

Georgetown Independent School District

Mitchell Elementary School

2022-2023 Campus Improvement Plan



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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: 667

Mitchell is a Title 1 schoolwide campus in Georgetown ISD.

Ethnic Distribution: African American: 4.50%, Hispanic: 52.35%, White: 36.94%, American Indian: .45%, Asian: 1.20%, Pacific Islander: .15%, Two or more races: 4.50%

Student Groups: Emergent Bilingual: 19.82%, Special Education: 11.56%, Gifted and Talented Education: 3.00%, Section 504: 7.81%, Dyslexia: 13.21%

Demographics Strengths

Parent Involvement Campus wide is a strength for Mitchell.

Domain 3 of the A-F Accountability System, Closing the Achievement Gaps: English Language Proficiency Status met the target of 36%, with a score of 37%, therefore receiving a 1 of 1 target in the area of English Language Proficiency Status. For Growth Status, 15 of 16 Indicators were met with an overall percentage of 94%.

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 Ambassador Program
- Watchdogs

- Education Connection

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.

Student Achievement

Student Achievement Summary

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Speci Ed (Current)
All												
Percent of Tests												
% at Approaches GL Standard or Above	65%	57	59	73	80	91	100	65	58	56	56	
% at Meets GL Standard or Above	34%	19	28	44	40	55	0	15	26	25	25	
% at Masters GL Standard	15%	10	11	22	40	36	0	4	9	9	9	

This section provides STAAR performance and Student Achievement.

Student Achievement Strengths

Overall, student achievement increased in reading.

Early grade Intervention beginning in Kindergarten.

NWEA MAP, mClass, and other assessment reports show student growth from baseline data gathered at the beginning, middle and end of the year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our STAAR 21-22 data shows students are not meeting targeted goal performance standards (meets or masters) in math. **Root Cause:** The data shows a need for data informed instruction, increased vertical alignment, and utilization of formative feedback to guide instruction. The data also indicated a need for focused professional learning and implementation of math instruction.

School Culture and Climate

School Culture and Climate Summary

School culture refers to the school district's values, beliefs, traditions and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school district and affects how people interact within the system.

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.

Average Six Weeks Attendance Rate: 91.3%

School Culture and Climate Strengths

According to the 2021-2022 Survey for Parents and Staff:

- 98% of parents feel their student has an adult at school whom they trust.
- 95% of parents feel that the school is preparing their child for the next academic year.
- 95% of parents think their student enjoys going to school.
- 96% of parents indicate their student feels safe at school.
- 100% of staff note their commitment to Georgetown ISD's vision, mission and beliefs.

According to the 2021-2022 Student Experience Survey:

Our highest student scores indicated the following:

- Students feel good about themselves.
- Students feel if they need help at school, there is an adult who will help them.
- Students enjoy learning through fun activities.
- Students feel they have choice in learning.
- An adult at our school cares about me.

Other Strengths:

Respectful, collegial environment

Collaborative teaming

Learner Focused, Growth Mindset

Variety of campus events

PALS mentoring

Student Ambassadors

Calendared staff meetings

Professional Learning Community (PLC) time embedded in weekly schedule

Monthly learning through Action Teams (SEL, PLC, Personalized Learning, Campus Culture)

Teacher & Staff are routinely celebrated

Problem Statements Identifying School Culture and Climate 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 the COVID-19 pandemic.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment and Retention refer to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

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.

23% of our teachers hold a masters degree.

49% of our staff have over 10 years experience.

Staff Quality, Recruitment, and Retention Strengths

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 Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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. Our campus utilizes Maverick time and instructional interventionists to provide target instruction in both reading and math. Additionally, student specific Dyslexic, Gifted & Talented, ELL and At-Risk instruction is provided during Maverick time. LEP students' (grades 1-5) 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.

Curriculum, Instruction, and Assessment Strengths

BAS/EDL-reading levels for differentiation.

The NWEA Math MAP Assessment is aligned to the state standards and administered to students three times annually to help teachers identify next steps in each individual student's learning.

Ongoing support and Implementation of district wide curriculum.

District level support and training on balanced literacy instruction as well as Fountas and Pinnell classroom sets.

Opportunities for collaboration among teams is supported through implementation of weekly Professional Learning Communities with ongoing campus level coaching and training.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Mitchell has had limited professional learning and coaching in math over the last few years. **Root Cause:** The focus has been on improving instruction in the area of reading and language arts.

Parent and Community Engagement

Parent and Community Engagement Summary

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.

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.

Parent and Community Engagement Strengths

Campus Compacts

Title 1 Informational Night for Parents

Family Nights & Performance Events

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, Colorgaurd, Student Leadership Team

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Our parent survey indicated some parents do not feel their student is being academically challenged. **Root Cause:** Our student focus has been on students who have not met standard and improving our Tier 2 and 3 Instruction. Also, due to the pandemic, there have been less opportunities for students to showcase their learning to parents through events and extracurricular activities.

School Context and Organization

School Context and Organization Summary

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

The academic RtI program 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.

39% percent of students are served by the free/reduced lunch program and 20% of students are Emergent Bilingual. 12% of our population are served through special education.

School Context and Organization Strengths

Student performance has continued to show growth in the past three years based on MAP data, DRA, BAS and STAAR scores.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Overidentification of students for Tier 3 interventions and special education. **Root Cause:** Lack of clarity around the referral and review process.

Priority Problem Statements

Problem Statement 1: Our STAAR 21-22 data shows students are not meeting targeted goal performance standards (meets or masters) in math.

Root Cause 1: The data shows a need for data informed instruction, increased vertical alignment, and utilization of formative feedback to guide instruction. The data also indicated a need for focused professional learning and implementation of math instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Parents and families want more opportunities to be engaged in our learning community.

Root Cause 2: Parent events and opportunities to partner with the campus were limited due to the COVID-19 pandemic.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Our parent survey indicated some parents do not feel their student is being academically challenged.

Root Cause 3: Our student focus has been on students who have not met standard and improving our Tier 2 and 3 Instruction. Also, due to the pandemic, there have been less opportunities for students to showcase their learning to parents through events and extracurricular activities.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Overidentification of students for Tier 3 interventions and special education.

Root Cause 4: Lack of clarity around the referral and review process.

Problem Statement 4 Areas: School Context and Organization

Problem Statement 5: The Mitchell zone is experiencing rapid growth.

Root Cause 5: New growth in the area has resulted in a slow, but steady change in the demographic of our student population.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Opportunities for teachers to participate in campus design days, mentoring, and professional learning have been limited.

Root Cause 6: A shortage of subs has limited teacher opportunity to be off campus.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Mitchell has had limited professional learning and coaching in math over the last few years.

Root Cause 7: The focus has been on improving instruction in the area of reading and language arts.





Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Goals

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

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).

Evaluation Data Sources: Board Target Dashboard





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will engage in collaborative learning opportunities focused on learner profile traits during monthly assemblies, after school clubs, and summer camps.</p> <p>Strategy's Expected Result/Impact: Student growth in learner profile attributes as indicated by the Student Survey, increased attendance, decrease in discipline referrals, classroom observation, and self reported informal formative assessments.</p> <p>Increased academic growth as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Principal Learning Design Coach Staff Design Team</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student growth in learner profile attributes as indicated by the Student Survey, increased attendance, decrease in discipline referrals, classroom observation, and self reported informal formative assessments.</p> <p>Increased academic growth as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Principal Counselor Learning Design Coach Staff Design Team</p>	Formative			Summative
	Dec	Mar	May	Aug
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
<p>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 participation in SEL action team. Staff will download the free app "How we feel". This is created by the Yale center for Emotional Intelligence and a direct support of the Mood Meter. Continue instruction in emotional regulation and awareness.</p> <p>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</p> <p>Staff Responsible for Monitoring: Counselor Teachers Principal Asst Principal SEL Action Team Leadership Team</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: CKH Process Champions and Campus Leadership will model and support the implementation of CKH campus wide 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Leadership Team Process Champions Design Team Counselor</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor SEL Action Team Teachers</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
<p>Strategy 4: The SEL Action Team will provide ongoing professional learning opportunities to support the progression of SEL on our campus and to optimize learning.</p> <p>Strategy's Expected Result/Impact: Teachers will adopt common language when support students. Teachers will have more tools and strategies to help support SEL and the GISD Learner Profile in their classrooms. Increased academic growth and performance as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Counselor SEL Action Team Design Team</p>	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade.

Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning, coaching, and ongoing support for teachers with the implementation of Math Workshop. 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, TFAR, and STAAR data. Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Design Coach, Teachers</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to utilize the Multi-Tiered Support System (MTSS) process and campus interventionists to intervene with at risk students and support the curriculum. Intervention teachers will use Do The Math and Zearn to provide math interventions to students. Strategy's Expected Result/Impact: Decrease in achievement gaps for at risk populations as indicated on increased academic growth as indicated by increase in performance on Zearn, NWEA MAP, TFAR, and STAAR data. All students are monitored for progress and receive relevant interventions and support. Staff Responsible for Monitoring: Teachers, Learning Design Coach, Principals, Intervention Team</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze curriculum and TEKS alignment during vertical team 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Learning Design Coach Teachers Leadership Team</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase and provide training on materials to monitor student progress or provide targeted intervention for math. Materials (math manipulatives), resources, and learning opportunities will be provided specifically targeting number sense, patterns and relationships, and problem solving, . Outside tutors may also be hired to collaborate with teachers in supporting student learning.</p> <p>Strategy's Expected Result/Impact: Decrease in achievement gaps for at risk populations as indicated on increased academic growth as indicated by increase in performance on Zearn, NWEA MAP, TFAR, and STAAR data. All students are monitored for progress and receive relevant interventions and support.</p> <p>Staff Responsible for Monitoring: Principal Asst Principals Interventionists Teachers</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays.</p> <p>Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and</p>	Formative			Summative
	Dec	Mar	May	Aug

non Emergent Bilingual students.
 Students will make at least a year's growth or more on various assessment instruments.
 The percentage of Emergent Bilinguals meeting or mastering grade level standards in reading will increase from 33% to 40%.
 The percentage of Emergent Bilinguals meeting or mastering grade level standards in math will increase from 25% to 40%.
Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff
TEA Priorities:
 Build a foundation of reading and math

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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 4: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR, DRA & Standard Based Teacher Assessments.





HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grades, Eduphoria (DRA)

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Units of Study by Lucy Calkins and Fountas and Pinnell resources with fidelity to support the GISD written RLA Curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in engagement, accuracy, fluency and reading comprehension for all students at Mitchell Elementary as measured by mClass and/or Benchmark Assessment System (BAS), TFAR, KAT and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principals, Learning Design Coach</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Lexia Core 5 across all grade levels to help support personalized learning in reading for all students campus wide.</p> <p>Strategy's Expected Result/Impact: Increase in overall reading growth and level of all students as indicated by the percentage of students working within or above the grade level. Increase in engagement, accuracy, fluency and reading comprehension for all students at Mitchell Elementary as measured by mClass and/or Benchmark Assessment System (BAS), TFAR, KAT and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Interventionist, Teachers, Principal, Assistant Principals, Learning Design Coach</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
<p>Strategy 3: Learning Design Coach (LDC) will engage in weekly Professional Learning Communities (PLCs) to drive conversations around design, vertical alignment, depth of knowledge required in the TEKS, and to review data with grade level teams with a focus on personalized learning for students.</p> <p>Strategy's Expected Result/Impact: Students will learn to the level of rigor as articulated by the TEKS and defined in our HPLS. Teachers will have evidence of learning through informal and formal assessment data, and data will show academic growth over time in the school year</p> <p>Staff Responsible for Monitoring: Teachers Learning Design Coach Principal Asst Principals</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and administrators will continue to attend "Reading Academy" training and implement practices in daily instruction.</p> <p>Strategy's Expected Result/Impact: Increase teachers' and principals' knowledge and implementation of evidence-based practices to positively impact student literacy achievement.</p> <p>Staff Responsible for Monitoring: Principal Asst Principals Teachers Learning Design Coach</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
<p>Strategy 5: Professional Learning and ongoing support for teachers with the implementation of Balanced Literacy, phonemic awareness, and writing workshop at all grade levels.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness using strategies and resources to support growth of all learners as evidenced by teacher observations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Design Coach, Teachers</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase and provide training on materials to monitor student progress or provide targeted intervention for reading. Materials, resources, and learning opportunities will be provided specifically targeting academic vocabulary, fluency, reading comprehension, and phonics. Outside tutors may also be hired to collaborate with teachers in supporting student learning.</p> <p>Strategy's Expected Result/Impact: Decrease in achievement gaps for at risk populations as indicated on increased academic growth as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT and STAAR data. All students are monitored for progress and receive relevant interventions and support.</p> <p>Staff Responsible for Monitoring: Principal Asst Principals Interventionists Teachers</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue to utilize the Response to Intervention process and campus interventionists to intervene with at risk students and support the curriculum. Intervention Teachers will use LLI, SIL and Soluciones to provide reading and math interventions to students.</p> <p>Strategy's Expected Result/Impact: Decrease in achievement gaps for at risk populations as indicated on increased academic growth as indicated by increase in performance on Zearn, mClass, NWEA MAP, TFAR, KAT and STAAR data. All students are monitored for progress and receive relevant interventions and support.</p> <p>Staff Responsible for Monitoring: Teachers, Learning Design Coach, Principals, Intervention Team</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will engage in learning and implementation of the KAT Framework for text structure. Teachers will participate in a 2-day training followed by monthly coaching to model and support lessons.</p> <p>Strategy's Expected Result/Impact: Improvement in student reading comprehension and reading achievement as indicated by increased academic growth on TFAR, KAT and STAAR data. .</p> <p>Staff Responsible for Monitoring: LDC Principal Asst. Principals</p>	Formative			Summative
	Dec	Mar	May	Aug





Strategy 9 Details	Reviews			
<p>Strategy 9: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays.</p> <p>Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. The percentage of Emergent Bilinguals meeting or mastering grade level standards in reading will increase from 33% to 40%. The percentage of Emergent Bilinguals meeting or mastering grade level standards in math will increase from 25% to 40%.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.





Evaluation Data Sources: Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus design coach to support the campus in the design and implementation of engaging work and improving instructional strategies to address the needs of students.</p> <p>Strategy's Expected Result/Impact: Increase in personalized learning opportunities for all students as evidenced by student work samples, artifacts and classroom observations. Teacher participation in personalized learning cohort, and action team to build and utilize supports and resources. Increase in utilization of "designing engaging work" model in planning. Increased academic growth as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Learning Design Coach, Digital Learning Coach, Principal, Assistant Principal, Teachers</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of action teams, utilization of resources, support and ongoing professional learning opportunities to support the progression of personalized learning on our campus.</p> <p>Strategy's Expected Result/Impact: Growth in teacher knowledge and understanding of personalized learning of all stakeholders. Increase in personalized learning opportunities for all students as evidenced by student work samples, artifacts and classroom observations. Teacher participation in personalized learning cohort, and action team to build and utilize supports and resources. Increase in utilization of "designing engaging work" model in planning. Increased academic growth as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Learning Design Coach, Digital Learning Coach, Campus Design Team</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will facilitate students in academic goal setting and monitoring personal progress in order to foster student ownership and responsibility of their own learning.</p> <p>Strategy's Expected Result/Impact: Increase in awareness and responsibility of students ownership of personal progress as indicated by classroom observations, student work samples, and artifacts. Increase in academic achievement as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Teachers, Students, Principal, Assistant Principal, Intervention Team, Learning Design Coach, Digital Learning Coach</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure all students and teachers have necessary supplies, manipulatives, support and resources to advance the learning of all students .</p> <p>Strategy's Expected Result/Impact: Increase in student achievement as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data. Implementation and utilization of effective teaching strategies and supports as measured by TTESS.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Learning Design Coach</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors</p>	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 6: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leadership team will participate in learning, discussion and collaborate with GISD leadership team to develop a better understanding of competency-based learning.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of competency-based learning. Facilitate campus learning and dialogue around competency-based learning.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Design Team Learning Design Coach</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal MTSS Behavior Action Team Design Team Learning Design Coach Counselor</p>	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)

Evaluation Data Sources: Board Dashboard

Strategy 1 Details	Reviews			
Strategy 1: A campus action team will engage in new learning around Community-Based Accountability. Strategy's Expected Result/Impact: Increased foundational knowledge regarding CBAS. Staff Responsible for Monitoring: Principal LDC Design Team	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for communication and feedback from parents through site based decision making committee meetings, parent involvement nights, social media, surveys, newsletters and other outlets.</p> <p>Strategy's Expected Result/Impact: Increased input and engagement from parents, students, guardians and community members and evidenced by attendance at events, volunteer participation, and PTA membership. Positive feedback on parent surveys at events and end of year parent survey.</p> <p>Staff Responsible for Monitoring: Principals, Campus Design Team</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of volunteers and mentors serving students at Mitchell Elementary and increase partnerships to support student learning experiences.</p> <p>Strategy's Expected Result/Impact: Create more opportunities for community members to partner and serve students by implementing WatchDogs, PALS, Education Connection, Girl Start, and Garden Program. Increase in student attendance, decrease in discipline referrals, and positive feedback on the student and parent survey. Increased academic growth as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Counselor</p>	Formative			Summative
	Dec	Mar	May	Aug
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

Evaluation Data Sources: Design Team and Action team rosters; stakeholder feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus design team will meet monthly to review progress, and monitor the attainment towards the campus picture of success and moon shot goal.</p> <p>Strategy's Expected Result/Impact: Increase in campus leadership capacity with staff as demonstrated by increased involvement in leadership opportunities, and participation and implementation in learning opportunities. Teacher growth indicated in teacher surveys. Increase in student achievement as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Principal Design Team Learning Design Coach</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement opportunities to increase campus culture, morale and team building.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals, Design Team, Teachers</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders will support teams in developing protocols and agendas for PLC meetings, ensuring that PLCs focus on evaluation and development of student work using the Designing Engaging Work framework, the district curriculum, and protocols for evaluating student work and assessments aligned to curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in teacher collaboration on best practice, students growth, content alignment to standards, student needs, and student engagement. Increased academic growth as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Principals Leadership Team Design Team Learning Design Coach</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus leadership will schedule and calendar regular times for walkthroughs, PLCs, and RTI meetings.</p> <p>Strategy's Expected Result/Impact: Increased leadership visibility, and increased teacher support and feedback. Increased knowledge of leaders in high impact areas needed for school improvement. Increase understanding and knowledge of students growth in relation to formative assessment, aligned instruction, and utilization of "designing engaging work." Increased academic growth as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Counselor</p>	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand leadership opportunities among staff to build capacity and cultivate leadership through collaboration and problem solving.</p> <p>Strategy's Expected Result/Impact: Utilizing teacher leaders to further develop "designing engaging work" campus wide. Provide opportunities for teacher to engage in leadership roles campus wide.</p> <p>Staff Responsible for Monitoring: Principals, Design Team, Teachers</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Action teams will learn and apply design thinking to take ownership of different aspects of the school including CKH, SEL, PLC, Personalized Learning, and Campus Culture .</p> <p>Strategy's Expected Result/Impact: Increase in design thinking and staff ownership of different aspects of the school. Increased collective efficacy among staff. Positive impact on student achievement as indicated by BOY, MOY, and EOY scores on NWEA MAP, TFAR, and mCLASS.</p> <p>Staff Responsible for Monitoring: Principal Asst Principals Learning Design Coach Design Team</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<p>Strategy 3: Learning Design Coach will engage and facilitate monthly professional learning to drive staff growth in instructional practices and student learning.</p> <p>Strategy's Expected Result/Impact: Increased teacher support in their own growth as observed during walkthroughs,</p>	Formative			Summative
	Dec	Mar	May	Aug

PLCs and through TTESS Evaluation.

Positive impact on student achievement as indicated by BOY, MOY, and EOY scores on NWEA MAP, TFAR, and mCLASS.


Staff Responsible for Monitoring: Principal


Asst Principal

Learning Design Coach

Design Team

 No Progress





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 Continue/Modify

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Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 3: Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leaders will collaborate in monthly meetings to review relevant student learning data, including CBAs, progress monitoring, and universal screeners to ensure personalized, needs based instruction for students (focus on student work and formative data)</p> <p>Strategy's Expected Result/Impact: Increase in student growth in all subject areas as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data. Increased focus on student work and formative data as discussed in weekly PLCs, and MTSS meetings. Instruction that is data informed and aligned to student needs.</p> <p>Staff Responsible for Monitoring: Principals, Intervention Team, Leadership Team</p>	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize social media and platforms (campus newsletters, PTA communications, etc) to communicate events and celebrations within our community.</p> <p>Strategy's Expected Result/Impact: Increase community support and engagement as indicated by increase in participation at family events, PTA, volunteers, and mentors.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Teachers PTA</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage the community in student-centered family involvement nights an events in the fall and spring to showcase student ownership of their learning and academic progress.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals Design Team Staff</p>	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will apply strategies and skills acquired from adult learning, district professional learning, learning labs, design days, Learning Design Coach coaching, learning walks, and peer observations.</p> <p>Strategy's Expected Result/Impact: Evidence of learner profile attributes in every classroom, and increased student engagement and ownership of learning as indicated by student surveys, increased attendance, decrease in discipline referrals, classroom observation and self reported formative assessments.</p> <p>Increased academic growth as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Principals LDC Design Team Teachers</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will engage in ongoing professional learning in personalized learning, literacy and numeracy, standard alignment, technology innovation and Learner Profile.</p> <p>Strategy's Expected Result/Impact: Evidence of learner profile attributes in every classroom, and increased student engagement and ownership of learning as indicated by student surveys, increased attendance, decrease in discipline referrals, classroom observation and self reported formative assessments.</p> <p>Increased academic growth as indicated by increase in performance on mClass, NWEA MAP, TFAR, KAT, and STAAR data.</p> <p>Staff Responsible for Monitoring: Principals Learning Design Coach Design Team Teachers</p>	Formative			Summative
	Dec	Mar	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				