

Georgetown Independent School District

Mitchell Elementary School

2020-2021 Mitchell Campus Improvement Plan



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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



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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/BAS reading level assessment, MAP Data, Lexia Core 5 Reading Program

<p>Strategy 1: Utilize Units of Study by Lucy Calkins and Fountas and Pinnell resources with fidelity to support the GISD written ELAR Curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in reading levels of all students at Mitchell Elementary</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Learning Design coach</p> <p>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</p>	Reviews			
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<p>Strategy 2: Utilize Lexia Core 5 as support for all reading students campus wide.</p> <p>Strategy's Expected Result/Impact: Increase in overall reading growth and level of all students.</p> <p>Staff Responsible for Monitoring: Campus Interventionist, Teachers, Admin Team, Design Coach</p>	Reviews			
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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 STAAR will demonstrate a 10% increase in reading performance and a 15% increase in math performance compared to 2019 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 2021

MAP Data

DRA/BAS





<p>Strategy 1: Professional Learning and ongoing support for teachers with the implementation on the new Units of Study Resource, guided math, and writing at all grade levels.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness using strategies and resources to support growth of all learners.</p> <p>Staff Responsible for Monitoring: Principals, Learning Design Coach, Teachers</p> <p>Additional Targeted Support Strategy</p>	Reviews			
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<p>Strategy 2: Continue to utilize the Response to Intervention process and campus interventionist to intervene with at risk students and support the curriculum. Intervention Teachers will use LLI to intervene with struggling reading students.</p> <p>Strategy's Expected Result/Impact: Decrease in achievement gaps for at risk populations</p> <p>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>	Reviews			
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<p>Strategy 3: Domain 3 (Closing the Achievement Gaps): Ensure effective utilization of the ELPS, reinforcement of effective teaching strategies to support ELL students, through PLC planning and professional learning.</p> <p>Strategy's Expected Result/Impact: Increase in ELL student growth in all subject areas. Increase in the use of ESL teaching strategies within the classroom.</p> <p>Growth in TELPAS and STAAR data report in the area of LEP students.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Bil/ESL department</p>	Reviews			
	Formative			Summative
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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 3: Learning will be designed to activate 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.

Targeted or ESF High Priority





Evaluation Data Sources: MAP Growth, Formative Assessments, State Assessments, DRA's, progress monitoring, Walk-Through Observations

<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. Support teachers with content and resources. Increase in utilization of "designing engaging work" model.</p> <p>Staff Responsible for Monitoring: Learning Design Coach, Principals, Teachers</p>	Reviews			
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<p>Strategy 2: Implementation and utilization of resources, support and professional learning opportunities to support the progression of personalized learning on our campus.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in regards to Lexia Core 5 Usage. Growth in teacher knowledge and understanding of personalized learning of all stakeholders.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Learning Design Coach</p>	Reviews			
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<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in awareness and responsibility of students ownership of personal progress</p> <p>Student progress</p> <p>Staff Responsible for Monitoring: Teachers, Students, Admin Team, Intervention Team, Design Coach</p>	Reviews			
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<p>Strategy 4: Ensure all students and teachers have necessary supplies, manipulatives, support and resources to advance the learning of all students (Remote and In Person)</p> <p>Strategy's Expected Result/Impact: Students prepared to learn everyday. Increase in student achievement. Implementation and utilization of effective teaching strategies and supports.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Learning Design Coach</p>	Reviews			
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Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 1: Activate communication initiative that shares GISD story across a broad range of platforms and highlights student work.





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

<p>Strategy 1: Utilize social media and other platforms (daily newsletters, local newspaper, facebook, PTA communication, Skyward, etc) to communicate events and celebrations with the community.</p> <p>Strategy's Expected Result/Impact: Increase community and parent support and involvement in the school community.</p> <p>Staff Responsible for Monitoring: Teachers, Staff, Principal, Asst. Principal, Principal Secretary, Communications Department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 2: Design, plan, and provide family involvement activities and events with 100% staff engagement.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement in all grade levels.</p> <p>Increase in parent participation in events.</p> <p>Staff Responsible for Monitoring: Principal and Asst. Principal Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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)

<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: Increase input from parents, students, guardians and community members. Increased parent and community relations.</p> <p>Parent Sign in Sheets from parent involvement nights will have feedback for campus to make ongoing improvements to better serve our families.</p> <p>Staff Responsible for Monitoring: Office Staff Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				


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


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.

<p>Strategy 1: Campus design committee will meet frequently to establish and monitor the attainment towards the campus picture of success.</p> <p>Strategy's Expected Result/Impact: Increase in campus leadership capacity with staff.</p> <p>Increase in student achievement</p> <p>Growth in Teacher Leadership opportunities</p> <p>Staff Responsible for Monitoring: Principal and Asst. Principal Design Team Design Team Pathway Plan</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Campus leadership will provide ongoing support for first-year teachers and teachers new to Mitchell by assigning a mentor from their team or leadership team to provide ongoing support throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in teacher retention</p> <p>Increase in campus climate and collaboration</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 3: Expand leadership opportunities to build capacity and cultivate leadership through collaboration and problem solving.</p> <p>Strategy's Expected Result/Impact: Expanding and reinforcing implementation and support of Capturing Kids Hearts strategies campus wide.</p> <p>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: Principal, Asst. Principal, Design Team, Teachers</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Implement new ideas and activities to increase campus culture, morale and team building.</p> <p>Strategy's Expected Result/Impact: Increase teacher engagement and involvement.</p> <p>Increase teacher morale.</p> <p>Positive campus culture</p> <p>Staff Responsible for Monitoring: Admin Team, Design Team, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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 No Progress

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

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

<p>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)</p> <p>Strategy's Expected Result/Impact: Increase in student growth in all subject areas.</p> <p>Increased focus on student work and formative data.</p> <p>Instruction that is data informed and aligned to student needs.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Intervention Team, Leadership/Data Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Campus instructional leaders will develop 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.</p> <p>Staff Responsible for Monitoring: Principal and Asst. Principal, Leadership Team, Design Team, Design Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Campus leadership will schedule and calendar regular times for walkthroughs, PLCs, and RTI meetings.</p> <p>Strategy's Expected Result/Impact: Increase teacher support.</p> <p>Increased knowledge of leaders of the high impact areas needed for school improvement.</p> <p>Increase understanding and knowledge of students growth in relation to formative assessment, aligned instruction, and utilization of "designing engaging work."</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


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 to provide technology that reflect students' need for choice.

Evaluation Data Sources: Classroom design and set up, access to technology, technology use data, teacher observations, evidence of design process and planning

<p>Strategy 1: Instruction will be based on personalized learning, standard alignment, technology innovation and attainment of the learner profile.</p> <p>Strategy's Expected Result/Impact: Higher student engagement in content and learning</p> <p>Student ownership of learning</p> <p>Evidence of the learner profile attributes in every classroom</p> <p>Increase in student achievement</p> <p>Increase in teacher effectiveness</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Design coach Design Team Teachers</p> <p>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</p>	Reviews			
	Formative			Summative
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<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement</p> <p>Increase in student achievement</p> <p>Increase in student ownership of learning</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Teachers</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Implementation and utilization of innovative technologies for instruction and enrichment purposes.</p> <p>Strategy's Expected Result/Impact: Student growth within specific technology programs.</p> <p>Ongoing monitoring of growth.</p> <p>Robust feedback for teachers to personalize and differentiate learning experiences for students.</p> <p>Staff Responsible for Monitoring: Teacher, Admin Team, Intervention Team, Design Coach</p>	Reviews			
	Formative			Summative
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Addendums

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	2022	2023	2024	2025 (Target)								
28%	COVID	32%	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
2019 (Baseline)	*	15%	47%	*	-	-	*	14%	21%	*	13%	31%	8%	
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-	
2021	*	20%	50%	*	-	-	*	19%	26%	*	18%	36%	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	2022	2023	2024	2025 (Target)								
24%	COVID	28%	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
2019 (Baseline)	*	21%	28%	*	-	-	-	14%	15%	*	16%	26%	8%	
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-	
2021	*	26%	33%	*	-	-	-	19%	20%	*	21%	31%	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%	