd grade Purl Elementary students will meet the district criteria requirements on all assessments in math, and reading.

Performance Objective(s):

1. By May, 2013, 93% of all Purl Elementary students, in all student groups (White, African American, Hispanic, Economically Disadvantaged, ELL and SPED), will demonstrate mastery of academic TEKS based on district assessments (EOY universal screeners, Checkpoints and Benchmarks)
2. Provide PLC, 21st Century Skills, and STAAR training for 100% of the staff regularly throughout the school year.
3. Implement grade level and vertical team PLCs to increase academic achievement by analyzing data from campus and GISD assessments.
4. Implement RTI block to increase student achievement by allowing time for flexible, targeted instruction for Tier II and III interventions/enrichment.
5. Ensure 100% implementation of Think Math and Reading Street programs in all Tier I classrooms.

What STRATEGIES must be initiated to reach this process?

Who will be RESPONSIBLE for implementing these strategies?

What MEASURE will we use to assess the effectiveness of these strategies?

What is a realistic TIMELINE for implementing these strategies?

What RESOURCES will be utilized to implement these strategies?

1. Use researched based Tier I interventions to best serve all students from all groups with best practices. Critical focus on Reading, Writing, Math, and Science curriculum. Ensure consistent school-wide implementation of targeted programs in 100% of the classrooms. Provide necessary supplies/materials for students and teachers.

All staff

lesson plans, team meeting notes, team planning calendars, POs

2012-2013 school year

Title I funds, campus funds, i-Station, AIMSWeb, Eduphoria, Project Share, training for new math TEKS

2. Continue to facilitate and foster communication for academic progress between Purl vertical teams as well as 2nd grade teachers at Purl and 3rd grade teachers at Williams for academic progress.

Principals, Classroom teachers, ACCELL, PLC

Meeting Agenda notes, Sign in sheets, 2013 STAAR data, BOY 2013 benchmark data

At least 2 meetings per school year

Title I funds, campus funds, Eduphoria

| | | | | |
|---|---|--|----------------------------------|---|
| 3. Disaggregate and interpret data. Differentiate instruction based on data. Implement grouping during core instructional times and the RTI block based on the academic needs of students from re-teach to enrichment levels. | Principals, Instructional Coaches, Team Leaders, ACCELL, Teachers, Paras, PLC | Aimsweb data, ongoing assessments, 2012-2013 campus, district, and state assessments | September 2012 through June 2013 | AIMSWeb, RtI documentation, Eduphoria, campus materials, PLC training, campus funds |
| 4. Strengthen implementation of district-wide curriculum and instructional materials by staff development, faculty meetings, committee meetings, grade level meetings, vertical meetings, and prepare for Level III performance on STAAR. | Principals, Team leaders, ACCELL, Teachers | Lesson plans, CIP meeting notes, Team planning calendars, Data such as: Universal screening AIMSWEB, DRA | September 2012- June 2013 | Title Funds, Campus funds, Staff, District Personnel |
| 5. Provide professional development to all staff on 21 st Century Skills, PLCs, and STAAR. | Principals, District Personnel | Student assessment data, PD documentation | September 2012- June 2013 | Title funds, Campus funds, Staff, LEAD4WORD materials |

Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

100% of student assessment scores will be analyzed in all academic areas. Examples include, but are not limited to, Reading Street weekly tests, Think Math Chapter tests, AIMS progress monitoring, i-Station progress monitoring, and intervention assessments.

100% of Teachers will document implementation of best practices (strategies and activities) in their lesson plans.

100% of at risk students will be identified and served during core instruction and RTI block.

Summative Evaluation Measures:

100% of all students and subgroups will achieve academic expectations as evidenced on measures such as AIMSWeb universal screening, Reading Street unit tests, District Math Checkpoints and District Reading benchmarks.

100% of staff will complete and implement recommended staff development.

100% of the funds will be expended for appropriate materials and training as the data demands.

Evaluation Results: In 2013 Purl Elementary students will meet the district criteria requirements on all assessments in math, and reading.

PERFORMANCE GOAL #2

Decrease the percentage of students in SPECIAL ED resource classes to 2%, and increase the number of students in INCLUSION to 98%.

- Performance Objective(s):
1. Provide an inclusionary schedule
 2. Provide planning time between special education staff and general education staff: collaborate for student success across Tiers I, II, III through time, personnel and resources.
 3. Insure informed targeted instruction so students meet readiness standards
 4. Implement i-Station

| What STRATEGIES must be initiated to reach this process? | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|---|--|--|---|---|
| 1. Provide additional, specific targeted instruction to assist students in all subgroups who are struggling learners (Tier II and Tier III). | Principals, Teachers, ACCELL, Sped staff, Bilingual staff | Student assessment data will reflect a decrease of students taking STAAR M | September 2012- June 2013 | District Curriculum, Campus funds Title funds |
| 2. Increase materials and resources for Tier II, Tier III, and Special Education – related to performance objectives, STAAR readiness and student need. | Principals, Teachers, ACCELL, Sped staff, Bilingual staff | Student assessment data, inventory or materials, and purchase orders | September 2012- June 2013 | Campus funds Title funds |
| 3. Classroom teachers and support staff will meet as PLCs weekly to discuss student progress and refine Tier I, II, and II through best practices. | Grade level teams, ACCELL, Teachers, PLC | Minutes, lesson plans, data | September 2012- June 2013 | Friday Curriculum time PLC planning, Team and Staff meetings, Data, Campus funds, Title funds |

4. Address all students' needs by using the Response to Intervention Team/PLC process to identify students for additional, reduced, or enriched instructional assistance. Monitor students' success and needs.

Principals,
Team Leaders,
ACCELL,
Teachers,
GT teachers

Lesson plans,
RTI meeting
notes,
Team planning
calendars and
lesson plans,
Data such as
Universal
screening
AIMSWeb,
DRA

September 2012-
June 2013

Time,
Staff,
Data,
Classroom materials,
Campus funds,
Title funds

Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

***Evaluation Result:* Decrease the percentage of students in SPECIAL ED resource classes to 2%, and increase the number of students in INCLUSION to 98%.**

Formative Evaluation Measures:

Master Schedule

Teacher Schedules

RTI documentation

Sign in sheets and minutes of PLC meetings

Summative Evaluation Measures:

Percentages of SPECIAL ED students in resource classes.

Percentages of SPECIAL ED students in inclusion classes.

Performance Goal #3

100% of Purl staff will implement English Language Proficiency Standards (ELPS).

- Performance Objective(s):
1. Provide additional training for ESL staff in order to increase the academic performance of ELL students – 7 Steps for Language Achievement PD.
 2. 100% of teachers will implement Sheltered Instruction and ELPS strategies in instruction.
 3. Implement ESL targeted interventions through small group instruction for students in ESL classes daily.

| What STRATEGIES must be initiated to reach this process? | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|--|--|---|---|--|
| 1. Provide additional training for ESL staff in order to increase the academic performance of ELL student (7 Steps for to a Language-Rich Interactive Classroom PD). | ESL/Bilingual Coordinator, Principals | Professional Development documentation, POs, Walk Throughs, ELL Data | November 15, 2012 | Title III funds |
| 2. Provide additional, targeted instruction through PLC meetings and RTI block time to assist identified students who are struggling learners in order for students to show mastery of the TEKS through successful performance on assessments. | Principals at Williams and Purl, Bilingual staff, ESL teachers | Meeting notes, language action plan document, TELPAS scores, AIMSWeb, Benchmark scores, i-Station reports | September 2012- June 2013 | Time, Staff, Purl and Williams Elementary vertical teams, Title Funds, Campus funds. i-Station |
| 3. Differentiate instruction to meet the needs of all students including students identified as Gifted and Talented, Special Education, and English Language Learners. | Principals, ACCELL, Teachers, G.T. Teachers | Purchase orders, Lesson plans, Universal screeners, AIMSWEB, DRA | September 2012- June 2013 | Time, Staff, Data, Technology |

Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Student observations

Student work samples

Math checkpoints, Reading Street weekly tests

i-Station Reports

Classroom word walls, etc.

Summative Evaluation Measures:

TELPAS Scores

Math and Reading EoY benchmarks

i-Station Reports

STAAR assessment

Evaluation Results: 100% of Purl staff will implement English Language Proficiency Standards (ELPS).

Performance Goal #4

Purl Elementary students, identified as Limited English Proficient (LEP), will advance one or more levels in TELPAS and academic proficiency.

- Performance Objective(s):
1. Implement GISD EARLY EXIT BILINGUAL PROGRAM.
 2. Sustain a specific daily 30 minute ESL block for all ELL students.
 3. Implement Sheltered Instruction and ELPS strategies in instruction.
 4. Implement i-Station for ESL instruction as well as Tier II and Tier III groups.
 5. Target instruction to meet specific reading needs of Hispanic and low SES populations.

What STRATEGIES must be initiated to reach this process?

Who will be RESPONSIBLE for implementing these strategies?

What MEASURE will we use to assess the effectiveness of these strategies?

What is a realistic TIMELINE for implementing these strategies?

What RESOURCES will be utilized to implement these strategies?

1. Develop a consistent PK-5 ELL – BILINGUAL instructional design plan, following the GISD EARLY EXIT BILINGUAL PROGRAM in order to successfully transition students to the ACADEMIC English proficiency level required on state assessments. Pursue support through ongoing professional development and collaboration between grade levels, within teams, and between sister campuses. Collaborate with GISD implementation of EARLY EXIT BILINGUAL PROGRAM

Principals at Williams and Purl, Bilingual staff, ESL teachers

Meeting notes, language action plan document, TELPAS scores, AIMSWeb, Benchmark scores, i-Station reports

September 2012- June 2013

Time, Staff, Purl and Williams Elementary vertical teams, Title Funds, Campus funds. i-Station

2. 100% of Purl teachers will be trained in interdisciplinary content for effective instructional approaches to promote learning through problem-solving/higher level thinking, in all academic areas (21st Century Learning).

Teachers, ACCELL, Principals

Curriculum day agenda, team meetings notes

September 2012- June 2013

Title I funds, Campus funds

3. Provide intentional staff training focusing on ELPS, Reading Street, Think Math, Frog Street, CGI, Hands on Science, Integrated Social Studies, critical thinking, and higher order questioning.

Principals, ACCELL, Teachers, Paras

Purchase orders, Agendas and minutes, Lesson Plans, Curriculum calendars

September 2012- June 2013

Title I funds, Professional development, Campus funds

4. Create “buddy” groups by combining English and Bilingual classes to work together at specific times for global awareness and to develop social cross cultural skills.

ALL Staff

Lesson plans,
Master schedule,
Teacher
schedules

September 2012-
June 2013

Time
Staff
Campus funds

Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Math Checkpoint

District Benchmark

AIMS Web

i-Station Reports

Summative Evaluation Measures:

TELPAS Scores

EoY Benchmark assessment data, i-Station reports

STAAR assessment

Evaluation Results: Purl Elementary students, identified as Limited English Proficient (LEP), will advance one or more levels in TELPAS and academic proficiency.

Action Goal #1

All parents will be actively involved in their child's education.

- Performance Objective(s):
1. Newsletters and notices will be sent throughout the school year to continue encouragement of parental involvement.
 2. Campus parent involvement will be increased by 10%.
 3. Provide at least 4 parent meetings throughout the year focusing on academic standards and student success.

| What STRATEGIES must be initiated to reach this process? | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|---|---|---|---|--|
| 1. Teachers will update parents through newsletters and websites. | Teachers, technology teacher/facilitator | parent involvement data | September 2012- June 2013 | Campus materials, websites, Thursday folders |
| 2. Purchase and secure supplies, food, books, and other materials to assist in the at-risk parent literacy training nights: Parent Information Night, Literacy Night, Math and Science night, Bilingual Family night, and other school-wide family events. This will include reading books, supplementals, manipulatives, translations, babysitting, etc. | Principals, ACCELL, Team Leaders, Teachers | Purchase Orders, Meeting Minutes, Parent Sign-ins | September 2012- June 2013 | Title Funds, Campus Funds, PTA Funds, Community donations |
| 3. Encourage parents to join PTA and participate in meetings and volunteer in school activities. Provide translators. | Teachers, Principals, PTA Board | PTA membership numbers | September 2012- June 2013 | Campus materials, PTA materials, translators |
| 4. Continue and expand WATCH D.O.G.S. dad's group. | Principals, Family and Community Involvement Committee, PTA | Number of dads participating in program | September 2012- June 2013 | Campus materials, Campus funds, PTA funds |
| 5. Translate all campus activity flyers and notices into Spanish. | District translator, bilingual teachers | Attendance sheets, parent survey | September 2012- June 2013 | Title I funds, translation services |

Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Sign in sheets

Agendas of meetings

Summative Evaluation Measures:

PTA membership

Number of fathers participating in WATCH D.O.G.S. program

Parent feedback

Evaluation Results: All parents will be actively involved in their child's education.

Action Goal #2

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective(s):

1. Students will participate in curricula addressing bullying and social and emotional learning, such as *Second Step*, Kelso's Choices, guidance, and social skills training.
2. The campus will implement three No Place for Hate activities.

| What STRATEGIES must be initiated to reach this process? | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|---|---|---|---|---|
| 1. Guidance classes will be provided for all grade levels. | Counselor | Discipline data | September 2012-June 2013 | Counselor's curriculum, counselor general funds, Kelso's Curriculum, Campus funds |
| 2. Campus safety and building procedures will be reviewed and monitored to ensure student safety. PBS committee will review current school-wide procedures. | Principals, Counselor, PBS Committee | Discipline data Data from nurse | September 2012-June 2013 | Team notes and observations, staff input |
| 3. All students will participate in a health curriculum component. | P.E. coaches, teachers Nurse | Assessment tools for curriculum | September 2012-June 2013 | District curriculum, supplemental materials, campus funds |
| 4. Campus activities will be implemented to maintain the designation as a No Place for Hate campus. | Principals, Counselor, School Culture and Climate Committee, Teachers | Attendance sheets, planning data, application information | September 2012-June 2013 | No Place for Hate online resources, staff, campus materials |
| 5. All classes will participate in the <i>Second Step</i> program. | Counselor, Teachers | Discipline data | September 2012-June 2013 | Scheduled class time, <i>Second Step</i> materials |

Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.

Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Lesson Plans

No Place for Hate data

Summative Evaluation Measures:

Decreased Discipline Referrals

Decreased accident/injury reports

Participation attendance data

Evaluation Results: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Action Goal #3

The level of technology integration will be increased to ensure the best possible teaching and learning for all students.

Performance

Objective(s):

1. 100% of teachers will maintain an updated website.
2. 100% of teachers will utilize technology in curricular areas.
3. Purchase additional interactive white board hardware and individual technology devices providing all students access to 21st Century Skills.
4. Utilize Eduphoria and other district technology programs to analyze formative and summative student assessment.
5. Within the context of core knowledge instruction, **students will be provided 21st Century Learning experiences to learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration through integrated technology lessons.**

What STRATEGIES must be initiated to reach this process?

Who will be RESPONSIBLE for implementing these strategies?

What MEASURE will we use to assess the effectiveness of these strategies?

What is a realistic TIMELINE for implementing these strategies?

What RESOURCES will be utilized to implement these strategies?

1. Monitor teachers' websites.

Principals,
Teachers,
Campus Media Specialist

Monitoring
teacher websites

September 2012-
June 2013

Campus websites,
district technology

2. Provide funds available for additional technology hardware/software purchase for students to learn 21st Century Skills.

Technology teacher,
Principals,
Teachers

Teacher and
student feedback

September 2012-
June 2013

Campus funds,
Grants
Title funds

3. Provide PD for teachers to learn current technology and integrate that knowledge into the everyday curriculum of students.

Principals,
Campus Media
Specialist,
District Technology
Team

Lesson Plans,
PD
documentation

September 2012-
June 2013

Hardware,
Software,
Campus funds,
Grants,
District technology,
Title funds

Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Needs assessment of technology

Sign in sheets for training

Summative Evaluation Measures:

Purchase orders

***Evaluation Results:* The level of technology integration will be increased to ensure the best possible teaching and learning for all students.**

Action Goal #4

Processes/systems will be developed to enhance and build positive relationships and collaboration among community and staff.

Performance Objective(s):

1. Campus events with staff and community participation will be held at least two times per year.
2. Continue to build partnership with the Georgetown Public Library and Annie Purl.
3. Collaborate with Southwestern University (SU).

| What STRATEGIES must be initiated to reach this process? | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|--|--|---|---|--|
| 1. Implement PTA Reading at Home (RAH) for grades K-2. | Teachers, PTA Members | Reading log | September 2012- June 2013 | Community donations, PTA funds and volunteers |
| 2. Conduct Bilingual Family/Community night annually, including community resources. | Teachers | Attendance sheets, Flyers, Agendas | September 2012- June 2013 | Community donations, campus materials |
| 3. Increase partnership opportunities with Southwestern University. | Principals, SU faculty and students, ACCELL, Counselor | Sign in sheets, Parent feedback, SU feedback | September 2012- June 2013 | SU students and staff, Campus funds, Title funds |

Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Sign in sheets for community and parents

Parent Surveys

Summative Evaluation Measures:

RAH folders

Evaluation Results: Processes/systems will be developed to enhance and build positive relationships and collaboration among community and staff.

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Sign in sheets for community and parents

Parent Surveys

Summative Evaluation Measures:

RAH folders

Evaluation Results: Processes/systems will be developed to enhance and build positive relationships and collaboration among community and staff.

Action Goal #5

Processes/systems will be developed to increase student attendance and wellness.

- Performance Objective(s):
1. Recognize students for good attendance throughout the school year.
 2. Contact parents after 2 consecutive absences.
 3. Analyze attendance data for patterns of absences to assist in improving attendance.
 4. Collaborate with Mary Bailey Head Start program to emphasize the importance of attendance and inform parents of GISD attendance policies.

| What STRATEGIES must be initiated to reach this process? | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|---|---|--|--|---|
| 1. Achieve balance between rigor and early childhood to promote attendance. | Principals, Classroom teachers, PIEMS clerk | Assessment data, lesson plans, Attendance Data | September 2012- June 2013 | Staff, Time, Assessment and classroom intervention tools |
| 2. Protect instructional time through the implementation of a daily structured routine that students can depend on and desire to attend each day. | Principal, ACCELL, Team Leaders, Teachers, Paras | Lesson plans, Team planning calendars, lesson plans | September 2012- June 2013 | Time, Staff |
| 3. Implement themed days such as the tenth, fiftieth and hundredth day of school, special speakers (authors, firemen), Read In Day, fine arts events, music performances, etc. to enrich learning and encourage student attendance. | Teachers, ACCELL, Librarian, PE, Fine Arts teachers | Attendance data | September 2012- June 2013 | Student choice sheets, campus funds, activity sign-in sheets |
| 4. Certificates and awards for perfect attendance for each nine weeks, semester and year. | Teachers | Attendance data | September 2012- June 2013 | Certificates, Campus funds, Community donations |
| 5. Parents will be contacted when students miss two days in a row and/or have excessive absences. The importance of student attendance will be addressed at every campus parent event as celebration or concern. | Teachers, Nurse, Principals, PIEMS secretary | Daily attendance | September 2012- June 2013 | TEAMS |

| | | | | |
|---|---|---|---------------------------|--|
| 6. Partner with Mary Baily Head Start to increase attendance with PK students. | Principals, Head Start Coordinator, GISD PK Coordinator | Daily Attendance, Meeting sign in sheets | September 2012- June 2013 | Time, Staff, certificates, incentives |
| 7. Create a school-wide economy system grounded in appropriate student choices, attendance, and academic achievement. | Principals, Counselor, Teachers, Paras | Attendance data, Grades, Behaviour charts | September 2012- 2013 | Time, materials for token system (currency and incentives) |

Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.

Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Daily attendance

Phone logs

Parent participation sign in sheets

Summative Evaluation Measures:

Attendance rate

Evaluation Results: Processes/systems will be developed to increase student attendance and wellness.

Appendix

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"> • Life-long learning is essential for citizens of our community, nation, and world. • The family, school, and community share the responsibility for the positive development of youth. • Given opportunities, all individuals can reach their potential to learn. • Every individual has a right to a safe, nurturing environment. • Knowledge empowers. • Individuals are responsible for their actions. • Working toward a vision promotes success. • Every person is unique, has value, and deserves the opportunity to earn respect. <p>PARAMETERS</p> <ul style="list-style-type: none"> • We will not tolerate prejudicial discrimination of any kind. • We will provide a safe and secure environment in all school facilities. • We will hold each individual responsible for his/her actions. • We will not compromise our efforts to provide a quality education. | <p><u>Goal 1: Exemplary Performance</u> All GISD students will demonstrate exemplary academic performance.</p> <p><u>Goal 2: Prepared Graduates</u> All students will graduate prepared to transition into post-secondary education or careers.</p> <p><u>Goal 3: Quality Staff</u> All positions will be filled by highly qualified candidates/professionals.</p> <p><u>Goal 4: Quality Learning Environments & Facilities</u> GISD will promote nurturing, safe, and orderly environments and quality facilities for all students.</p> <p><u>Goal 5: Positive Perceptions, Relationships, and Collaboration</u> Enhance and build positive perceptions, relationships and collaboration among community and staff.</p> <p><u>Goal 6: Fiscal Accountability & Responsibility</u> Ensure fiscal accountability and responsibility through strategic alignment and sound stewardship of the district's financial resources.</p> <p><u>Goal 7: Organizational and Operational Effectiveness</u> Improve organizational and operational effectiveness to better support the district's mission and support for the student-teacher relationship.</p> | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • We will continually evaluate and refine the curriculum that enables students to become productive, life-long learners. <p><u>Instruction</u></p> <ul style="list-style-type: none"> • We will develop and implement learning experiences that link curriculum with real world applications to meet the needs of each student. <p><u>Technology</u></p> <ul style="list-style-type: none"> • 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. <p><u>Intra-District Communications</u></p> <ul style="list-style-type: none"> • We will develop and implement a system-wide, internal communication process that assures timely, multidirectional information flow. <p><u>External Communications</u></p> <ul style="list-style-type: none"> • We will develop reciprocal teams of parents, community advocates, and school personnel to communicate and enhance both school and community projects and programs. • We will provide opportunities for active parental and community involvement in students' learning. <p><u>Wellness</u></p> <ul style="list-style-type: none"> • We will provide prevention and intervention to promote the health and well-being of all students and staff. • We will provide safe and secure environments in all school facilities <p><u>Educational and Support Service</u></p> <ul style="list-style-type: none"> • We will provide the appropriate educational services to meet the individual needs of all students. • We will encourage parents to become full partners in the education of their children. |

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.

SUMMARY OF EFFECTIVE SCHOOL CORRELATES

I. HIGH EXPECTATIONS

- Teachers believe all students can master basic skills in their program.
- Teachers believe that all students' home backgrounds are not the primary factor in determining achievement.
- Teachers' expectations are clearly defined in goals for student achievement.
- Teachers treat students in ways that emphasize success and potential rather than those which focus on failure.
- Teachers encourage all students through rewards, encouragement, and recognition.
- Student achievements are featured in school and community media.

II. PARENT AND COMMUNITY SUPPORT

- Parent/teacher conferences result in specific plans for home/school cooperation to improve student achievement.
- Parents and teachers are aware of the school or district homework policy.
- Many parents visit the school to observe the instructional program.
- Home visits, phone calls, newsletters, regular notes, etc. are frequently utilized to strengthen communication.
- Local businesses and organizations contribute money, time, and other resources.

III. MEASUREMENT

- Staff follows routine procedures for frequent collection, summarization, and reporting of student achievement.
- Assessment methods and instruments are selected to measure learning objectives.
- The teachers and principal thoroughly review and analyze test results to plan instructional program modification.
- Results of assessment reports are tied to learning objectives.

IV. INSTRUCTIONAL FOCUS

- Curriculum is designed so objectives (what should be taught), instruction (what actually is taught), and assessment (what is tested), all align.
- Goals are developed/endorsed by teachers, parents, administrators, and students.
- A written statement of purpose (mission) exists as the driving force behind most important school decisions.
- Instructional strategies and materials are adjusted to individual learning needs.
- Several events (assembly, trips) are planned to enhance the instructional program.
- Results of assessment reports are tied to learning objectives.
- Teachers and principals thoroughly review and analyze test results to plan instructional program modification.

V. SCHOOL CLIMATE

- The physical environment is safe, orderly, clean, and conducive to learning.
- Teachers believe it is their responsibility to teach all students and the professional environment establishes courtesy and respect.
- The staff believes that all children can learn and should be provided the opportunity to learn without negative criticism.
- Clear rules, policies, and expectations are in place and are consistently enforced by all adults.
- Students are recognized for academic efforts and accomplishments.
- Teachers are recognized for academic efforts, professional growth, and teaching accomplishments.
- There is a spirit of collaboration among the staff and between the staff and community in reaching the goals of the school.
- Students are made to feel welcome and wanted in a student-centered environment that maintains rapport to encourage learning.

VI. INSTRUCTIONAL LEADERSHIP

- The principal has frequent informal and formal observations.
- Individual teachers and principal meet to discuss focus of classroom observation.
- Regularly scheduled faculty meetings are held to discuss instructions and student achievement.
- Teachers, administrators, and parents assume responsibility for school discipline.
- School rules are understood, respected, and enforced by administrators, teachers, students, and the board of trustees.
- Most students abide by school/classroom rules.
- The physical condition of the school is generally pleasant and well maintained.
- Teachers treat students fairly and with consistency.
- School improvement priorities and plans are developed cooperatively with principal, teachers, parents, and students.
- The principal leads frequent formal discussion with staff concerning instructional and student achievement.

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 ACCELLs VI and VII of the Civil Rights Act of 1964, as amended; ACCELL 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; ACCELL II of the Americans with Disabilities Act of 1990; and local Board policies.

10 COMPONENTS OF A TITLE I SCHOOLWIDE CAMPUS

(The 10 components must be incorporated into Title I School wide Campus plans by statute.

All GISD campuses will incorporate all 10 components in the Campus Improvement Plan.

Place a check mark in each space by each component that is incorporated into the plan.)

- 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 programs summer programs and help to 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, such as family literacy services.
- 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.