

# **Georgetown Independent School District**

## **Mitchell Elementary School**

### **2019-2020 Goals/Performance Objectives/Strategies**



# 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

# Table of Contents

Goals ..... 5

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership. .... 5

Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district. .... 11

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors. .... 13

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration. .... 17

# Goals

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



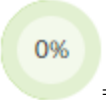

**Performance Objective 1:** Learning will be designed to activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards reflecting the GISD written, taught and tested curriculum resulting in growth for 100% of students.

**Evaluation Data Source(s) 1:** MAP Growth, Formative Assessments, State Assessments, DRA's, progress monitoring, Walk-Through Observations

### Summative Evaluation 1:

### Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 1) Utilize campus design coach to support the campus in the process and implementation of designing engaging work and improving instructional strategies to address the needs of students.		Principal, Asst. Principal, Design Coach	Increase in personalized learning opportunities for all students.  Support for teachers with content and resources.  Increase in utilization of "designing engaging work" model.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>2) Prioritized Level 5.1: Daily Learning objectives will be posted in classrooms and will reflect alignment to instruction and grade level standards.</p>		Principal, Asst. Principal will monitor through PLC, Walkthroughs, and data.	<p>Increased student growth in all subject areas .</p> <p>Alignment of standards with lesson content, teaching and learning</p>				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>3) 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>		Principal, Asst. Principal, Curriculum Coordinators	<p>Increase teacher effectiveness using strategies and resources to support growth of all learners. Walkthroughs will reflect teachers use of aligned resources .</p> <p>PLC discussions and agendas will reflect teacher collaboration and use of Units of study, and guided math principles.</p>				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Teachers will support students in goal setting and monitoring personal progress in order to foster student ownership and responsibility of their own learning.</p>		Teachers, Students, Admin Team, Intervention Team, Design Coach	<p>Increase in awareness and responsibility of students ownership of personal progress</p> <p>Student progress</p>				
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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 achievement, as measured using all 2020 STAAR, assessments will increase from 30% meets grade level standard in 2019 to 60 % meets grade level standard in 2019.

**Evaluation Data Source(s) 2:** 2020 STAAR Results, MOY MAP Data Projections

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>1) Teachers and Administration will be trained to and will unpack grade level TEKS to develop teacher mastery of aligning, planning and designing instruction based on student needs and mastery of TEKS objectives.</p>		Curriculum Coordinator, Principal, Asst. Principal, Design Coach, Teacher	<p>Increase in student achievement</p> <p>Increase in teacher depth of knowledge of standards and alignment as well as mastery of standards.</p>				
<p>2) Focus on the campus overall writing performance by building a strong foundation with consistent writing strategies (UOS), and concepts across all grade levels.</p>		Administrative Team, Design Coach, Teachers, Students	<p>Increase in overall writing performance</p> <p>Increase in STAAR 4th grade writing scores</p> <p>Observations that reflect an overall increase in writing across the disciplines.</p>				
<p>3) Continue to utilize the Response to Intervention process and campus interventionist to intervene with at risk students and support the curriculum.</p>		Campus Interventionist, Teachers, Admin Team, Design Coach	<p>Decrease in achievement gaps for at risk populations</p> <p>All students are monitored for progress and receive relevant interventions and support.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>4) Grade Levels will analyze data from formative assessments as well as summative assessments throughout the year to monitor student progress.</p>		Teachers, Intervention Team, Design Coach, Admin Team					
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>5) Master schedule has specialized time for Professional Learning Community meetings in order for teachers to analyze data, analyze student work samples, identify trends, create formative assessments, determine student and staff needs for support, inform instruction, provide time for intentional planning, design and collaboration.</p>		Teachers, Design Coach, Intervention Team, Admin Team	<p>Evidence of data informed instruction</p> <p>Differentiation based on student need.</p> <p>Ability to monitor, intervene and adjust instruction to meet the needs of students more frequently.</p> <p>Increase in student success and achievement.</p>				
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**Goal 1: Student-Centered:** Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 3:** Student performance, for all sub groups on 2020 STAAR Domain 3 Targets-will demonstrate a 10% increase in reading and a 15% increase in Math gaps over 2019 STAAR.

**Evaluation Data Source(s) 3:** STAAR 2020





MAP Projection Data

DRA

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>TEA Priorities</b>                      Improve low-performing schools                      1) 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>		Principal, Asst. Principal, Bil/ESL department	Increase in ELL student growth in all subject areas. Increase in the use of ESL teaching strategies within the classroom.  Growth in TELPAS and STAAR data report in the area of LEP students.				
<p><b>TEA Priorities</b>                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 2: Effective, Well-Supported Teachers                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      2) Analyzing assessment data during PLCs and                      RtI meetings to monitor and address student                      growth/progress and to plan for interventions                      and enrichment based on identified areas of                      need.</p>		Principal, Asst. Principal, PLC teacher leads	Data Collection Monitoring/Tracking Increase student achievement Observe Data informed instruction in the classroom Increase teacher collaboration as evidence through data analysis of progress monitoring tools				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
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<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 3) Ensure Special Education program obtains and utilizes need resources and supports to support student growth.	2.4, 2.6	Administrative Team, District Support, Teachers	Increase in academic growth for Special Education sub population.				
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## Goal 2: Communication: Engage the community to become champions and advocate 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 Source(s) 1:** Social Media platforms, Sitbased Meeting Agenda, Family Involvement Participation (sign in sheets) Surveys

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Utilize social media and other platforms (daily newsletters, local newspaper, facebook, PTA communication, Skyward, etc) to communicate events and celebrations with the community.		Teachers, Staff, Principal, Asst. Principal, Principal Secretary, Communications Department					
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 3: Positive School Culture 2) Design, Plan, and provide family involvement activities and events with 100% staff engagement.		Principal and Asst. Principal Staff	Increase in parent involvement in all grade levels. Increase in parent participation in events.				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

**Goal 2:** Communication: Engage the community to become champions and advocate 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 Source(s) 2:** Data from feedback opportunities such as climate survey, Family involvement survey data, event attendance data (sign in sheets)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>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>		Office Staff Principal and Assistant Principal	<p>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><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 3: Positive School Culture</p> <p>2) Seek out opportunities to promote school community connections.</p>		Principal and Asst. Principal Office Staff Teachers Staff	<p>Participate and give students and school exposure at community events like Poppy Festival, Christmas Stroll.</p> <p>Choir performances for community events and service.</p> <p>Service learning for students within the community.</p> <p>Make connections with Mitchell Neighborhoods to support students.</p>				
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### Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.



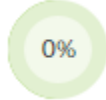

**Performance Objective 1:** Cultivate leadership and a staff that is beliefs-aligned and best meets the needs of students.

**Evaluation Data Source(s) 1:** Leadership development systems and processes aligned to Strategic Framework and Learner Profile.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 1) Campus Design committee will meet frequently to establish and monitor the attainment towards the campus picture of success.</p>		Principal and Asst. Principal Design Team Design Team Pathway Plan	<p>Increase in campus leadership capacity with staff. Increase in student achievement</p> <p>Growth in Teacher Leadership opportunities</p>				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 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>		Principal, Asst. Principal Leadership Team	<p>Increase in teacher retention</p> <p>Increase in campus climate and collaboration</p>				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 3) Expand leadership opportunities to build capacity and cultivate leadership through collaboration and problem solving.</p>		Principal, Asst. Principal, Design Team, Teachers	<p>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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Create staff feedback loop to ensure monitor campus culture and teacher support/needs.		Admin Team	Increase teacher retention. Increase in teacher attendance				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 5) Implement new ideas and activities to increase campus culture, morale and team building.		Admin Team, Design Team	Increase teacher engagement and involvement. Increase teacher morale. Positive campus culture				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue





**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 Source(s) 2:** T-TESS, Meeting Agendas, Surveys

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 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>		Principal, Asst. Principal, Intervention Team, Leadership/Data Team	<p>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><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 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>		Principal and Asst. Principal, Leadership Team, Design Team, Design Coach	<p>Increase in teacher collaboration on best practice, students growth, content alignment to standards, student needs, and student engagement.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 3) Campus instructional leaders will design and facilitate job embedded staff development based on data collected through PLCs and through walkthroughs.</p>		Principal and Asst. Principal Design Coach Intervention Team	<p>Increase in student achievement</p> <p>Lessons that are designed based on students needs/engagement, aligned to standards.</p> <p>Increased teacher support and knowledge with resources and district curriculum.</p>				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 4) Campus leadership will schedule and calendar regular times for walkthroughs, PLCs, and RTI meetings.</p>		Principal Asst. Principal	<p>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>				
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## 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 and collaborative spaces that reflect students need for choice.

**Evaluation Data Source(s) 1:** Classroom design and set up, access to technology, technology use data, Teacher observations, Evidence of design process and planning

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Instruction will be based on personalized learning, standard alignment, technology innovation and attainment of the learner profile.		Principal Asst. Principal Design coach	Higher student engagement in content and learning  Student ownership of learning  Evidence of the learner profile attributes in every classroom  Increase in student achievement  Increase in teacher effectiveness				
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.		Principal Asst. Principal Teachers	Increase in student engagement Increase in student achievement Increase in student ownership of learning				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 5: Effective Instruction</p> 3) Implementation and utilization of innovative technologies for instruction and enrichment purposes.		Teacher, Admin Team, Intervention Team, Design Coach	Student growth within specific technology programs.  Ongoing monitoring of growth.  Robust feedback for teachers to personalize and differentiate learning experiences for students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug