

# **Georgetown Independent School District**

## **Mitchell Elementary School**

### **2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Learning, Growth and Progress

### Student Learning, Growth and Progress Summary

The GISD curriculum collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes. The campus also utilizes a variety of technology programs to support instruction, including personalized learning including Lexia, and ST Math. in the 23-24 school year, Amplify Reading was implemented alongside the reading writing workshop model in K-2 to provide specific, personalized instruction and interventions in foundational reading skills.

Our campus utilizes intervention time and instructional interventionists to provide target instruction in both reading and math for Tier 3 students. Students are identified for tiered intervention services using data from district universal screeners administered three times each year and through consideration of other performance evidence by a collaborative committee. The academic RTI process serves students in grades K through 5 in both reading and mathematics. Additionally, student specific Dyslexic, Gifted & Talented, Emergent Bilingual (EB) and At-Risk instruction is provided during intervention time. EB students' (grades 3-5) receive instruction through the Dual Language Program with Instruction in both the L1 & L2. Our Dual Language program is phasing out and in the 24-25 school year, Mitchell Dual Language program will be for 4th and 5th grade students only.

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 district Bilingual Design Coach, Special Education Coach and Digital Learning Coach to provide ongoing learning, coaching, and support in classroom instruction. Our campus has also provided the opportunity for student to engage in Vertical Teams to support instructional alignment.

During the 23-24 school year, our staff attended professional learning on Essential Intervention Standards (EIS). Teachers met biweekly in PLC to collaborate and discuss student learning and progress. Teachers were in the early stages of learning about EIS, and relied mostly on TFAR and district benchmark assessments to measure student growth. PLC discussion and campus walkthroughs indicated a need for ongoing professional learning in these areas, along with a need for ongoing coaching and alignment in implementation of GISD curriculum.

### Our End of Year Data indicates the following:

- MAP data shows Kindergarten met projected growth in math, while 3rd grade surpassed expected growth.
- mClass data shows that Kindergarten had significant growth from fall to spring. Students in 1st - 3rd grade also showed positive growth.
- Domain 1 of STAAR showed low performance and minimal growth. Our students maintained in Reading achievement. Domain 3, Closing the Gaps had an overall score of 69 which shows we are meeting targets.

### EOY MAP Data:

# 2023-24 MAP Summary: Mitchell Elementary

Math		Fall Benchmark Performance % of students in each category										Spring Benchmark Performance % of students in each category										Achievement Percentile			Winter to Spring Growth % of students in each category				
		High					Low					High					Low					Fall	Winter	Spring	High	HiAvg	Avg	LoAvg	Low
		High	Avg	Avg	Low	Low	High	High Change + / -	High Avg	Hi-Avg Change + / -	Avg	Avg Change + / -	Low	Low Avg	Lo-Avg Change + / -	Low	High Change + / -	High Avg	Hi-Avg Change + / -	Avg	Avg Change + / -	Low							
All Students	K	23%	33%	17%	21%	6%	26%	3%	29%	-4%	19%	2%	19%	-2%	8%	2%	60%	59%	60%	24%	11%	16%	26%	24%	24%	11%	16%	26%	24%
	1	17%	26%	23%	22%	13%	17%	0%	23%	-3%	24%	1%	16%	-6%	21%	8%	52%	52%	50%	22%	10%	17%	28%	24%	24%	10%	17%	28%	24%
	2	26%	20%	21%	14%	19%	15%	-11%	22%	2%	18%	-3%	15%	1%	29%	10%	55%	53%	47%	13%	13%	19%	21%	35%	24%	13%	13%	19%	21%
	3	16%	13%	21%	24%	26%	16%	0%	19%	6%	22%	1%	19%	-5%	23%	-3%	43%	48%	47%	21%	14%	18%	23%	24%	24%	14%	18%	23%	24%
	4	12%	22%	25%	18%	22%	11%	-1%	21%	-1%	22%	-3%	19%	1%	27%	5%	47%	43%	43%	23%	15%	17%	20%	25%	25%	15%	17%	20%	25%
	5	12%	22%	14%	25%	28%	8%	-4%	20%	-2%	22%	8%	23%	-2%	28%	0%	43%	41%	41%	23%	15%	13%	20%	29%	29%	15%	13%	20%	29%
	K-5	17%	22%	20%	21%	20%	15%	-2%	22%	0%	21%	1%	19%	-2%	23%	3%	49%	48%	47%	23%	15%	13%	20%	29%	29%	15%	13%	20%	29%

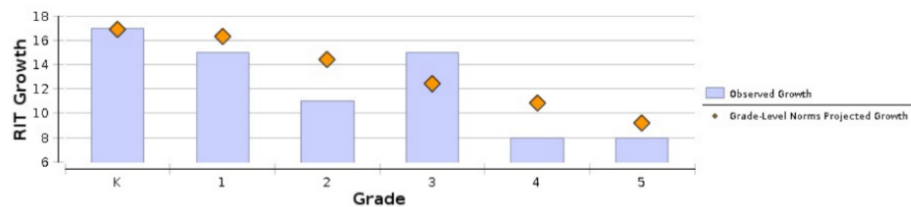
## BOY to EOY Growth (2023-2024)

### Mitchell Elementary

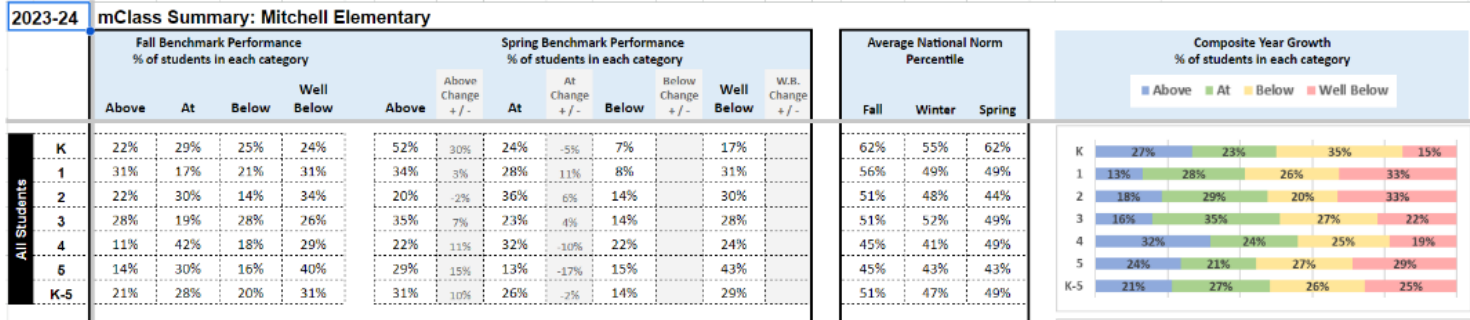
Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods										Growth Evaluated Against									
		Fall 2023					Spring 2024					Growth					Grade-Level Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	Student Norms				
K	84	143.8	10.0	78	161.0	10.3	78	17	0.8	16.9	0.12	55	84	44	52	49					
1	98	146.9	10.4	66	178.8	12.7	46	15	0.8	16.3	-0.57	28	98	45	47	46					
2	91	176.5	14.0	60	187.5	14.1	39	11	0.8	14.4	-1.49	7	91	32	35	30					
3	114	184.2	15.1	24	199.2	15.3	39	15	0.6	12.4	1.23	89	114	75	66	63					
4	130	197.4	13.3	37	205.6	15.7	25	8	0.6	10.8	-1.33	9	130	42	32	33					
5	111	205.2	14.1	30	213.4	15.4	26	8	0.8	9.2	-0.45	33	111	46	41	41					

Math: Math K-12



## EOY mClass Data:



## STAAR Data:

STAAR 2024			
	% APPROACHES	% MEETS	% MASTERS
READING	67	33	12
MATH	52	24	9
SCIENCE	37	8	3

## Student Learning Strengths:

- District Assessments (MAP, mClass,TFAR) are aligned to the state standards and administered to students periodically throughout the school year to help teachers identify next steps in each individual student's learning, and monitor student learning, growth and progress.
- Ongoing instructional support from LDC, Bilingual Design Coach, Special Education Design Coach and District Curriculum Coordinators.
- Intervention time is embedded in the master schedule.
- Opportunities for collaboration among teams is supported through implementation of weekly Professional Learning Communities with ongoing campus level coaching and training.
- Master schedule revised to maximize instructional minutes.
- MTSS meetings are regularly scheduled and student progress is reviewed every six weeks. In addition, intervention resources are regularly available.
- Professional learning and coaching for teachers with the support of LDCs, curriculum coordinators is provided during the school day, during learning labs, and grade level design days.
- Weekly PLCs with LDC and administrator support have been established.
- Professional Learning Communities (PLC) time is embedded in weekly schedule.
- Implementation of Amplify curriculum in Grades K-2 with fidelity has had a positive impact on student growth in reading.

### **Problem Statements Identifying Student Learning, Growth and Progress Needs**

**Problem Statement 1 (Prioritized):** As a campus, we have not been aligned in our instruction.

**Root Cause:** Lack of implementation of GISD curriculum and resources with fidelity, identification, alignment of Essential Standards, and use of common formative assessments.

**Problem Statement 2 (Prioritized):** There has not been a focus on using data analysis at a deep level to drive instructional decisions.

**Root Cause:** As a campus, we are lacking clarity on how to identify priority standards and create appropriate formative assessments to monitor student growth and progress.

**Problem Statement 3 (Prioritized):** As a campus, we lack clarity on effective Tier 2 instruction.

**Root Cause:** Lack of clarity on priority standards, how to assess, and provide appropriate targeted interventions for students.

# Student and Staff Well-Being

## Student and Staff Well-Being Summary

Mitchell Elementary has implemented a plan to support the development of Learner Profile Traits for all students through the implementation of Learner Profile Lessons during morning meetings, explicit instruction, and ongoing professional learning for staff. Mitchell has implemented Capturing Kids Hearts (CKH) and was recognized as a CKH National Showcase Campus in the 23-24 school year. Mitchell has also implemented Emergent Tree positive behavior supports systems to support students learning based on unique and individualized needs. Our counselor, behavior systems committee, and interventionists work together to provide ongoing learning and support for both students and staff. Our weekly campus newsletter includes a section focused on staff wellbeing, and daily afternoon interest and self care opportunities are provided after school for staff. Our CKH Process Champions and Campus Culture Committee also provide opportunities for staff members to affirm and celebrate each other.

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

### According to the 23-24 Survey for Parents and Staff:

- Parents feel their student feels connected to the adults at their school.
  - Parents feel their children are treated with respect.
  - Parents feel their student has a sense of belonging at their school.
  - Parents feel welcomed and invited to our school.
- 
- Staff feel accepted and supported by their colleagues.
  - Staff are encouraged to share their ideas openly.
  - Staff are committed to Georgetown ISD's vision, mission and beliefs.
  - Staff feel their work is valued.

### According to the 2023-24 Student Experience Survey:

Our highest student scores indicated the following:

- Mitchell is a safe place to learn.

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

### **Problem Statements Identifying Student and Staff Well-Being Needs**

**Problem Statement 1 (Prioritized):** Students and parents indicate that students do not feel that students treat each other kindly in the classroom and common areas.

**Root Cause:** Some students lack regulation, coping and social skills which leads to an increase in student behaviors at school. Students also need continued learning, modeling and guidance on accepting each others differences. Teachers need further coaching and support on social skills instruction and positive behavior supports interventions.

**Problem Statement 2 (Prioritized):** Overidentification of Tier 2 and Tier 3 behavior needs. Background knowledge, capacity, and coaching support have been limited.

**Root Cause:** The Emergent Tree Tier 1 Behavior System has not been implemented with fidelity. Quick implementation in the 22-23 school year and turnover of the behavior committee members has created a lack of sustainability and fidelity. In addition, training and coaching for leadership and staff on supporting students behaviors has been limited due to capacity at the district level.



# Community and Connectivity

## Community and Connectivity Summary

Mitchell Elementary provides opportunities for parent and family engagement activities, and volunteer opportunities throughout the year through Watch DOGS, Pet Partners, PTA, and district and campus volunteer and mentor opportunities. Mitchell Elementary has an established PTA who are working to increase PTA volunteers and opportunities to volunteer, and overall participation numbers.

As a Title 1 Campus, Mitchell hosts 4 family nights per year in addition to other family events including Popsicles with the Principal, Fun Run, Veterans Day Parade, Thanksgiving Luncheon, Spring Cookouts, Field Day etc. The campus works closely with PTA to coordinate activities and family volunteers for each of these events and others.

Weekly communications are sent from campus leadership with important dates, events, and information. Teachers communicate with parents through a variety of digital platforms including skyward, email, See Saw and phone applications. Report Cards are sent home each nine weeks through Skyward. Parent conferences are held once per year in the fall, and then on an as needed basis during the school year. Parent surveys indicate a need for improvement in communication and understanding of learning progress of students.

Mitchell offers many extra curricular programs for students including UIL, Sea Perch, Girl Start, Student Leadership, Colorguard, and Honor Choir.

## Problem Statements Identifying Community and Connectivity Needs

**Problem Statement 1 (Prioritized):** Parents do not feel well informed about the educational experience of their child, and their learning progress.

**Root Cause:** Report cards and progress reports have been solely communicated via Skyward. Parents report not knowing how to access the information. Teachers lack understanding of Standards Based Report Card Grading, and assessment information.

# Priority Problem Statements

**Problem Statement 1:** As a campus, we have not been aligned in our instruction.

**Root Cause 1:** Lack of implementation of GISD curriculum and resources with fidelity, identification, alignment of Essential Standards, and use of common formative assessments.

**Problem Statement 1 Areas:** Student Learning, Growth and Progress

**Problem Statement 2:** There has not been a focus on using data analysis at a deep level to drive instructional decisions.

**Root Cause 2:** As a campus, we are lacking clarity on how to identify priority standards and create appropriate formative assessments to monitor student growth and progress.

**Problem Statement 2 Areas:** Student Learning, Growth and Progress

**Problem Statement 3:** As a campus, we lack clarity on effective Tier 2 instruction.

**Root Cause 3:** Lack of clarity on priority standards, how to assess, and provide appropriate targeted interventions for students.

**Problem Statement 3 Areas:** Student Learning, Growth and Progress

**Problem Statement 4:** Students and parents indicate that students do not feel that students treat each other kindly in the classroom and common areas.

**Root Cause 4:** Some students lack regulation, coping and social skills which leads to an increase in student behaviors at school. Students also need continued learning, modeling and guidance on accepting each others differences. Teachers need further coaching and support on social skills instruction and positive behavior supports interventions.

**Problem Statement 4 Areas:** Student and Staff Well-Being

**Problem Statement 5:** Overidentification of Tier 2 and Tier 3 behavior needs. Background knowledge, capacity, and coaching support have been limited.

**Root Cause 5:** The Emergent Tree Tier 1 Behavior System has not been implemented with fidelity. Quick implementation in the 22-23 school year and turnover of the behavior committee members has created a lack of sustainability and fidelity. In addition, training and coaching for leadership and staff on supporting students behaviors has been limited due to capacity at the district level.

**Problem Statement 5 Areas:** Student and Staff Well-Being

**Problem Statement 6:** Parents do not feel well informed about the educational experience of their child, and their learning progress.

**Root Cause 6:** Report cards and progress reports have been solely communicated via Skyward. Parents report not knowing how to access the information. Teachers lack understanding of Standards Based Report Card Grading, and assessment information.

**Problem Statement 6 Areas:** Community and Connectivity

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Strategic Priority Areas

## Strategic Priority Area 1: Student Learning, Growth and Progress





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

**Strategic Objective 1:** In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

### HB3 Strategic Priority Area

**Change Decision:** Major Change

**Desired State:** There will be alignment and agreement in each grade level and content areas on student learning outcomes. Instruction will be aligned to the GISD scope and sequence, and teachers will implement the use of GISD curriculum with fidelity. During collaborative PLCs, teams will engage in collaborative discussions about the instructional cycle. Teachers will identify EIS for each unit and content area, which will drive instruction, the development and implementation of CFAs, and interventions. Teachers will support students through targeted interventions and enrichments during grade level WIN Time. The campus MTSS team will review data and provide additional support and progress monitoring to students who may not be making growth. The instructional leadership team, and teachers will have a system for monitoring student growth through data collection.

Evidence of Progress Toward Objective 1 Details	Reviews			
<p><b>Evidence of Progress Toward Objective 1:</b> During the 23-24 school year, teams had identified EIS for each unit. 70% of teachers have an understanding of how to select EIS, but lack clarity on how they inform and drive the instructional cycle. TFAR was used in grades 3-5 for assessments; however, there is not always a response to data analysis to ensure learning of EIS. CFAs have not been designed by every grade and for every unit. Teachers lack clarity on how this data may be used to monitor student progress over time and drive interventions. Data collection was driven by district summative assessments and reviewed by the Instructional Leadership Team. PLCs meet biweekly with Admin and LDC support. Intervention and SPED do not always attend.</p> <p>Campus Learning over the past two years has largely been driven by content area focus. We have one LDC currently coaching staff, all grade levels, and all content areas. Coaching has also been driven by content area, number of years teaching.</p> <p>Intervention time for students has been established and interventionists serve Tier 3 students in reading and math. MTSS meetings are scheduled weekly for academics and behavior with the MTSS team and are on a 6-week rotation for review. About 60% of grade levels implement flex grouping based on assessments during intervention time.</p> <p>During the summer, a focus group of teachers composed of one teacher from each grade level, met in a series of sessions to learn about the implementation of effective PLCs. These teachers now serve as the facilitators of the grade level PLC collaboration. Each grade level team engaged in a collaboration day to design Unit 1 in ELAR and Math by identifying and unpacking EIS, creation of CFAs, and development of an intervention plan. Teams began the school year by continuing to model this cycle during PLC collaboration. These teams established team expectations for use of the PLC collaboration time.</p> <p><b>Evidence of Desired State:</b> 100% of instructional design and implementation of lesson plans will be aligned to GISD Scope and Sequence. All teachers will have a clearly identified and unpacked EIS for each unit. Students will be clear on what they are learning through communication of lesson objectives, and provided examples of student mastery. Teachers will create and implement the use of CFAs to drive intervention and extension for students during WIN time to ensure all students are growing. PLC Collaboration will be driven by the instructional cycle and led by the teams. Student data will be collected and monitored by teachers and the instructional leadership team. SPED and Intervention supports will be aligned and support student progress on EIS. Data will be reviewed by the leadership team, intervention team, and grade level teams to ensure students are meeting targets after CFAs, Unit Assessments, and benchmark assessments.</p> <p><b>Problem Statements:</b> Student Learning, Growth and Progress 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div> <div>  No Progress         </div> <div>  Accomplished         </div> <div>  Continue/Modify         </div> <div>  Discontinue         </div> </div>				

**Strategy 1:** Collaborative PLCs will meet biweekly with SPED, Intervention, library, LDC, and administration. They will meet weekly with their grade level team collaborative PLC.

**Staff Responsible:** Principal  
Asst Principal

LDC  
Intervention Teachers

**Collaborating Departments:** Special Education

**Strategy 2:** Implementation of a grade level data monitoring system for formative and summative data through teacher data collection spreadsheets, and grade level data walls.

**Staff Responsible:** Principal  
Asst Principal  
LDC  
Intervention Teachers

**Strategy 3:** System established for identifying and monitoring EIS, and the instructional cycle. Teams are required to submit evidence of EIS selection, unpacking, CFAs, and interventions.

**Staff Responsible:** Principal  
Asst Principal  
LDC  
Intervention Teachers

**Strategy 4:** Administrators engage in daily classroom walkthroughs using the Collective Efficacy Feedback form to ensure alignment and high quality instruction. Administrators will provide timely feedback and coaching following classroom visits.

**Staff Responsible:** Principal  
Asst Principal  
LDC

**Strategy 5:** Engage teachers in professional learning, coaching and ongoing support in reading, math and science instruction.

**Staff Responsible:** Principal  
Asst Principal  
LDC

**Strategy 6:** Continue to use the Multi-Tiered Support System (MTSS) process and campus interventionists to monitor and intervene with at-risk students who are not showing expected growth.

**Staff Responsible:** Admin  
Asst Principal  
MTSS Team

**Strategy 7:** \*Mitchell will use Title 1 and Title 3 funds to support targeted special populations, including Emergent Bilinguals, in need of support in literacy and/or math and will provide focused tutorials for students.

**Staff Responsible:** Principal

**Strategy 8:** Students will engage in educational field trips that provide real world, hands on learning experiences and support mastery of the TEKS in math, science and reading.

**Staff Responsible:** Principal  
Grade Level Teachers

**Strategy 9:** Ensure all students and teachers have necessary supplies, manipulatives, support and resources to advance the learning of all students.

**Staff Responsible:** Principal  
Asst Principals  
LDC  
Intervention Teachers

#### **Strategic Objective 1 Problem Statements:**

Student Learning, Growth and Progress	
<b>Problem Statement 1:</b> As a campus, we have not been aligned in our instruction. <b>Root Cause:</b> Lack of implementation of GISD curriculum and resources with fidelity, identification, alignment of Essential Standards, and use of common formative assessments.	
<b>Problem Statement 2:</b> There has not been a focus on using data analysis at a deep level to drive instructional decisions. <b>Root Cause:</b> As a campus, we are lacking clarity on how to identify priority standards and create appropriate formative assessments to monitor student growth and progress.	
<b>Problem Statement 3:</b> As a campus, we lack clarity on effective Tier 2 instruction. <b>Root Cause:</b> Lack of clarity on priority standards, how to assess, and provide appropriate targeted interventions for students.	



Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

Change Decision: Maintain

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Teachers provide daily instruction on learner profile traits and CKH monthly focus. Teachers recognize students for demonstrating learner profile traits and students are celebrated on the daily announcements. Teachers communicate student progress with parents. The 23-24 parent survey indicated that this is an area where parent communication and understanding needs improvement.  <b>Evidence of Desired State:</b> Teachers will continue to provide daily instruction on learner profile traits. Students will be recognized and celebrated month for their growth in learner profile traits. Parents will be included in this celebration.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				

Strategy 1: Teachers will provide mini-lessons focused on Learner Profile traits during morning meetings.

Staff Responsible: Principal  
Counselor  
Teachers

Strategy 2: Students will engage in explicit instruction and monthly guidance lessons on the Learner Profile in a 3 week rotation created and delivered by the counselor designed to be targeted and brief instruction on intrapersonal and interpersonal relationships.

Staff Responsible: Counselor

Strategy 3: Teachers will nominate students who have demonstrated growth in Learner Profile traits for recognition and celebration. Parents will be invited to attend the celebration.

Staff Responsible: Principal  
Assistant Principal  
Teachers  
Counselor

**Strategic Priority Area 1:** Student Learning, Growth and Progress

**Strategic Objective 3:** GISD students are prepared for postsecondary education and the workforce.

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Parents receive progress reports and a nine weeks report card electronically via Skyward. Teachers meet with parents in the fall for a required parent teacher conference, and on an as needed basis during the school year. Teachers are responsible for communicating additional celebrations or concerns regarding student learning, growth and progress.  <b>Evidence of Desired State:</b> Report cards will be provided to parents both digitally and on paper each nine weeks. Teachers will communicate in a timely manner with parents regarding student learning and progress.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Strategy 1: Progress Reports and report cards will be sent home both electronically in Skyward and on paper each nine weeks.

Staff Responsible: Principal  
Assistant Principals  
Registrar and Office Staff  
Teachers

Strategy 2: Teachers will regularly communicate with parents via classroom communications and newsletters. Teacher will meet with parents in the fall for a required parent teacher conference, and on an as needed basis during the school year. Teachers will update parents with student progress on district benchmark assessments.

Staff Responsible: Principal  
Teachers





## Strategic Priority Area 2: Student and Staff Well-Being

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

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

**Change Decision:** Minor Change

**Desired State:** Students will consistently speak to and exhibit learner profile attributes, and Mitchell Core Values of safe, respectful, responsible behaviors in the classrooms, and common areas. The teachers and staff will model and celebrate these behaviors. Student data will show that students feel they are treated with respect and are respectful to each other, and that they have adults who care for and advocate for them.

Evidence of Progress Toward Objective 1 Details	Reviews			
<p><b>Evidence of Progress Toward Objective 1:</b> In the 23-24 school year, Mitchell was recognized as a Capturing Kids Hearts National Showcase Campus. Mitchell also received the CREST award for counseling for the second year in a row. Emergent Tree is in the second full year of implementation. Mitchell Core Values have been established and a behavior systems committee meets monthly. Systems have been created to support students who may need extra support with social skills and regulation by our campus interventionists, counselor and school based therapist. The parent survey indicates that 76% of parents feel their child has a connection to an adult at school, and 82% feel their child is treated with respect by adults. Students reported an average score of 2.58 that they had an adult who cares about them at school.</p> <p><b>Evidence of Desired State:</b> Teachers will fully implement CKH and teach learner profile lessons daily during morning meetings. Students and teachers will speak to and model learner profile traits and Mitchell core values of safe, respectful and responsible behaviors in classrooms and common areas through the use of brag boards, classroom and school celebrations. Collective Efficacy Walkthrough data and Tier 1 Behavior Implementation Walkthrough data will indicate explicit instruction, and use of positive feedback loop. Student Learner Profile data and parent survey data will indicate and increase respectful behaviors, and that students feel they have adults who care for them at school.</p> <p>Mitchell will continue to be recognized as a CKH National Showcase campus, and will receive the CREST Award for counseling.</p>	Formative			Summative
	Oct	Jan	Apr	July
	On Track			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** Students will engage in learning opportunities focused on learner profile traits and CKH monthly themes through classroom lessons, after school extra curricular activities, summer camps, and through campus modeling.

**Staff Responsible:** Principal  
Assistant Principals  
Teachers  
Behavior Systems Committee  
Design Team  
CKH Process Champions  
Counselor

**Strategy 2:** Teachers will be fully trained and implement Capturing Kids Hearts (CKH) and Emergent Tree Behavior systems with fidelity in their classrooms and common areas. CKH strategies include greeting students at the door, creation and referencing of classroom social contracts, sharing good things, and sharing a positive launch at the end of the day. Teacher will implement use of classroom brag boards for behavior reinforcement and positive feedback loops of 3:1 or higher to support student behaviors.

**Staff Responsible:** Principal  
Assistant Principals  
Teachers  
Behavior Systems Committee  
Design Team  
CKH Process Champions  
Counselor

**Strategy 3:** CKH Process Champions and Campus Leadership will model and support the implementation of CKH campus wide to build positive relationships with students through the use of Social Contracts, the 4 questions, and consequences. Ongoing professional learning through CKH traction visits and coaching will be provided each semester. Character lessons will be modeled by the leadership team campus wide and implemented into daily morning meetings focused on a monthly CKH/SEL focus.

**Staff Responsible:** Principal  
Assistant Principals  
Teachers  
CKH Process Champions

**Strategy 4:** The student leadership team will represent our student body at events, and will collaborate and provide feedback to campus leadership regarding Learner Profile Traits and attainment. They will attend a three day summer camp focused on developing learner profile traits through leadership, and service.

**Staff Responsible:** Principal  
Assistant Principals  
Teachers

**Strategy 5:** Systems will be in place to recognize students for demonstrating learner profile traits, and Mitchell Core Values through individual student recognitions, classroom celebrations, and campus celebrations

**Staff Responsible:** Principal

Assistant Principals  
Teachers  
Behavior Systems Committee  
Design Team

Strategic Priority Area 2: Student and Staff Well-Being

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

**Change Decision:** Maintain

**Desired State:** Teachers will find meaning and value in their work. They will have appropriate resources, training and professional learning to appropriately meet students needs. Teachers will be provided necessary time needed to collaborate and learn with peers.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Teachers are supported and coached by a campus LDC and Bilingual Learning Coach, Special Education Coach, Digital Learning Coach, and Behavior Specialist. Campus coordinators provide opportunities for ongoing professional learning through district and professional learning opportunities. Teachers have daily team conference time and a biweekly PLC collaboration time. New Teachers are supported by a campus and district new teacher support team which includes weekly professional learning opportunities and mentor support. Teachers are celebrated weekly through campus affirmations and highlights in weekly newsletters, and through monthly teacher and staff member of the month recognition. Mitchell has a campus culture committee which helps support campus service and culture activities. Teachers are also have opportunities to lead on campus within teacher leadership committees and student extra curricular activities  <b>Evidence of Desired State:</b> Teachers will be able to access and receive timely coaching to meet their professional needs at all levels and programs. Teachers will have an increase in engagement and involvement in district and campus learning opportunities, willingness to take on leadership roles on campus, and increased engagement in campus events. Staff climate surveys will indicate that staff feel they find meaning and value in their work, they have the resources and tools they need, and they are satisfied with their job.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

**Strategy 1:** Teachers will receive timely professional learning, coaching, and ongoing support in appropriate areas including both academics and behavior.

**Staff Responsible:** Principal  
Assistant Principal  
LDC and district coaches  
New Teacher Mentors  
Curriculum Coordinators

**Strategy 2:** Teachers have regular opportunities to collaborate, reflect and celebrate student growth academically, socially and emotionally during staff meetings, data meetings and during PLC.

**Staff Responsible:** Principal

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Campus #110  
April 11, 2025 2:02 PM

LDC  
Teachers

**Strategy 3:** Create opportunities for teachers to engage in opportunities for professional growth and leadership at Mitchell and GISD through committees, campus and district learning and leadership opportunities.

**Staff Responsible:** Principal  
Assistant Principal  
Teachers







## Strategic Priority Area 2: Student and Staff Well-Being

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

**Change Decision:** Maintain

**Desired State:** Teachers will provide daily instruction in learner profile skills, create calming corners in their classrooms with regulation tools, and provide instruction and support to students on self regulation, social skills and problem solving.

Students will demonstrate self-regulation, and problem solving skills in the classroom and common areas. They will develop healthy relationships with peers, and feel safe connected and supported in their learning environment as indicated by a reduction in discipline referrals, increased attendance, reduction in counselor referrals for conflict resolution, and positive indicators on student and parent surveys. Teachers will adopt a common language with supporting students.

Evidence of Progress Toward Objective 1 Details	Reviews			
<p><b>Evidence of Progress Toward Objective 1:</b> The 23-24 student experience survey indicates students overall feel Mitchell is a safe place to learn (2.38). However, it is noted that this indicator decreases as students move from 3rd-5th grade and it is below the district average. There is notable improvement needed in the area of problem solving, and treating each other with respect as the lowest indicator was kids are kind to each other with an average value of 1.55. Again, this value decreases with age from 3-5th grades. According to the parent survey, 80% of parents agree that Mitchell is a safe place to learn, and 76% of parents indicate that their child feels connected to adults at school.</p> <p><b>Evidence of Desired State:</b> Teachers will adopt common instructional strategies and a common language when supporting students. Students will demonstrate an increase in self-regulation and problem solving skills in the classroom and common areas. There will be positive indicators on the student learning experience survey as indicated by an increase in the above referenced areas, as well as , parent surveys. Their will be a decrease in behavior referrals, and an increase in student attendance. Classroom walkthroughs and observations will show implementation of strategies that promote a safe learning environment for students.</p>	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** Mitchell will utilize Capturing Kids Hearts, self-regulation learning opportunities, and Emergent Tree positive behavior support system to support students learning based on unique and individual needs.

**Staff Responsible:** Principal  
 Assistant Principal  
 Counselor  
 Teachers  
 Design Team  
 Behavior Systems Committee  
 CKH Process Champions

**Strategy 2:** Provide opportunities for students to have a positive mentor through PALS, Watch D.O.G.S, pet partners, and other district and community mentoring programs.

**Staff Responsible:** Principal  
Mentor Coordinator  
Counselor

**Strategy 3:** Students who are identified as needing extra behavior supports (Tier 2 and 3) will utilize the Emergent Tree Daily Behavior Report Card to reinforce expected behaviors as Safe, Respectful and Responsible and individual student needs. The MTSS behavior committee will help develop a support plan for students which may include daily check-ins and check-outs, additional social skills support, and student regulation breaks.

**Staff Responsible:** Principal  
Assistant Principal  
MTSS Committee  
Counselor  
School Based Therapist  
Teachers  
Behavior Systems Committee

### **Strategic Priority Area 3: Staff Recruitment and Retention**

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

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

**Strategic Objective 1:** GISD provides competitive compensation and benefits to employees.

### **Strategic Priority Area 3: Staff Recruitment and Retention**

**Strategic Objective 2:** Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 3: In GISD, professional learning communities thrive across the organization.

Change Decision: Maintain

Desired State: Teachers will collaborate weekly in grade level PLCs. Our master schedule will allow extended and protected time for teachers to meet. Teams will have a trained PLC facilitator who actively engages teams in collaboration around the 4 PLC questions during this time. Teams will use the time to identify and unpack EIS, develop common formative assessments, analyze student data, and discuss and plan student interventions.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> In previous years, teachers have had varied levels of professional learning and experiences in PLC. Teams met biweekly in 23-24 school year during their conference or PLC time. Campus administrators and the LDC often created the agenda for the time. During the summer of 2024, a group of teachers composed of one team member from each grade level team met 4 times over the course of the summer to increase their learning in PLC in order to be prepared to be facilitators for the PLC time. Their time was focused on learning about the 4 questions and how to bridge the gap between learning and doing PLC. Our campus leadership team created the master schedule to allow for an extended, protected biweekly PLC collaboration time for teams.  <b>Evidence of Desired State:</b> Grade level teams will have PLC agendas prepared for their biweekly collaboration time. Teachers will have increased clarity on student expectations, instructional alignment, and team created common formative assessments. The data from these assessments will be used to provide necessary interventions and enrichments for students. The team will see the students as "all" of our students.  <b>Problem Statements:</b> Student Learning, Growth and Progress 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 1: Grade level teachers will engage in ongoing professional learning opportunities about PLC, Essential Standards, Common Formative Assessment and data analysis.

Staff Responsible: Principal  
Assistant Principal  
LDC

Strategy 2: Grade level teams and special programs will meet biweekly during PLC collaboration. Campus administration and LDC will be present and active participants.

Staff Responsible: Principal

Strategic Objective 3 Problem Statements:

Student Learning, Growth and Progress
<p><b>Problem Statement 1:</b> As a campus, we have not been aligned in our instruction. <b>Root Cause:</b> Lack of implementation of GISD curriculum and resources with fidelity, identification, alignment of Essential Standards, and use of common formative assessments.</p> <p><b>Problem Statement 2:</b> There has not been a focus on using data analysis at a deep level to drive instructional decisions. <b>Root Cause:</b> As a campus, we are lacking clarity on how to identify priority standards and create appropriate formative assessments to monitor student growth and progress.</p> <p><b>Problem Statement 3:</b> As a campus, we lack clarity on effective Tier 2 instruction. <b>Root Cause:</b> Lack of clarity on priority standards, how to assess, and provide appropriate targeted interventions for students.</p>

Strategic Priority Area 4: Community and Connectivity

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

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

- Change Decision:** Maintain
- Desired State:** Parents will be well informed, active participants in their child's education.

Evidence of Progress Toward Objective 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<b>Evidence of Progress Toward Objective 1:</b> Campus leadership emails weekly newsletters to families with important dates, information, and campus opportunities. Teachers provide weekly or monthly communications to parents through various platforms including skyward, email, SeeSaw, and phone applications. Standards based report cards are shared electronically in skyward each nine weeks. Our parent involvement specialist is on campus two times per week to offer supports to parents, and provide learning opportunities to families. The principal provides back to school learning opportunities to families in August. Teachers provide opportunities for a parent conference in the fall, and as needed throughout the school year.  The Mitchell Parent Climate Survey a need for improvement in reporting student learning progress (64%) and overall communication regarding their education experience (68%).  <b>Evidence of Desired State:</b> Parent communication will be streamlined on one platform. Report cards will be provided both digitally and on paper to families in a way that provides clear understanding of student progress. In person learning opportunities for parents will be provided to help develop a better understanding of assessments, and student growth and learning progress. Parent surveys will indicate they are well informed about their child's education.	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

- Strategy 1:** Teachers regularly communicate with parents in person, virtually, and electronically to update student progress academically and on learner profile attainment.
- Staff Responsible:** Principal  
Assistant Principal  
Teachers

**Strategy 2:** All staff will utilize Parent Connect to communicate with parents and the community. This will include newsletters as well as individual

communication.

**Staff Responsible:** All Staff

**Strategy 3:** Campus leadership will provide learning opportunities for families to help provide clarity on district priority work, assessments, learner profile attainment, and student learning, growth and progress.

**Staff Responsible:** Principal  
Assistant Principal  
Learning Design Coach  
Counselor



#### **Strategic Priority Area 4:** Community and Connectivity

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

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Maintain

Desired State: Increased partnerships with the community including mentors, volunteers and Watch DOGS. Positive indicators on the Student Experience and Parent Surveys.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Mitchell currently provides mentors, and volunteering opportunities through Pet Partners, PALS, Watch D.O.G.S, and PTA volunteer opportunities. Mitchell hosts four family nights per year and these events are heavily attended. Other opportunities for parents and families to visit schools include Veterans Day, Fun Run, daily lunch with students, and field day. 85% of parents report they feel welcomed and invited to their child's school.  <b>Evidence of Desired State:</b> Increased parent and community engagement at family events, PTA membership, volunteers and mentors. A positive rapport is created with our Mitchell community as evidenced by parent surveys and increase in volunteers.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Strategy 1: Expanding opportunities for family and community engagement on campus through student-centered family nights, student showcases, and school events.

Staff Responsible: Principal  
Design Team  
Staff

Strategy 2: Increase opportunities for families and community members to partner alongside Mitchell Elementary through programs such as Garden Committee, PTA, Watch DOGS, and student mentorships.

Staff Responsible: Principal  
Mentor Coordinator  
Counselor  
PTA  
Garden Committee

Strategy 3: PTA meetings will be hosted in conjunction with student performances, and provide opportunities for parent learning with campus leadership.

Staff Responsible: Principal  
Mitchell Elementary School  
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