

Georgetown Independent School District

Mitchell Elementary School

2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Goals	12
Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.	13
Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.	18
Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.	25
Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.	28
Addendums	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

James E. Mitchell Elementary School

1601 Rockride Lane

Georgetown, TX 78626

Grades: PK - 5th Grade

Mascot: Mavericks

Mitchell Total Enrollment: 724

Mitchell is a Title 1 schoolwide campus in Georgetown ISD.

Ethnic Distribution: African American: 6.49%, Hispanic: 48.07%, White: 37.57%, American Indian: .41%, Asian: 1.52%, Pacific Islander: .28%, Two or more races: 5.66%

Student Groups: Emergent Bilingual: 16.30%, Special Education: 15.88%, Gifted and Talented Education: 4.56%, Section 504: 8.7%, Dyslexia: 13.12%, At Risk: 31.08%, Eco Dis: 49.03%, Homeless: 0.14%

Attendance Rate: 93.65%

Teacher Retention:

GISD has a longstanding reputation as a desirable district for employment. Likewise, Mitchell Elementary has an outstanding reputation for longevity of teacher service to the campus. The veteran teachers maintain a positive and supportive role in mentoring and nurturing new teacher growth on the campus.

Demographics Strengths

Parent Involvement Campus wide is a strength for Mitchell.

Other programs that contribute to demographic strengths at Mitchell:

- Backpack buddies program
- Family Information Nights
- Dual Language Program

- Number of Bilingual Staff/Student Ratios
- District Provided Parent Liaison
- Bilingual Office Staff
- Student Leadership Program
- Watchdogs
- Education Connection
- UTeach Partnership with the University of Texas

Staff Quality, Recruitment and Retention Strengths:

- Highly qualified teaching staff
- Paraprofessional support in high need areas: DL, BCS, Intervention, Sped, PE
- Professional Learning Community (PLC) time embedded in weekly schedule
- Campus Learning Design Coach
- Campus Digital Learning Coach
- Professional Development throughout the year
- District and campus new teacher mentor program.
- Flexibility provided to staff to determine types of training within the number of required hours

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Mitchell zone is experiencing rapid growth. **Root Cause:** New growth in the area has resulted in a slow, but steady change in the demographic of our student population.

Problem Statement 2 (Prioritized): Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited. **Root Cause:** A shortage of subs has limited teacher opportunity to be off campus.

Student Learning

Student Learning Summary

Students at Mitchell Elementary are served by a number of specialized programs related to student need.

The academic RTI process serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee.

EOY MAP Data:

Grade	BOY Achievement (41st - >80 %ile)	EOY Achievement (41st - >80 %ile)	% of Students Who Met Growth Projections
Kindergarten	90%	78%	44%
1st Grade	58%	68%	62%
2nd Grade	41%	53%	61%
3rd Grade	25%	41%	69%
4th Grade	44%	33%	41%
5th Grade	31%	33%	58%

Overall positive growth across all grade levels. Grades 1,2,3,5 surpassed RIT growth; K and 4th did not meet RIT Growth. However, overall Kindergarten had very strong achievement.

In Kindergarten, the team of teachers were new to teaching, and a new math curriculum was introduced at the beginning of the school year. Lack of fidelity and understanding of a program until the spring was most likely a factor in this grade level. In 4th grade, this group of students was also below target in 3rd grade. We have identified this group of students as in 1st grade during the start of the COVID pandemic which is a time of foundational learning and growth. We have noticed some gaps in learning based on specific groups of students.

mClass Data:

Grade	BOY (At or Above Grade level)	EOY (At or Above Grade Level)	Differential
Kindergarten	47%	62%	15% Increase
1st Grade	46%	50%	4% Increase
2nd Grade	42%	44%	2% Increase
3rd Grade	51%	54%	3% Increase
4th Grade	43%	42%	1% Decrease
5th Grade	43%	34%	9% Decrease

Kindergarten showed significant growth from the beginning to end of the year. This year mClass was new to grades 3-5 and in the second year of implementation in grades K-2. Both teachers and students may have lacked clarity on the goals of the assessment, targets for students, and implementation.

Student Learning Strengths

- Student performance has continued to show growth in the past three years based on MAP data, DRA, BAS and STAAR scores.
- Maverick Time (Intervention) is embedded in the master schedule.
- MTSS Meetings are scheduled weekly.
- Intervention resources readily available.
- Universal Screeners, and district assessments are used to identify students who need support and progress monitor.
- Professional Learning and Coaching for teachers with support of LDCs, and curriculum coordinators during learning labs, and grade level design days.
- Weekly PLCs with LDC and administrator support established.
- Personalized Learning supported through campus action team and district participation in district led cohort.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There has not been a focus on using data analysis at a deep level to drive instructional decisions. **Root Cause:** We have been focused on aligning instruction to priority standards and Tier 1 best practices over the course of the last two year. As a campus, we need clarity on types of assessments, and how to analyze and use the data.

Problem Statement 2 (Prioritized): As a campus, we lack clarity on effective Tier 2 instruction. **Root Cause:** Lack of clarity around MTSS process and intervention supports.

School Processes & Programs

School Processes & Programs Summary

Continuous Improvement:

Mitchell has a site based decision and planning committee composed of teachers, parents, community representatives, and administrators. The team meets regularly to assist in developing, reviewing and revising the campus improvement plan. The campus leadership team including the LDC, and intervention team meet quarterly to review student academic, social, and behavioral progress.

Curriculum, Instruction and Assessment:

The curriculum collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes. The campus also utilizes a variety of technology programs to support instruction, including personalized learning including Lexia, and ST Math. Our campus utilizes Maverick time and instructional interventionists to provide target instruction in both reading and math. Additionally, student specific Dyslexic, Gifted & Talented, Emergent Bilingual (EB) and At-Risk instruction is provided during Maverick time. EB students' (grades 3-5) receive instruction through the Dual Language Program with Instruction in both the L1 & L2.

Teachers are provided opportunities for ongoing professional learning and support to guide implementation of balanced literacy and math workshop. The campus has a Learning and Design Coach, as well as a Digital Learning Coach to provide ongoing learning, coaching, and support in classroom instruction.

Classroom Management and Discipline:

Mitchell Elementary has implemented a plan to support the development of SEL competencies and Learner Profile Traits for all students through implementation of SEL instruction during morning meetings, explicit instruction, and ongoing professional learning for staff. Mitchell has implemented Capturing Kids Hearts, and Emergent Tree positive behavior supports systems to support students learning based on unique and individual needs.

School Safety:

Mitchell Elementary conducts all required safety drills, including more than the required number of lockdown drills to ensure students and staff are appropriately trained in an emergency situation. The School Resource Officer is highly involved in the completion and review of these drills. All visitors are required to check in at the office, scan their license and receive a visitor badge. All campus staff are trained on campus safety practices and awareness annually, and frequent feedback is provided by the campus safety principal. All doors and entrances are secured, and regular exterior door checks and audits are performed.

School Processes & Programs Strengths

- District Assessments (MAP, mClass, TFAR) are aligned to the state standards and administered to students periodically throughout the school year to help teachers identify next steps in each individual student's learning
- Ongoing support and Implementation of district wide curriculum from LDC, and District Curriculum Coordinators.
- District level support and training on balanced literacy instruction and math workshop.
- Opportunities for collaboration among teams is supported through implementation of weekly Professional Learning Communities with ongoing campus level coaching and training.
- Monthly Action Teams support ongoing professional learning in support of our vision, mission and beliefs.

- Professional Learning Communities (PLC) time is embedded in weekly schedule.
- Established Campus Improvement Committee meets regularly.
- Resources to support students behavioral, and social emotional needs including CKH, SEL lessons and resources, Emergent Tree.
- Staff trained in campus safety and awareness through regularly drills, ongoing learning and feedback.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was a broad, quick implementation of Emergent Tree Tier I plan in 22-23. The need for Tier 2 and Tier 3 behavior supports increased over the course of the year and we did not have the capacity and tools in place to best support. **Root Cause:** Decreased opportunities for students socialization due to COVID, and an increase in student mobility at Mitchell.

Perceptions

Perceptions Summary

School Culture and Climate:

The teachers, staff and parents at Mitchell Elementary are very passionate about the children they share. Staff members encourage positive student behavior and students enjoy coming to school. The site-based decision-making team, campus Leadership Team, and teacher staff review the previous years CIP, Data, and Accountability results to better assess areas of strength and growth for focus to ensure ongoing student success. The campus teachers select professional goals and learning pathways to further strengthen their instructional ability to serve the students at Mitchell Elementary.

According to the 2022-2023 Survey for Parents and Staff:

- Parents feel their student feels connected to the adults at their school.
- Parents feel their child is well-prepared for the next school year.
- Parents feel the school is responsive to family culture and language.
- Parents feel welcomed and invited to our school.
- Staff are encouraged to share their ideas openly.
- Staff are committed to Georgetown ISD's vision, mission and beliefs.
- Staff feel their work is valued.

According to the 2022-2023 Student Experience Survey:

Our highest student scores indicated the following:

- Mitchell is a safe place to learn.
- Students feel adults at school care about them.
- Students have choices in how they learn.
- Students have friends who care about them.

Parent and Community Involvement:

Parent and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school district community to maintain high expectations and high achievement for all students. Our Title I program provides opportunities for parent and family engagement activities, volunteer opportunities throughout the year, and on-going targeted professional development for staff. Watch Dogs has been established as a way for parents to volunteer on campus and serve as positive role models for students.

Mitchell Elementary has an established PTA who are working to increase PTA volunteers and participation numbers, including bilingual representative and volunteers.

Communication has been successful through websites, teacher webpages, newsletters, email, School Messenger, and English to Spanish translation services.

Perceptions Strengths

- Respectful, collegial environment
- Collaborative teaming
- Learner Focused, Growth Mindset
- Variety of campus events for families including Popsicles with Principal, Back to School Events, Veteran's Day Event, Fun Runs
- PALS mentoring
- Student Leadership Team
- Monthly Staff Meetings
- Campus Culture Committee
- Monthly learning through Action Teams (SEL, PLC, Personalized Learning, Campus Culture)
- Teacher & Staff are routinely celebrated
- Campus Compacts with Families
- Title 1 Informational Night for Parents
- Family Nights & Performance Events
- High Event Participation-students and parents
- Communication: websites, teacher webpages, newsletters, Facebook page, email, School Messenger
- English to Spanish translation services
- Additional extracurricular activities- UIL, Sea Perch, GirlStart, PALS, Colorguard, Student Leadership Team
- Bilingual Staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents and families want more opportunities to be engaged in our learning community. **Root Cause:** Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity.

Priority Problem Statements

Problem Statement 1: The Mitchell zone is experiencing rapid growth.

Root Cause 1: New growth in the area has resulted in a slow, but steady change in the demographic of our student population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited.

Root Cause 2: A shortage of subs has limited teacher opportunity to be off campus.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There has not been a focus on using data analysis at a deep level to drive instructional decisions.

Root Cause 3: We have been focused on aligning instruction to priority standards and Tier 1 best practices over the course of the last two year. As a campus, we need clarity on types of assessments, and how to analyze and use the data.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, we lack clarity on effective Tier 2 instruction.

Root Cause 4: Lack of clarity around MTSS process and intervention supports.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There was a broad, quick implementation of Emergent Tree Tier I plan in 22-23. The need for Tier 2 and Tier 3 behavior supports increased over the course of the year and we did not have the capacity and tools in place to best support.

Root Cause 5: Decreased opportunities for students socialization due to COVID, and an increase in student mobility at Mitchell.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parents and families want more opportunities to be engaged in our learning community.

Root Cause 6: Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity.

Problem Statement 6 Areas: Perceptions

Goals

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

Evaluation Data Sources: See attached addendum "Goal 1 - Performance Objective 1".

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: Increased academic growth as indicated by:
increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.

All students have growth in math and reading as indicated by MAP and mClass.

All students score 60% or above on M2 of math TFAR, STAAR interim, and STAAR assessments.

All students score 60% or above on mastery of all essential standards as indicated by Standards Based Report Cards, TFAR, STAAR, mClass and MAP data.

60% of students are at or above EOY Achievement according to MAP.

All students meet or exceed mastery in accuracy, fluency, and comprehension on BAS assessments for reading.

60% of all students are at or above grade level in reading fluency by the EOY as indicated by mClass.

80% of all students are at or above grade level in reading by the EOY as indicated by mClass.

Students score 3 or above on the performance assessments for writing on TFAR assessments.

60% of students are on grade level according to Amplify assessment.





Other Indicators:

Positive indicators on Quarterly and EOY Student Survey on Learner Profile attributes.

Increased attendance rate goal of 96%

Decrease in discipline referrals

Self reported informal formative assessments and quarterly student surveys regarding Learner Profile attributes.

Strategy 1 Details	Reviews			
Strategy 1: Expand the Multi-Tiered Support System (MTSS) process and campus interventionists to include interventions in social, emotional and academic skills. Interventionists will help support teachers in coaching instruction in Tier 1 and Tier 2 instruction. Strategy's Expected Result/Impact: Increase teacher effectiveness in supporting students in Tier 2 instruction and decrease achievement gaps for at risk populations of students. All students will be monitored for progress and receive targeted supports. Staff Responsible for Monitoring: Principals LDC Interventionists Counselor Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will engage in regular campus data meetings including BOY, quarterly, during professional learning days, and during team meetings. Through professional learning, teachers will have increased clarity on learning targets in reading and math at each grade level. Strategy's Expected Result/Impact: Analyze data to monitor student progress over the year for ALL students to ensure student growth and mastery of academic standards. Analyze data to determine intervention/extension on a unit to unit bases, using high leverage strategies. Staff Responsible for Monitoring: Principals LDC Interventionists Teachers Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There has not been a focus on using data analysis at a deep level to drive instructional decisions. Root Cause: We have been focused on aligning instruction to priority standards and Tier 1 best practices over the course of the last two year. As a campus, we need clarity on types of assessments, and how to analyze and use the data.
Problem Statement 2: As a campus, we lack clarity on effective Tier 2 instruction. Root Cause: Lack of clarity around MTSS process and intervention supports.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 3: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: All students score 60% or above on each TFAR assessment (math and reading).

All students score 60% or above on M2 of math TFAR, STAAR interim, and STAAR assessments.

All students score 60% or above on mastery of all essential standards as indicated by Standards Based Report Cards, TFAR, STAAR, mClass and MAP data.

60% of students are at or above EOY Achievement according to MAP.

All students meet or exceed mastery in accuracy, fluency, and comprehension on BAS assessments for reading.

60% of all students are at or above grade level in reading fluency by the EOY as indicated by mClass.

80% of all students are at or above grade level in reading by the EOY as indicated by mClass.

Students score 3 or above on the performance assessments for writing on TFAR assessments.

60% of students are on grade level according to Amplify assessment.

Other Indicators:

Positive indicators on Quarterly and EOY Student Survey

Positive indicators on Quarterly and EOY Staff Survey

Decrease in discipline referrals

Self reported informal formative assessments and quarterly student surveys regarding Learner Profile attainment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: Teachers will facilitate students in academic goal setting and monitoring personal progress in order to foster student ownership and responsibility of their own learning. Strategy's Expected Result/Impact: Increase in awareness and responsibility of student ownership of personal progress as indicated by classroom observations, student work samples, and artifacts. Increase in academic achievement. Staff Responsible for Monitoring: Teachers Students Principals Interventionists LDC Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	July
Strategy 3 Details		Reviews			
Strategy 3: Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes. Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker at least 1X a week that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement. Staff Responsible for Monitoring: Principals SPED LDC Teachers Students Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
Strategy 4: Teachers will engage in professional learning to support students in personalized learning. Specialized instructional supports will be implemented, such as Lexia Core 5, to help support personalized learning in reading for all students campus wide. Strategy's Expected Result/Impact: Increase in overall academic achievement and reading growth. Increase in engagement, accuracy, fluency, and reading comprehension for all students at Mitchell Elementary. Staff Responsible for Monitoring: Principal LDC Interventionists Teachers Problem Statements: Demographics 1 - Student Learning 2		Formative			Summative
		Oct	Jan	Apr	July

Strategy 5 Details		Reviews			
Strategy 5: Teachers will engage in professional learning to support high impact instructional strategies during PL, coaching, design days, and action teams to support student collaboration, problem solving, and discussion in the classroom. Strategy's Expected Result/Impact: Increase teacher effectiveness, increase student engagement, develop Learner Profile Traits. Increased academic academic growth for all students. Staff Responsible for Monitoring: Principals Teacher LDC Interventionists Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	July

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population.
Problem Statement 2: Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited. Root Cause: A shortage of subs has limited teacher opportunity to be off campus.
Student Learning
Problem Statement 1: There has not been a focus on using data analysis at a deep level to drive instructional decisions. Root Cause: We have been focused on aligning instruction to priority standards and Tier 1 best practices over the course of the last two year. As a campus, we need clarity on types of assessments, and how to analyze and use the data.
Problem Statement 2: As a campus, we lack clarity on effective Tier 2 instruction. Root Cause: Lack of clarity around MTSS process and intervention supports.
School Processes & Programs
Problem Statement 1: There was a broad, quick implementation of Emergent Tree Tier I plan in 22-23. The need for Tier 2 and Tier 3 behavior supports increased over the course of the year and we did not have the capacity and tools in place to best support. Root Cause: Decreased opportunities for students socialization due to COVID, and an increase in student mobility at Mitchell.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey

Positive indicators on Quarterly and EOY Staff Survey

Positive indicators on Quarterly and EOY Parent Survey

Increased attendance rate goal of 96%

Decrease in discipline referrals

Classroom observations and walkthroughs

Self reported informal formative assessments and quarterly student surveys

Strategy 1 Details	Reviews			
Strategy 1: Students will engage in collaborative learning opportunities focused on learner profile traits during monthly assemblies, after school extracurricular activities, and summer camps. Staff Responsible for Monitoring: Principal Learning Design Coach Staff Design Team Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: The student leadership team will represent our student body at events, and will collaborate and provide feedback and to campus leadership regarding Learner Profile Traits and attainment. Staff Responsible for Monitoring: Principal Counselor Learning Design Coach Staff Design Team Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details		Reviews			
Strategy 3: CKH Process Champions and Campus Leadership will model and support the implementation of CKH campus wide to build positive relationships with students through the use of Social Contracts, the 4 questions, and consequences. Ongoing professional learning through CKH traction visits and coaching will be provided each semester. Character lessons will be modeled by the leadership team campus wide and implemented into daily morning meetings focused on a monthly CKH/SEL focus. Strategy's Expected Result/Impact: Positive impact on student behavior as measured by decreased office referrals, increased attendance, and student survey indicators that students feel safe at school and have increased strength in student/staff relationships. Staff Responsible for Monitoring: Principal Asst Principal Leadership Team Process Champions Design Team Counselor Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	July

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population.
School Processes & Programs
Problem Statement 1: There was a broad, quick implementation of Emergent Tree Tier I plan in 22-23. The need for Tier 2 and Tier 3 behavior supports increased over the course of the year and we did not have the capacity and tools in place to best support. Root Cause: Decreased opportunities for students socialization due to COVID, and an increase in student mobility at Mitchell.





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey
Positive indicators on Quarterly and EOY Staff Survey
Positive indicators on Quarterly and EOY Parent Survey
Staff attendance
Teacher retention

Strategy 1 Details		Reviews			
Strategy 1: Professional Learning, coaching, and ongoing support for teachers with the implementation of Math Workshop, Balanced Literacy, phonemic awareness, and writing workshop at all levels. Strategy's Expected Result/Impact: Increase teacher effectiveness using strategies and resources to support growth of all learners as evidenced by teacher observation. Increased academic growth as indicated by increase in performance on NWEA MAP, mClass, TFAR, and STAAR data. Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Design Coach, Teachers Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze curriculum and TEKS alignment during vertical team collaborative workshops. Vertical team workshops will focus on academic areas of improvement as as identified by the campus & team and create action plans for addressing collaboratively. Strategy's Expected Result/Impact: An increase in teacher awareness of strengths and weaknesses in instruction. The development of interdependence of their work, and vertical grade level collaboration to develop and implement strategies which will result in school wide student learning progress. Staff Responsible for Monitoring: Principal Assistant Principal Learning Design Coach Teachers Leadership Team Problem Statements: Demographics 2 - Student Learning 1, 2	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement opportunities to increase campus culture, morale and team building. Strategy's Expected Result/Impact: Increase teacher engagement and involvement as indicate by increased participation in district and campus learning opportunities, willingness to take on leadership roles on campus, increased engagement in campus events. Increase teacher morale and positive campus culture as shown by teacher surveys, increased teacher participation in events, teacher attendance and maintain low turnover rate. Staff Responsible for Monitoring: Principals, Design Team, Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Teachers have regular opportunities to reflect on and celebrate student growth socially, emotionally, and academically during staff meetings, data meetings, and during PLC. Strategy's Expected Result/Impact: Teachers have increased awareness of student progress, thereby increasing teacher satisfaction with their work. Staff Responsible for Monitoring: Principals LDC Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited. **Root Cause:** A shortage of subs has limited teacher opportunity to be off campus.

Student Learning

Problem Statement 1: There has not been a focus on using data analysis at a deep level to drive instructional decisions. **Root Cause:** We have been focused on aligning instruction to priority standards and Tier 1 best practices over the course of the last two year. As a campus, we need clarity on types of assessments, and how to analyze and use the data.

Problem Statement 2: As a campus, we lack clarity on effective Tier 2 instruction. **Root Cause:** Lack of clarity around MTSS process and intervention supports.





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey
Positive indicators on Quarterly and EOY Staff Survey
Positive indicators on Quarterly and EOY Parent Survey
Increased attendance rate goal of 96%
Decrease in discipline referrals
Classroom observations and walkthroughs
Self reported informal formative assessments and quarterly student surveys

Strategy 1 Details	Reviews			
Strategy 1: Increase the use of Social-Emotional Learning Strategies in daily instruction for students through implementation of SEL instruction in morning meetings, create calming corners in each of our classrooms, and ongoing professional learning by staff through teacher engagement in book clubs and action teams. Continue instruction in emotional regulation and awareness. Strategy's Expected Result/Impact: To increase student self-regulation skills in the classroom. Teachers will adopt a common language when supporting students. Decrease in behavior referrals. Positive impact on student SEL survey Staff Responsible for Monitoring: Counselor Teachers Principal Asst Principal SEL Action Team Leadership Team Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Students will engage in explicit instruction on SEL and the Learner Profile in a 3 week rotation created and delivered by the SEL Specialist designed to be targeted and brief instruction on intrapersonal and interpersonal relationships. Strategy's Expected Result/Impact: Students will learn and apply problem solving and coping skills. Students will demonstrate healthy relationships with peers as indicated by reduced discipline referrals, increased attendance, reduction in counselor referrals for conflict resolutions, and positive indicators on the student and parent survey. Staff Responsible for Monitoring: Counselor Action Team Teachers Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Mitchell will utilize Capturing Kids Hearts, Social Emotional Learning opportunities, and Emergent Tree positive behavior support system to support students learning based on unique and individual needs. Strategy's Expected Result/Impact: Students will feel safe, connected, and supported in their learning environment as evidenced by student and parent surveys, increased student attendance, decrease in discipline referrals, classroom observation and self reported formative assessments. Staff Responsible for Monitoring: Principal Asst Principal MTSS Behavior Action Team Design Team Learning Design Coach Counselor Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population.
School Processes & Programs
Problem Statement 1: There was a broad, quick implementation of Emergent Tree Tier I plan in 22-23. The need for Tier 2 and Tier 3 behavior supports increased over the course of the year and we did not have the capacity and tools in place to best support. Root Cause: Decreased opportunities for students socialization due to COVID, and an increase in student mobility at Mitchell.

Goal 3: Staff Recruitment and Retention





Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey
Positive indicators on Quarterly and EOY Staff Survey
Positive indicators on Quarterly and EOY Parent Survey
Teacher engagement in professional learning, and campus leadership opportunities
Teacher collaboration in PLC, design, and professional learning
Classroom observations and walkthroughs
Self reported informal formative assessments and quarterly student surveys

Strategy 1 Details		Reviews			
Strategy 1: The new teacher mentor program will provide ongoing professional learning and support for new teachers at Mitchell throughout the school year. The program will support teachers who have 0-3 years experience education, and experienced teachers new to GISD. Strategy's Expected Result/Impact: New to Mitchell teachers and staff feel supported as indicated by quarterly surveys, frequent feedback, and campus engagement, thus increasing teacher retainment at Mitchell. Staff Responsible for Monitoring: Principals Design Coach New Teacher Mentors Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Increased opportunities to empower teachers to grow through increased opportunities for teacher learning walks, observation and modeling, and leadership on campus. Strategy's Expected Result/Impact: Empower teachers to use their strengths to grow professionally, and to expand their positive impact on colleagues and students. Staff Responsible for Monitoring: LDC Principals Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Learning Design Coach expands support to teachers by including increased opportunities for professional learning through lunch & learns, and make & takes. Strategy's Expected Result/Impact: LDC works with all teachers to provide support, growth and enrichment. Staff Responsible for Monitoring: Principals LDC Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Ensure all students and teachers have necessary supplies, manipulatives, support and resources to advance the learning of all students. Strategy's Expected Result/Impact: Increased implementation and utilization of highly effective teaching strategies and supports. Teachers will feel supported. Increased student achievement.	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Commitment to increasing transparency and communication for building relationships between all stakeholders - students, parents, and all staff. Strategy's Expected Result/Impact: Increase positive relationships between campus, students and staff. Staff Responsible for Monitoring: Principals Design Team Teachers LDC Counselor Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 2: Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited. Root Cause: A shortage of subs has limited teacher opportunity to be off campus.
Perceptions
Problem Statement 1: Parents and families want more opportunities to be engaged in our learning community. Root Cause: Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Staff Survey
Positive indicators on Quarterly and EOY Parent Survey
Increased attendance rate goal of 96%
Family engagement in student learning opportunities and events

Strategy 1 Details	Reviews			
Strategy 1: Increase opportunities for students to feel affirmed through positive recognitions such as positive phone calls home, student recognitions, and principals awards. Strategy's Expected Result/Impact: Increased opportunities for students to feel affirmed will lead to positive relationships with students and families. Staff Responsible for Monitoring: Principal Counselor Teachers Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers regularly communicate with parents in person, virtually, and electronically to update student progress academically and on learner profile attainment. Strategy's Expected Result/Impact: Parents will be informed, active participants in their child's education. Staff Responsible for Monitoring: Principals Teachers LDC Counselors Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population.
Perceptions
Problem Statement 1: Parents and families want more opportunities to be engaged in our learning community. Root Cause: Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey
Positive indicators on Quarterly and EOY Staff Survey
Positive indicators on Quarterly and EOY Parent Survey
Self reported informal formative assessments and quarterly student surveys
Increased partnerships with community including Watch Dogs, and student mentors.

Strategy 1 Details	Reviews			
Strategy 1: Build relationships with parents by increasing communication and understanding regarding school processes by offering monthly learning opportunities for parents on campus, increased communication through newsletters and social media. Strategy's Expected Result/Impact: Increased communication and transparency with parents will build stronger relationships and partnerships with our campus. Staff Responsible for Monitoring: Principals Counselor Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population.
Perceptions
Problem Statement 1: Parents and families want more opportunities to be engaged in our learning community. Root Cause: Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Positive indicators on Quarterly and EOY Student Survey
Positive indicators on Quarterly and EOY Parent Survey
Self reported informal formative assessments and quarterly student surveys
Increased partnerships with community including volunteers, Watch Dogs, and student mentors.

Strategy 1 Details	Reviews			
Strategy 1: Expanding opportunities for family and community engagement on campus through student-centered family nights, student showcases, and school events. Strategy's Expected Result/Impact: Increased parent engagement as indicated by increase in participation at family events, PTA membership, volunteers, and mentors. Increased student ownership of learning. Staff Responsible for Monitoring: Principals Design Team Staff Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Increase opportunities for families and community members to partner alongside Mitchell Elementary through programs such as Garden Committee, PTA, Watch Dogs, Career Day, and mentorships. Strategy's Expected Result/Impact: Increased parent engagement as indicated by increase in participation at family events, PTA membership, volunteers, and mentors. Increased student ownership of learning. Create a positive rapport with our community. Staff Responsible for Monitoring: Principals Design Team Staff Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The Mitchell zone is experiencing rapid growth. Root Cause: New growth in the area has resulted in a slow, but steady change in the demographic of our student population.
Perceptions
Problem Statement 1: Parents and families want more opportunities to be engaged in our learning community. Root Cause: Parent events and opportunities to partner with the campus were limited due to recent school safety concerns, high enrollment and building capacity.

Addendums

Campus : James E Mitchell EL

1601 Rockride Ln
Georgetown, TX 78626
(512) 943-1820 Phone
(512) 943-1829 Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal

Hollie Braun

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

	Count	Percent
Student Total	724	100%
Early Education Grade	9	1.24%
Pre-Kindergarten Grade	37	5.11%
Kindergarten Grade	104	14.36%
1st Grade	89	12.29%
2nd Grade	125	17.27%
3rd Grade	134	18.51%
4th Grade	112	15.47%
5th Grade	114	15.75%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

	Count	Percent
Gender		
Female	348	48.07%
Male	376	51.93%
Ethnicity		
Hispanic-Latino	348	48.07%
Race		
American Indian - Alaskan Native	3	0.41%
Asian	11	1.52%
Black - African American	47	6.49%
Native Hawaiian - Pacific Islander	2	0.28%
White	272	37.57%
Two-or-More	41	5.66%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	10	8.70%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	3	2.61%
Emotional disturbance	4	3.48%
Learning disability	41	35.65%
Speech impairment	41	35.65%
Autism	16	13.91%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	40	34.78%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	19	16.52%
Resource Room	49	42.61%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	7	6.09%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

	Count	Percent
Dyslexia	95	13.12%
Gifted and Talented	33	4.56%
Regional Day School Program for the Deaf	0	0.00%
Section 504	63	8.70%
Special Education (SPED)	115	15.88%
Bilingual/ESL		
Emergent Bilingual (EB)	118	16.30%
Bilingual	109	15.06%
English as a Second Language (ESL)	35	4.83%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	724	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%

Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)			Count	Percent
At-Risk			225	31.08%
Foster Care			4	0.55%
IEP Continuer			0	0.00%
Immigrant			1	0.14%
Intervention Indicator			23	3.18%
Migrant			0	0.00%
Military Connected			18	2.49%
Transfer In Students			2	0.2762%
Unschooling Asylee/Refugee			0	0%
Economic Disadvantage				
Economic Disadvantage Total			355	49.03%
Free Meals			291	40.19%
Reduced-Price Meals			64	8.84%
Other Economic Disadvantage			0	0.00%
Homeless and Unaccompanied Youth				
Homeless Status Total			1	0.14%
Shelter			0	0.00%
Doubled Up			1	0.14%
Unsheltered			0	0.00%
Hotel/Motel			0	0.00%
Not Unaccompanied Youth			1	0.14%
Is Unaccompanied Youth			0	0.00%

College and Career Readiness School

Models (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

	Count	Percent
Associate Degree	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/19/2023)

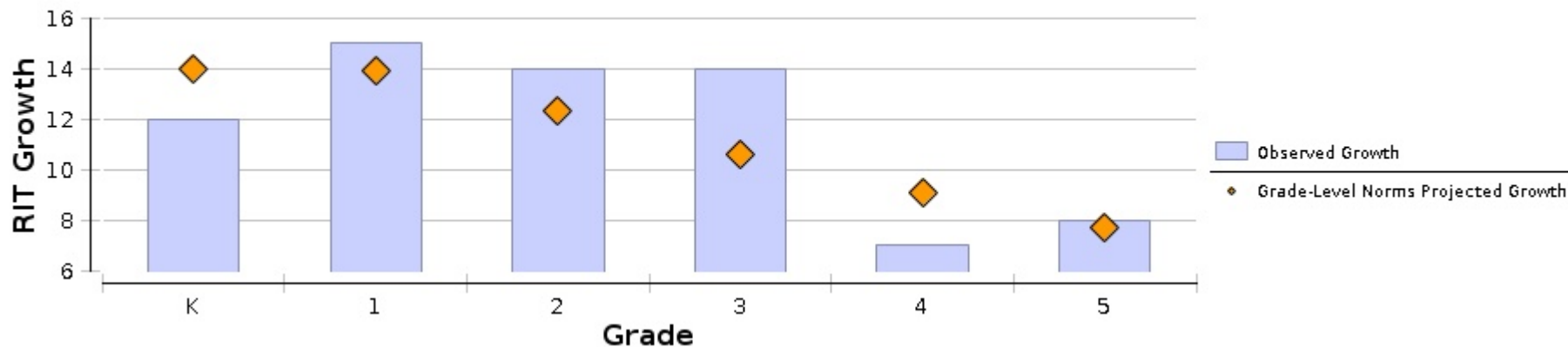
	Count	Percent
Administrative Support	14	18.67%
Teacher	49	65.33%
Educational Aide	12	16.00%
Auxiliary	0	0.00%

Mitchell Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	96	145.5	10.1	86	157.8	10.7	75	12	0.8	14.0	-0.92	18	96	42	44	40
1	89	160.3	12.4	52	175.6	14.2	61	15	0.9	13.9	0.68	75	89	55	62	59
2	111	174.3	14.4	45	188.7	15.1	59	14	0.7	12.3	1.13	87	111	68	61	59
3	123	185.5	12.5	31	199.3	12.9	51	14	0.7	10.6	1.87	97	123	85	69	70
4	98	198.3	13.6	43	205.3	15.9	32	7	0.7	9.1	-1.28	10	98	40	41	35
5	107	205.9	15.2	33	213.9	14.7	35	8	0.8	7.7	0.16	56	107	62	58	50

Math: Math K-12



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	100
Mean RIT Score	157.6
Standard Deviation	10.7
District Grade-Level Mean RIT	156.4
Students At or Above District Grade-Level Mean RIT	56
Grade-Level Mean RIT	154.3
Students At or Above Grade-Level Mean RIT	63

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	12	12%	18	18%	18	18%	28	28%	24	24%	157-158-159	10.7

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 1

Term: Spring 2022-2023
District: Georgetown ISD
School: Mitchell Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	96
Mean RIT Score	175.3
Standard Deviation	13.7
District Grade-Level Mean RIT	174.9
Students At or Above District Grade-Level Mean RIT	53
Grade-Level Mean RIT	174
Students At or Above Grade-Level Mean RIT	56

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	15	16%	16	17%	21	22%	19	20%	25	26%	174-175-177	13.7

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	120
Mean RIT Score	188.1
Standard Deviation	15.7
District Grade-Level Mean RIT	188.3
Students At or Above District Grade-Level Mean RIT	60
Grade-Level Mean RIT	187.3
Students At or Above Grade-Level Mean RIT	64

[illegible]

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	133
Mean RIT Score	198.2
Standard Deviation	14.2
District Grade-Level Mean RIT	199.3
Students At or Above District Grade-Level Mean RIT	73
Grade-Level Mean RIT	199.2
Students At or Above Grade-Level Mean RIT	73

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	28	21%	20	15%	25	19%	42	32%	18	14%	197-198-199	14.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	106
Mean RIT Score	205.4
Standard Deviation	15.8
District Grade-Level Mean RIT	208.7
Students At or Above District Grade-Level Mean RIT	50
Grade-Level Mean RIT	208.7
Students At or Above Grade-Level Mean RIT	50

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	35	33%	15	14%	14	13%	26	25%	16	15%	204-205-207	15.8

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.



Grade Report

Grade 5

Term: Spring 2022-2023
District: Georgetown ISD
School: Mitchell Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	118
Mean RIT Score	213.3
Standard Deviation	14.8
District Grade-Level Mean RIT	214.5
Students At or Above District Grade-Level Mean RIT	66
Grade-Level Mean RIT	217.1
Students At or Above Grade-Level Mean RIT	59

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	28	24%	22	19%	30	25%	31	26%	7	6%	212-213-215	14.8

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.






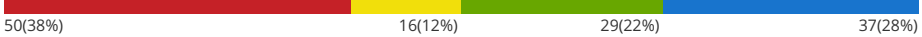


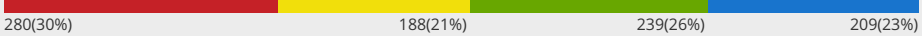




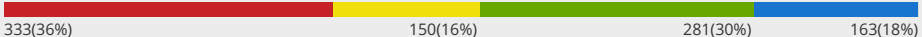




***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

Comparing Populations: DIBELS 8th Edition

View		Population		Time		Measure	
Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage		Show Students Enrolled: On Test Day Grade: All Grades District: Georgetown ISD School: Mitchell Elementary		School Year: 2022-2023 Period: All Periods		Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels	
School	<div><div></div> Well Below Benchmark</div>	<div><div></div> Below Benchmark</div>	<div><div></div> At Benchmark</div>	<div><div></div> Above Benchmark</div>	Total Students		
↶ Georgetown ISD Current as of 06/03/2023							
Grade K	Reference Data Reference Point: District						
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>322(37%)198(23%)162(19%)184(21%)</div>			866		
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>334(39%)181(21%)199(23%)147(17%)</div>			861		
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>273(31%)146(17%)275(31%)190(21%)</div>			884		
Mitchell Elementary	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>32(31%)23(22%)16(15%)33(32%)</div>			104		
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>38(37%)20(20%)15(15%)28(28%)</div>			101		
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>20(20%)14(14%)36(37%)29(29%)</div>			99		
Grade 1	Reference Data Reference Point: District						
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>321(36%)168(19%)198(22%)202(23%)</div>			889		
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>382(41%)153(17%)216(23%)172(19%)</div>			923		
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>270(30%)127(14%)256(28%)255(28%)</div>			908		
Mitchell Elementary	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>28(31%)21(23%)19(21%)23(25%)</div>			91		
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>45(47%)14(15%)19(20%)17(18%)</div>			95		
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>30(32%)17(18%)22(23%)26(27%)</div>			95		
Grade 2	Reference Data Reference Point: District						
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>346(37%)117(13%)243(26%)220(24%)</div>			926		
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>346(36%)143(15%)236(25%)228(24%)</div>			953		
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>296(31%)143(15%)233(25%)278(29%)</div>			950		
Mitchell Elementary	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>51(43%)18(15%)25(21%)25(21%)</div>			119		
	22-23 MOY	<div><div></div><div></div><div></div><div></div></div> <div>56(45%)21(17%)23(18%)25(20%)</div>			125		
	22-23 EOY	<div><div></div><div></div><div></div><div></div></div> <div>42(35%)26(22%)23(19%)29(24%)</div>			120		

Grade 3	Reference Data	Reference Point: District
	22-23 BOY  929 22-23 MOY  938 22-23 EOY  929	
Mitchell Elementary	22-23 BOY  128 22-23 MOY  130 22-23 EOY  132	
Grade 4	Reference Data	Reference Point: District
	22-23 BOY  915 22-23 MOY  913 22-23 EOY  916	
Mitchell Elementary	22-23 BOY  109 22-23 MOY  109 22-23 EOY  113	
Grade 5	Reference Data	Reference Point: District
	22-23 BOY  902 22-23 MOY  927 22-23 EOY  936	
Mitchell Elementary	22-23 BOY  111 22-23 MOY  114 22-23 EOY  116	

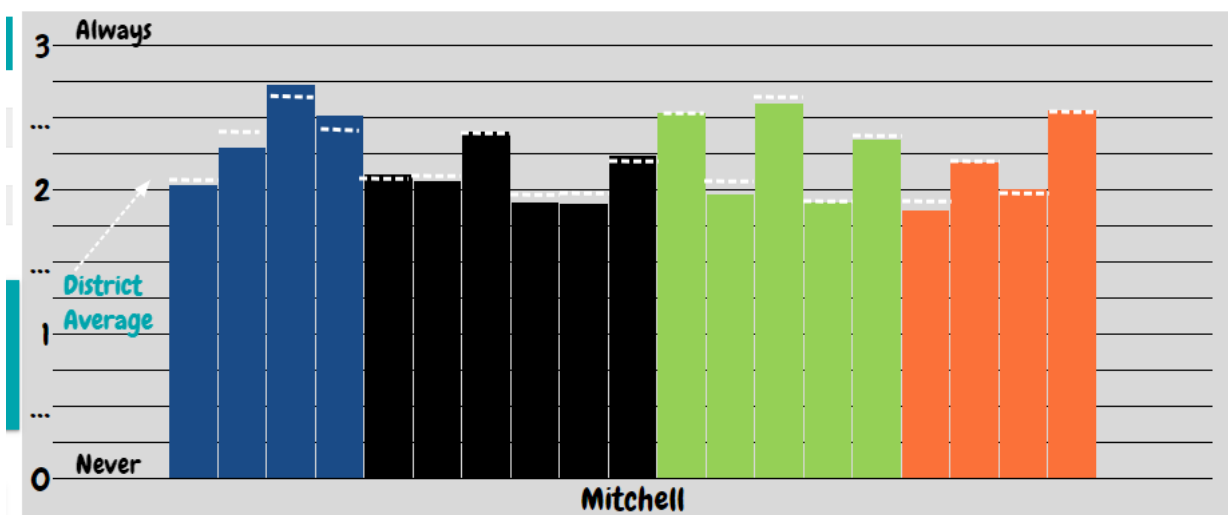
Student Experience Survey 2023

Creates & innovates,
obtains knowledge through
inquiry and exploration,
applies critical thinking

Develops self-knowledge & personal
responsibility, adapts & perseveres

Communicates, collaborates,
builds & models respectful
relationships

Environmental: The ability
for the school to offer a
learning environment
where a student can
develop their LP Traits



How to use this document Click HERE				
Priority Area	Student Learning, Growth and Progress			
Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	In GISD, instruction, assessment, and intervention are aligned.			
2023-2024 Q1: (Aug - Oct)				
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do?	
What?	How to gather?		Work	Actionable Steps
Establishing collective commitment to the priority work.	Team Social Contracts Team Commitments	Established Social Contracts Staff participation in PLC	Creating social contract and collective commitments.	Professional learning at the start of the school year to establish our campus picture of success and team nonnegotiables.
				Providing time to create team social contracts in a whole group collaborative setting.
				Intentionality on use of social contract in meetings and PLCs.
Agreement on student learning outcomes in each grade level and content area.	"I Can" Statements Posted PLC Evidence All grade levels are designing aligned instruction as evidenced in collaborative planning. Essential Standards will be identified on PLC Agendas and Instructional Design Documents. Classroom walkthroughs and observations	50% of the time by 50% of staff. Curriculum Coordinators met in the spring for 1/2 day with 4th and 5th grade math teams to backward design 3rd and 4th quarter Units using backward design.	Identification and understanding of essential standards used to drive instruction.	Facilitate PD opportunities (Fall PD, Design and PLCs) for teachers to unpack TEKS and focus on "I can" success criteria.
				Quarterly vertical team collaboration to build understanding on essential standards for each Unit design, integration and alignment.
				ES are used to design instruction, intervention and extension during PLC, design days and team planning.
Instructional Team Collaboration and Alignment	Effective collaborative team conversation in meetings Student Data (MAP, mClass, common and formative assessments) Teacher feedback Instruction is aligned to GISD Scope and Sequence Agreed upon assessments Intervention and SPED instruction supports classroom learning Teacher clarity on learning goals as evidenced by instructional alignment	Biweekly PLCs with LDC and Administrator Support. Intervention, SPED do not attend. 1/2 day Learning Labs in selected grade levels (about half) in ELAR and Math. Some teams met with curriculum coordinators for backward design planning in math. Current ongoing monthly learning about effective PLCs through action teams.	Creating opportunities for teams to learn and design collaborativley.	Schedule regular PLCs and DEW weekly meetings with LDC, Intervention and Administrator support.
			Expand Action teams to support learning around PLC, Vertical Alignment, Assessment and MTSS. Teams meet monthly.	Action Teams meet monthly for collaborative learning and on October PD Day.
				Learning opportunities with curriculum coordinators, Learning Labs and 1/2 day design days and on action teams.
Instructional Team Effectiveness	Learning Labs Walkthroughs Coaching Cycles PLC agenda and discussion Staff Feedback and participation in learning Student Feedback Student Data (MAP, mClass, common and formative assesment data)	Campus Learning over the past 2 years focused on effect size. About half the staff have participated in DEW PL. One LDC currently coaching staff, all grade levels and all content areas. Coaching has been driven by content area. 1/2 day Learning Labs in selected grade levels in ELAR and Math. 1/2 day Design Days have been a challenge due to sub shortage (averaging 1 per year).	Expand knowledge of highly effective learning strategies.	Reviewing effect size of instructional strategies.
			Implement highly effective instructional strategies.	Opportunities to model/observe/reflect on effective teaching strategies through coaching cycles, and learning walks.
				LDC and interventionists offer optional PD high impact instructional strategies one Friday a month.
	Skyward Documentation Teacher presented data supporting Tier 1, and tier 2 instruction. PLC conversations around data and design for next steps. Student growth and mastery of standards (Map, mClass, TFAR, formative assessments, STAAR).	Intervention Time Established Process for Referrals; Lack of teacher clarity on Tier 2 instruction in the classroom and student data collection. Intervention Resources (Do the Math, LLI, SIPPS, Emergentree, SIL, Camino al Exit O) Universal Screeners, and district assessments used	Increase clarity around MTSS Clarify and Refine MTSS Process Set clear expectations for MTSS.	Establish MTSS Teams to include academic team, behavioral team, guiding coalition, and leadership team and establish norms.
				Create campus schedule for MTSS meetings
				Establish a clear process map for referrals to MTSS.

How to use this document Click HERE				
Priority Area	Student Learning, Growth and Progress			
Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	In GISD, instruction, assessment, and intervention are aligned.			
2023-2024 Q1: (Aug - Oct)				
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do?	
What?	How to gather?		Work	Actionable Steps
Clarity Around MTSS and Intervention Roles, Purpose and Process	Increased alignment and collaboration with all staff. Number of students referred and exited from Tiers 2 and 3. LDC and interventionist coaching feedback. Teacher and student feedback (confidence and understanding). Administrator walkthroughs and observations.	to identify students who need support and progress monitor. Weekly MTSS Meetings for academics and behavior with interventionist, teacher, administrator, and counselor on a 6 week rotation. 1st - 4th grades implement flex grouping based on common formative assessments. Rotation time varies.	Staff commitment and buy in. Increased clarity around how to design instruction and support students in Tier 2 instruction in the classroom.	Establish Clarity and Direction around MTSS. Clearly define the role of the interventionists, and instruction at each Tier during PD (Aug - Oct). LDC and Interventionist provide instructional coaching, modeling and feedback in Tier 1 and Tier 2 instruction. During PLC, DEW and team planning, the teacher team uses ES to develop potential intervention strategies for each targeted group
Clarity on the purpose of gathering data through common assessment	Teacher designed common assessments PLC agendas and discussions Student referrals to intervention, and flex grouping design	Assessments are given; however, there is not always a response to data analysis to ensure learning of EIS 50% give common summative assessments on Units. CFAS have not been designed for every grade and every unit. Teachers give required district assessments, and have choice on TFAR. Teachers lack clarity on how this data may best be used to monitor student progress. LDC collects and organizes student data for teachers. Interventionists discuss student progress with teams after BOY, MOY and EOY assessment.	Create clarity on district assessment administration, purpose, and how to use the data. Develop understanding on design, purpose and analysis of common assessments. Develop plan for collecting, and analyzing student progress with data at the classroom and campus level. Analyze data to monitor student progress over the year for ALL students. Analyze data to determine intervention/extension on a unit to unit bases, using high leverage strategies.	Facilitate PD opportunities (August, Sept) to provide clarity on assessment including district assessments, common and formative assessments (assessments available, purpose, and how to use the data). Facilitate campus data meetings at BOY, and quarterly during professional learning, design days, and during team meetings. Increase teacher clarity on MOY and EOY learning targets in reading and math at each grade level. CFAs will be created on design days, during PLCs, and during planning time on a unit by unit basis. After assessment, the team will collaboratively analyze assessment results.
2023-2024 Q2: (Nov - Jan)				
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?	
What?	How to gather?		Work	Actionable Steps
Establishing collective commitment to the priority work.	Team Social Contracts Team Commitments PLC Agendas Staff Feedback Walkthroughs Student Data		Collective commitment established	Intentionality on use of social contract in meetings and PLCs. Celebrate progress and success through weekly communications, and during staff meetings.
Agreement on student learning outcomes in each grade level and content area.	"I Can" Statements Posted PLC Evidence All grade levels are designing aligned instruction as evidenced in collaborative planning. Essential Standards will be identified on PLC Agendas and Instructional Design Documents. Classroom walkthroughs and observations		Identification and understanding of essential standards used to drive instruction.	Facilitate PD opportunities (Jan PD, Design and PLCs) for teachers to unpack TEKS and focus on "I can" success criteria. Quarterly vertical team collaboration to build understanding on essential standards for each Unit design, integration and alignment. ES are used to design instruction, intervention and extension during PLC, design days and

How to use this document Click HERE				
Priority Area Priority	Student Learning, Growth and Progress			
Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	In GISD, instruction, assessment, and intervention are aligned.			
2023 – 2024 Q1: (Aug – Oct)				
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do?	
What?	How to gather?		Work	Actionable Steps
Instructional Team Collaboration and Alignment	Meeting Agendas Effective collaborative team conversation in meetings Student Data (MAP, mClass, common and formative assessment) Teacher feedback Instruction is aligned to GISD Scope and Sequence Agreed upon assessments Intervention and SPED instruction supports classroom learning Teacher clarity on learning goals as evidenced by instruction		Creating opportunities for teams to learn and design collaboratively.	Schedule regular PLCs and DEW weekly meetings with LDC, Intervention and Administrator support.
			Expand Action teams to support learning around PLC, Vertical Alignment, Assessment and MTSS. Teams meet monthly.	Regular team planning with support after school, during conference, and on quarterly design days.
				Learning opportunities with curriculum coordinators, Learning Labs and 1/2 day design days and on action teams.
Instructional Team Effectiveness	Learning Labs Walkthroughs Coaching Cycles PLC agenda and discussion Staff Feedback and participation in learning Student Feedback Student Data (MAP, mClass, common and formative assessment data)		Expand knowledge of highly effective learning strategies.	Support ongoing learning and implementation of high impact instructional strategies during PLC, coaching, PL, DEW, and action teams.
			Implement highly effective instructional strategies.	Opportunities to model/observe/reflect on effective teaching strategies through coaching cycles, and learning walks.
			Implement plan for frequency and duration for Tier 2 Interventions	LDC and interventionists offer optional PD high impact instructional strategies one Friday a month.
				Communicate a high impact strategy of the week through campus leadership weekly newsletter, and through PLC meetings.
Clarity Around MTSS and Intervention Roles, Purpose and Process	Skyward Documentation Teacher presented data supporting Tier 1, and tier 2 instruction. PLC conversations around data and design for next steps. Student growth and mastery of standards (Map, mClass, TFAR, formative assessments, STAAR). Increased alignment and collaboration with all staff. Number of students referred and exited from Tiers 2 and 3. LDC and interventionist coaching feedback. Teacher and student feedback (confidence and understanding). Administrator walkthroughs and observations.		Increase clarity around MTSS Clarify and Refine MTSS Process Set clear expectations for MTSS. Staff commitment and buy in. Increased clarity around how to design instruction and support students in Tier 2 instruction in the classroom. Implement plan for frequency and duration for Tier 2 Interventions Monitor progress of students receiving supplemental supports.	Establish MTSS Teams to include academic team, behavioral team, guiding coalition, and leadership team and establish purpose.
				Weekly MTSS meetings established, agenda driven and attended by team. ; Meeting documentation including data is prefilled by teacher, and includes T2 instructional
				LDC and Interventionist provide instructional coaching, modeling and feedback in Tier 1 and Tier 2 instruction.
				During PLC, DEW and team planning, the teacher team uses ES to develop potential intervention strategies for each targeted group and shares resources.
				Teacher teams analyze data from CFAs, discussing student concerns, determining who will provide interventions, and further review the student concerns.
				Maverick Academy after school, and before school tutoring will provide supplemental interventions to Tier 2 students before and

How to use this document Click HERE				
Priority Area Priority	Student Learning, Growth and Progress			
Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	In GISD, instruction, assessment, and intervention are aligned.			
2023–2024 Q1: (Aug – Oct)				
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do?	
What?	How to gather?		Work	Actionable Steps
Clarity on the purpose of gathering data through common assessment	Teacher designed common assessments PLC agendas and discussions Student referrals to intervention, and flex grouping design		Create clarity on district assessment administration, purpose, and how to use the data. Develop understanding on design, purpose and analysis of common assessments. Develop plan for collecting, and analyzing student progress with data at the classroom and campus level. Analyze data to monitor student progress over the year for ALL students. Analyze data to determine intervention/extension on a unit to unit bases, using high leverage strategies.	Facilitate quarterly campus data meetings during professional learning, design days, and during team meetings. Increase teacher clarity on MOY and EOY learning targets in reading and math at each grade level. CFAs will be created on design days, during PLCs, and during planning time on a unit by unit basis. After assessment, the team will collaboratively analyze assessment results.
2023–2024 Q3: (Feb – Apr)				
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?	
What?	How to gather?		Work	Actionable Steps
Establishing collective commitment to the priority work.	Team Social Contracts Team Commitments PLC Agendas Staff Feedback Walkthroughs Student Data		Collective commitment established	Intentionality on use of social contract in meetings and PLCs. Celebrate progress and success through weekly communications, and during staff meetings.
Agreement on student learning outcomes in each grade level and content area.	"I Can" Statements Posted PLC Evidence All grade levels are designing aligned instruction as evidenced in collaborative planning. Essential Standards will be identified on PLC Agendas and Instructional Design Documents. Classroom walkthroughs and observations		Identification and understanding of essential standards used to drive instruction.	Facilitate PD opportunities (PD, Design and PLCs) for teachers to unpack TEKS and focus on "I can" success criteria. Quarterly vertical team collaboration to build understanding on essential standards for each Unit design, integration and alignment. ES are used to design instruction, intervention and extension during PLC, design days and team planning.
Instructional Team Collaboration and Alignment	Meeting Agendas Effective collaborative team conversation in meetings Student Data (MAP, mClass, common and formative assessments) Teacher feedback Instruction is aligned to GISD Scope and Sequence Agreed upon assessments Intervention and SPED instruction supports classroom learning Teacher clarity on learning goals as evidenced by instructional materials		Creating opportunities for teams to learn and design collaboratively.	Schedule regular PLCs and DEW weekly meetings with LDC, Intervention and Administrator support.
			Expand Action teams to support learning around PLC, Vertical Alignment, Assessment and MTSS. Teams will meet monthly.	Regular team planning with support after school, during conference, and on monthly design days. Learning opportunities with curriculum coordinators, Learning Labs and 1/2 day design days and on action teams.

How to use this document Click HERE				
Priority Area Priority	Student Learning, Growth and Progress			
Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	In GISD, instruction, assessment, and intervention are aligned.			
2023–2024 Q1: (Aug - Oct)				
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do?	
What?	How to gather?		Work	Actionable Steps
Instructional Team Effectiveness	Learning Labs Walkthroughs Coaching Cycles PLC agenda and discussion Staff Feedback and participation in learning Student Feedback Student Data (MAP, mClass, common and formative assesment data)		Expand knowledge of highly effective learning strategies.	Support ongoing learning and implementation of high impact instructional strategies during PLC, coaching, PL, DEW, and action teams.
			Implement highly effective instructional strategies.	Opportunities to model/observe/reflect on effective teaching strategies through coaching cycles, and learning walks.
			Implement plan for frequency and duration for Tier 2 Interventions	LDC and interventionists offer optional PD high impact instructional strategies one Friday a month.
				Communicate a high impact strategy of the week through campus leadership weekly newsletter, and through PLC meetings.
Clarity Around MTSS and Intervention Roles, Purpose and Process	Skyward Documentation Teacher presented data supporting Tier 1, and tier 2 instruction. PLC conversations around data and design for next steps. Student growth and mastery of standards (Map, mClass, TFAR, formative assessments, STAAR). Increased alignment and collaboration with all staff. Number of students referred and exited from Tiers 2 and 3. LDC and interventionist coaching feedback. Teacher and student feedback (confidence and understanding). Administrator walkthroughs and observations.		Increase clarity around MTSS Clarify and Refine MTSS Process Set clear expectations for MTSS. Staff commitment and buy in. Increased clarity around how to design instruction and support students in Tier 2 instruction in the classroom. Implement plan for frequency and duration for Tier 2 Interventions Monitor progress of students receiving supplemental supports.	Weekly MTSS meetings established, agenda driven and attended by team. ; Meeting documentation including data is prefilled by teacher, and includes T2 instructional
				LDC and Interventionist provide instructional coaching, modeling and feedback in Tier 1 and Tier 2 instruction.
				During PLC, DEW and team planning, the teacher team uses ES to develop potential intervention strategies for each targeted group and shares resources.
				Teacher teams analyze data from OFAS, discussing student concerns, determining who will provide interventions, and further review the student progress.
Clarity on the purpose of gathering data through common assessment	Teacher designed common assessments PLC agendas and discussions Student referrals to intervention, and flex grouping design		Create clarity on district assessment administration, purpose, and how to use the data. Develop understanding on design, purpose and analysis of common assessments. Develop plan for collecting, and analyzing student progress with data at the classroom and campus level. Analyze data to monitor student progress	Maverick Academy after school, and before school tutoring will provide supplemental interventions to Tier 2 students before and after school in reading and math.
				Facilitate quarterly campus data meetings during professional learning, design days, and during team meetings.
				Increase teacher clarity on EOY learning targets in reading and math at each grade level.
				OFAS will be created as design days during

How to use this document Click HERE				
Priority Area Priority	Student Learning, Growth and Progress			
Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	In GISD, instruction, assessment, and intervention are aligned.			
2023–2024 Q1: (Aug – Oct)				
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do?	
What?	How to gather?		Work	Actionable Steps
			Analyze data to monitor student progress over the year for ALL students. Analyze data to determine intervention/extension on a unit to unit bases, using high leverage strategies.	CFAs will be created on design days, during PLCs, and during planning time on a unit by unit basis. After assessment, the team will collaboratively analyze assessment results.
2023–2024 Q4: (May– July)				
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?	
What?	How to gather?		Work	Actionable Steps
Establishing collective commitment to the priority work.	Team Social Contracts Team Commitments PLC Agendas Staff Feedback Walkthroughs Student Data		Collective commitment established	Intentionality on use of social contract in meetings and PLCs. Celebrate progress and success through weekly communications, and during staff meetings.
Agreement on student learning outcomes in each grade level and content area.	"I Can" Statements Posted PLC Evidence All grade levels are designing aligned instruction as evidenced in collaborative planning. Essential Standards will be identified on PLC Agendas and Instructional Design Documents. Classroom walkthroughs and observations		Identification and understanding of essential standards used to drive instruction.	Provide summer vertical team collaboration opportunities to continue to build understanding and alignment on essential standards for each Unit design, intervention and extension during PLC, design days and team planning.
Instructional Team Collaboration and Alignment	Meeting Agendas Effective collaborative team conversation in meetings Student Data (MAP, mClass, common and formative ass Teacher feedback Instruction is aligned to GISD Scope and Sequence Agreed upon assessments Intervention and SPED instruction supports classroom le Teacher clarity on learning goals as evidenced by instru		Creating opportunities for teams to learn and design collaboratively.	Schedule regular PLCs and DEW weekly meetings with LDC, Intervention and Administrator support.
			Expand Action teams to support learning around PLC, Vertical Alignment, Assessment and MTSS. Teams will meet monthly.	Regular team planning with support after school, during conference, and on quarterly design days.
				Continued collaboration opportunities offered during the summer.
	Learning Labs Walkthroughs		Expand knowledge of highly effective learning strategies.	Support ongoing learning and implementation of high impact instructional strategies during PLC, coaching, PL, DEW, and action teams, and summer learning.

How to use this document Click HERE				
Priority Area	Student Learning, Growth and Progress			
Priority				
Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	In GISD, instruction, assessment, and intervention are aligned.			
2023-2024 Q1: (Aug - Oct)				
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what your desired state is, what actions do you need to take, what do you need to do?	
What?	How to gather?		Work	Actionable Steps
Instructional Team Effectiveness	Walkthroughs Coaching Cycles PLC agenda and discussion Staff Feedback and participation in learning Student Feedback Student Data (MAP, mClass, common and formative assesment data)		Implement highly effective instructional strategies.	Opportunities to model/observe/reflect on effective teaching strategies through coaching cycles, and learning walks.
Clarity Around MTSS and Intervention Roles, Purpose and Process	Skyward Documentation Teacher presented data supporting Tier 1, and tier 2 instruction. PLC conversations around data and design for next steps. Student growth and mastery of standards (Map, mClass, TFAR, formative assessments, STAAR). Increased alignment and collaboration with all staff. Number of students referred and exited from Tiers 2 and 3. LDC and interventionist coaching feedback. Teacher and student feedback (confidence and understanding). Administrator walkthroughs and observations.		Increase clarity around MTSS Clarify and Refine MTSS Process Set clear expectations for MTSS. Staff committment and buy in. Increased clarity around how to design instruction and support students in Tier 2 instruction in the classroom. Implement plan for frequency and duration for Tier 2 Interventions Monitor progress of students receiving supplemental supports.	Weekly MTSS meetings established, agenda driven and attended by team. ; Meeting documentation including data is prefilled by teacher, and includes T2 instructional strategies.
				LDC and interventionist provide instructional coaching, modeling and feedback in Tier 1 and Tier 2 instruction.
				During PLC, DEW and team planning, the teacher team uses ES to develop potential intervention strategies for each targeted group and shares resources.
Clarity on the purpose of gathering data through common assessment	Teacher designed common assessments PLC agendas and discussions Student referrals to intervention, and flex grouping design		Create clarity on district assessment administration, purpose, and how to use the data. Develop understanding on design, purpose and analysis of common assessments. Develop plan for collecting, and analyzing student progress with data at the classroom and campus level. Analyze data to monitor student progress over the year for ALL students. Analyze data to determine intervention/extension on a unit to unit bases, using high leverage strategies.	Teacher teams analyze data from CFAs, discussing student concerns, determining who will provide interventions, and further review the student progress.
				Teachers analyze data to determine recommendations for summer intervention and enrichment.
				Facilitate EOY campus data meetings during professional learning, design days, and during team meetings.
				Increase teacher clarity on EOY learning targets in reading and math at each grade level.
				CFAs will be created on design days, during PLCs, and during planning time on a unit by unit basis. After assessment, the team will collaboratively analyze assessment results.

Mitchell ES

	Early Literacy Board Outcome Goal													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 28% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)		2023 (Actual)			2024			2025 (Target)			
28%	COVID	32% (29%)	36% (37%)		40% (29%)			45%			51%			
	Closing the Gaps Student Groups Yearly Targets													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
	2019 (Baseline)	-	15%	47%	-	-	-	-	14%	21%	-	13%	31%	8%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	-	20% (26%)	50% (37%)	-	-	-	-	19% (18%)	26% (16%)	-	18% (10%)	36% (29%)	12% (-)
	2022	-	27% (38%)	53% (44%)	-	-	-	-	26% (15%)	33% (30%)	-	24% (44%)	41% N/A	18% (37%)
	2023	-	35% (20%)	56.% (42%)	-	- (100%)	-	- (40%)	35% (18%)	41% (20%)	-	34% (32%)	47% N/A	28.% (29%)
	2024	-	47%	59%	-	-	-	-	47%	51%	-	46%	55%	42%
	2025	-	63%	63%	-	-	-	-	63%	63%	-	63%	63%	63%

	Early Numeracy Board Outcome Goal													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 24% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)		2023 (Actual)			2024			2025 (Target)			
24%	COVID	28% (14%)	32% (15%)		38% (23%)			44%			51%			
	Closing the Gaps Student Groups Yearly Targets													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2019 (Baseline)	-	21%	28%	-	-	-	-	14%	15%	-	16%	26%	8%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	-	26% (12%)	33% (18%)	-	-	-	-	19% (0%)	20% (5%)	-	21% (10%)	31% (14%)	12% (-)
	2022	-	33% (9%)	39% (25%)	-	-	-	-	26% (7%)	27% (6%)	-	28.% (8%)	37% N/A	18% (15%)
	2023	- (11%)	41% (19%)	46% (27%)	-	- (100%)	-	- (30%)	35% (19%)	35% (20%)	-	36% (17%)	44% N/A	28.% (23%)
	2024	-	51%	54%	-	-	-	-	47%	47%	-	48%	53%	42%
	2025	-	63%	63%	-	-	-	-	63%	63%	-	63%	63%	63%