Georgetown Independent School District

Mitchell Elementary School

2021-2022

Mission Statement

District Mission: Inspiring and empowering every learner to lead, grow, and serve.

Vision

District Vision: Home of the most inspired students, served by the most empowered leaders...

Beliefs

Georgetown ISD District Beliefs

We believe public education is the foundation of our community.

Our actions should be student-centered. [relationships]

It is our responsibility to prepare students for their future. [innovation]

Developing leaders is vital to our success. [system + structure]

Instruction should be designed based on the needs of the learners. [learning]

Community engagement enhances educational experiences. [collaboration + engagement]

LEARNER PROFILE

The Georgetown ISD learner…

• Communicates, collaborates, and applies critical thinking

• Creates and innovates

• Obtains knowledge through inquiry and exploration

• Adapts and perseveres

• Develops self-knowledge and personal responsibility

• Builds and models respectful relationships. Goals

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Goals

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

Performance Objective 1: All students will make at least one years progress in reading between the beginning and end of the year.

    Evaluation Data Sources: DRA reading level assessment, MAP Data, Lexia Core 5 Reading Program

Strategy 1 Details
Strategy 1: Utilize Units of Study by Lucy Calkins and Fountas and Pinnell resources with fidelity to support the GISD written ELAR Curriculum.   **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**
Strategy 2 Details
Strategy 2: Utilize Lexia Core 5 as support for all reading students campus wide.
Strategy 3 Details
Strategy 3: Learning Design Coach (LDC) will engage in weekly 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.
Strategy 4 Details
Strategy 4: Teachers and administrators will continue to attend "Reading Academy" training and implement practices in daily instruction.

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

Performance Objective 2: Student performance for all student groups measured in Domain 3 of TEA Accountability will demonstrate and increase in reading and math performance in accordance with Mitchell Elementary Student Performance Targets.

HB3 Goal

Evaluation Data Sources: STAAR 2022
MAP Assessment Data
DRA

Strategy 1 Details
Strategy 1: Professional Learning and ongoing support for teachers with the implementation of Lucy Calkins Units of Study Resource, Balanced Literacy, Guided Math, and writing at all grade levels.

Strategy 2 Details
Strategy 2: 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 , Do The Math, SiL and Soluciones to provide reading and math interventions to students.

Strategy 3 Details
Strategy 3: Ensure effective utilization of the ELPS, reinforcement of effective teaching strategies to support ELL students, through PLC planning and professional learning.

Strategy 4 Details
Strategy 4: Teachers will analyze curriculum and TEKS alignment during vertical team meetings. Vertical team meetings will focus on academic areas of improvement as as identified by the campus & team and create action plans for addressing collaboratively.

Strategy 5 Details
Strategy 5: 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.

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

Performance Objective 3: Learning will be designed to create personalized learning experiences focused on the Learner Profile and High Priority Learning Standards reflecting the GISD written, taught and tested curriculum resulting in growth for 100% of students.

    Evaluation Data Sources: MAP Growth, Formative Assessments, State Assessments, DRA's, progress monitoring, Walk-Through Observations, T-TESS Observations

Strategy 1 Details
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.

Strategy 2 Details
Strategy 2: Implementation of Personalized Learning Action Team, utilization of resources, support and ongoing professional learning opportunities to support the progression of personalized learning on our campus.

Strategy 3 Details
Strategy 3: Teachers will support students in goal setting and monitoring personal progress in order to foster student ownership and responsibility of their own learning.

Strategy 4 Details
Strategy 4: Ensure all students and teachers have necessary supplies, manipulatives, support and resources to advance the learning of all students .

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

Performance Objective 4: Increase opportunities and systems to address physical, mental, and emotional wellness of students.

Evaluation Data Sources: SEL Survey, Threat Assessment Surveys, Discipline Logs, Counselor Visits

Strategy 1 Details
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.
Strategy 2 Details
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.

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

Performance Objective 1: Increase campus communication to highlight student learning and work across a broad range of platforms.

    Evaluation Data Sources: Social Media platforms, Site-based Meeting Agenda, Family Involvement Participation (sign in sheets), Surveys

Strategy 1 Details
Strategy 1: Utilize social media and other platforms (campus newsletters, local newspaper, facebook, PTA communication, Skyward, etc) to communicate events and celebrations with the community.

Strategy 2 Details
Strategy 2: Design, plan, and provide family involvement activities and events with 100% staff engagement. Student-centered parent involvement nights will be held in the fall and spring to showcase student ownership of their learning and academic progress

Strategy 3 Details
Strategy 3: Classes offered to parents in collaboration with the Family Involvement Specialists to help meet the needs of parents including small group instruction for parents on topics that are "just in time" or supporting learning. Topics can include but are not limited to: Social/Emotional Strategies, Utilizing Technology, English as a Second Language, and Supporting Learning at Home.

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.

    Evaluation Data Sources: Data from feedback opportunities such as climate survey, Family involvement survey data, event attendance data (sign in sheets)

Strategy 1 Details
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.

Strategy 2 Details
Strategy 2: Increase the number of volunteers and mentors serving students at Mitchell Elementary and increase partnerships to support student learning experiences.

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

Performance Objective 1: Cultivate leadership and staff whose beliefs are aligned to what best meets the needs of students.

    Evaluation Data Sources: Staff Participation in leadership opportunities on and off campus and community engagement.

Strategy 1 Details
Strategy 1: Campus design team will meet frequently to establish and monitor the attainment towards the campus picture of success and moon shot goal.

Strategy 2 Details
Strategy 2: Campus leadership will provide ongoing support for first-year teachers and teachers new to Mitchell by assigning a campus mentor to provide ongoing support throughout the year.

Strategy 3 Details
Strategy 3: Expand leadership opportunities to build capacity and cultivate leadership through collaboration and problem solving.

Strategy 4 Details
Strategy 4: Develop and implement opportunities to increase campus culture, morale and team building.

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

Performance Objective 2: Campus instructional leaders will lead and support adult learners in their own growth.

    Evaluation Data Sources: T-TESS, Meeting Agendas, Surveys

Strategy 1 Details
Strategy 1: Campus instructional leaders will facilitate 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)
Strategy 2 Details
Strategy 2: 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.
Strategy 3 Details
Strategy 3: Campus leadership will schedule and calendar regular times for walkthroughs, PLCs, and RTI meetings.
Strategy 4 Details
Strategy 4: 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 (Sunshine Committee).

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

Performance Objective 1: Instruction will be designed for all grade levels and will demonstrate student voice, choice , ownership and need with aligned resources.

> **Evaluation Data Sources:** Classroom organization, technology use data, teacher observations, evidence of design process and planning

Strategy 1 Details
Strategy 1: Instruction will be based on personalized learning, standard alignment, technology innovation and attainment of the Learner Profile.
Strategy 2 Details
Strategy 2: Teachers will utilize the Learner Profile, and the Leading Learning Document to design and/or plan units, lesson, instruction and activities that are innovative and engaging to students.
Strategy 3 Details
Strategy 3: Implementation and utilization of innovative technologies for instruction and enrichment purposes.

Mitchell ES

Early Literacy Board Outcome Goal (DRAFT)

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	2023	2024	2025 (Target)
28%	COVID	32% (29%)	36%	40%	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%	53%	*	-	-	*	26%	33%	*	24%	41%	18%
2023	*	35%	56%	*	-	-	*	35%	41%	*	34%	47%	28%
2024	*	47%	59%	*	-	-	*	47%	51%	*	46%	55%	42%
2025	*	63%	63%	*	-	-	*	63%	63%	*	63%	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

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	2023	2024	2025 (Target)
24%	COVID	28% (14%)	32%	38%	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
	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)	*	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%	39%	*	-	-	-	26%	27%	*	28%	37%	18%
2023	*	41%	46%	*	-	-	-	35%	35%	*	36%	44%	28%
2024	*	51%	54%	*	-	-	-	47%	47%	*	48%	53%	42%
2025	*	63%	63%	*	-	-	-	63%	63%	*	63%	63%	63%