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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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

Strategy 1: Utilize Units of Study by Lucy Calkins and Fountas and Pinnell resources with fidelity to support the GISD	Reviews							
written ELAR Curriculum.		Summative						
Strategy's Expected Result/Impact: Increase in reading levels of all students at Mitchell Elementary	Dec	Mar	May	Aug				
Staff Responsible for Monitoring: Teachers, Principals, Learning Design coach								
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy								
Strategy 2: Utilize Lexia Core 5 as support for all reading students campus wide.		Rev	iews					
Strategy's Expected Result/Impact: Increase in overall reading growth and level of all students.		Formative		Summative				
Staff Responsible for Monitoring: Campus Interventionist,	Dec	Mar	May	Aug				
Teachers,								
Admin Team,								
Design Coach								
No Progress Accomplished — Continue/Modify	X Discont	inue						

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

Strategy 1: Professional Learning and ongoing support for teachers with the implementation on the new Units of Study	Reviews					
Resource, guided math, and writing at all grade levels.		Summative				
Strategy's Expected Result/Impact: Increase teacher effectiveness using strategies and resources to support growth of all learners.	Dec	Mar	May	Aug		
Staff Responsible for Monitoring: Principals, Learning Design Coach, Teachers						
Additional Targeted Support Strategy						
Strategy 2: Continue to utilize the Response to Intervention process and campus interventionist to intervene with at risk		Rev	iews			
students and support the curriculum. Intervention Teachers will use LLI to intervene with struggling reading students.		Formative		Summative		
Strategy's Expected Result/Impact: Decrease in achievement gaps for at risk populations	Dec	Mar	May	Aug		
All students are monitored for progress and receive relevant interventions and support.						
Staff Responsible for Monitoring: Teachers, Learning Design Coach, Principals, Intervention Team						
Strategy 3: Domain 3 (Closing the Achievement Gaps):	Reviews					
Ensure effective utilization of the ELPS, reinforcement of effective teaching strategies to support ELL students, through	Formative Summat					
PLC planning and professional learning.	Dec	Mar	May	Aug		
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.						
Growth in TELPAS and STAAR data report in the area of LEP students.						
Staff Responsible for Monitoring: Principal, Asst. Principal, Bil/ESL department						
No Progress Accomplished — Continue/Modify	X Discont	inue	•	•		

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

Strategy 1: Utilize campus design coach to support the campus in the design and implementation of engaging work and	Reviews					
improving instructional strategies to address the needs of students.		Summative				
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.	Dec	Mar	May	Aug		
Staff Responsible for Monitoring: Learning Design Coach, Principals, Teachers						
Strategy 2: Implementation and utilization of resources, support and professional learning opportunities to support the		Rev	iews			
progression of personalized learning on our campus.		Formative		Summative		
Strategy's Expected Result/Impact: Increase in student achievement in regards to Lexia Core 5 Usage. Growth in	Dec	Mar	May	Aug		
teacher knowledge and understanding of personalized learning of all stakeholders.						
Staff Responsible for Monitoring: Principals, Teachers, Learning Design Coach						
Strategy 3: Teachers will support students in goal setting and monitoring personal progress in order to foster student	Reviews					
ownership and responsibility of their own learning.		Summative				
Strategy's Expected Result/Impact: Increase in awareness and responsibility of students ownership of personal progress	Dec	Mar	May	Aug		
Student progress						
Staff Responsible for Monitoring: Teachers, Students, Admin Team, Intervention Team, Design Coach						
Strategy 4: Ensure all students and teachers have necessary supplies, manipulatives, support and resources to advance the		Rev	iews	•		
learning of all students (Remote and In Person)		Formative		Summative		
Strategy's Expected Result/Impact: Students prepared to learn everyday. Increase in student achievement. Implementation and utilization of effective teaching strategies and supports.	Dec	Mar	May	Aug		
Staff Responsible for Monitoring: Teachers, Principals, Learning Design Coach						
No Progress Accomplished — Continue/Modify	X Discont	inue				

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

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

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

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

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

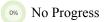
Strategy 1: Provide opportunities for communication and feedback from parents through site based decision making	Reviews					
committee meetings, parent involvement nights, social media, surveys, newsletters and other outlets.		Formative		Summative		
Strategy's Expected Result/Impact: Increase input from parents, students, guardians and community members.	Dec	Mar	May	Aug		
Increased parent and community relations.			-	_		
Parent Sign in Sheets from parent involvement nights will have feedback for campus to make ongoing improvements to better serve our families.						
Staff Responsible for Monitoring: Office Staff						
Principal and Assistant Principal						
No Progress Accomplished — Continue/Modify	X Disconti	nue				

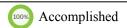
Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

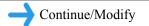
Performance Objective 1: Cultivate leadership and staff whose beliefs are aligned to what best meets the needs of students.

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

Strategy 1: Campus design committee will meet frequently to establish and monitor the attainment towards the campus	Reviews						
picture of success.			Summative				
Strategy's Expected Result/Impact: Increase in campus leadership capacity with staff.	Dec	Mar	May	Aug			
Increase in student achievement							
Growth in Teacher Leadership opportunities							
Staff Responsible for Monitoring: Principal and Asst. Principal							
Design Team Design Team Pathway Plan							
Strategy 2: Campus leadership will provide ongoing support for first-year teachers and teachers new to Mitchell by		Rev	riews				
assigning a mentor from their team or leadership team to provide ongoing support throughout the year.		Formative		Summative			
Strategy's Expected Result/Impact: Increase in teacher retention	Dec	Mar	May	Aug			
Increase in campus climate and collaboration							
Staff Responsible for Monitoring: Principal, Asst. Principal Leadership Team							
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers							
Strategy 3: Expand leadership opportunities to build capacity and cultivate leadership through collaboration and problem	Reviews						
solving.		Formative		Summative			
Strategy's Expected Result/Impact: Expanding and reinforcing implementation and support of Capturing Kids Hearts strategies campus wide.	Dec	Mar	May	Aug			
Utilizing teacher leaders to further develop "designing engaging work" campus wide. Provide opportunities for teacher to engage in leadership roles campus wide.							
Staff Responsible for Monitoring: Principal, Asst. Principal, Design Team, Teachers							
Strategy 4: Implement new ideas and activities to increase campus culture, morale and team building.		Rev	riews				
Strategy's Expected Result/Impact: Increase teacher engagement and involvement.		Formative		Summative			
Increase teacher morale.	Dec	Mar	May	Aug			
Positive campus culture							
Staff Responsible for Monitoring: Admin Team, Design Team, Teachers							
ESF Levers: Lever 3: Positive School Culture							
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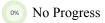


Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

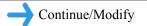
Performance Objective 2: Campus instructional leaders will lead and support adult learners in their own growth.

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

Strategy 1: Campus instructional leaders will facilitate monthly meetings to review relevant student learning data,		Rev	iews	
including CBAs, progress monitoring, and universal screeners to ensure personalized, needs based instruction for students.		Formative	Summative	
(focus on student work and formative data)	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Increase in student growth in all subject areas.				
Increased focus on student work and formative data.				
Instruction that is data informed and aligned to student needs.				
Staff Responsible for Monitoring: Principal, Asst. Principal, Intervention Team, Leadership/Data Team				
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				
Strategy 2: Campus instructional leaders will develop protocols and agendas for PLC meetings, ensuring that PLCs focus		Rev	iews	
on evaluation and development of student work using the Designing Engaging Work framework, the district curriculum,		Summative		
and protocols for evaluating student work and assessments aligned to curriculum.	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Increase in teacher collaboration on best practice, students growth, content alignment to standards, student needs, and student engagement.				
Staff Responsible for Monitoring: Principal and Asst. Principal, Leadership Team, Design Team, Design Coach				
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				
Strategy 3: Campus leadership will schedule and calendar regular times for walkthroughs, PLCs, and RTI meetings.		Rev	iews	•
Strategy's Expected Result/Impact: Increase teacher support.		Formative		Summative
	Dec	Mar	May	Aug
Increased knowledge of leaders of the high impact areas needed for school improvement.				
Increase understanding and knowledge of students growth in relation to formative assessment, aligned instruction, and utilization of "designing engaging work."				
Staff Responsible for Monitoring: Principal Asst. Principal				







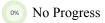


Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

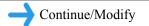
Performance Objective 1: Instruction will be designed for all grade levels and will demonstrate student voice, choice, ownership and need with aligned resources to provide technology that reflect students' need for choice.

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

Strategy 1: Instruction will be based on personalized learning, standard alignment, technology innovation and attainment	Reviews						
of the learner profile.		Summative					
Strategy's Expected Result/Impact: Higher student engagement in content and learning	Dec	Mar	May	Aug			
Student ownership of learning							
Evidence of the learner profile attributes in every classroom							
Increase in student achievement							
Increase in teacher effectiveness							
Staff Responsible for Monitoring: Principal							
Asst. Principal							
Design coach							
Design Team Teachers							
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4:							
High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy							
Strategy 2: Teachers will utilize the Learner Profile, and the Leading Learning Document to design and/or plan units,	Reviews						
lesson, instruction and activities that are innovative and engaging to students.		Formative		Summative			
Strategy's Expected Result/Impact: Increase in student engagement Increase in student achievement	Dec	Mar	May	Aug			
Increase in student ownership of learning							
Staff Responsible for Monitoring: Principal							
Asst. Principal							
Teachers							
Strategy 3: Implementation and utilization of innovative technologies for instruction and enrichment purposes.		Rev	iews				
Strategy's Expected Result/Impact: Student growth within specific technology programs.		Formative		Summative			
	Dec	Mar	May	Aug			
Ongoing monitoring of growth.							
Robust feedback for teachers to personalize and differentiate learning experiences for students.							
Staff Responsible for Monitoring: Teacher, Admin Team, Intervention Team, Design Coach							









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	20	21	2022				2023		2024			2025 (Target)		
28%	COVID	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 (Ba	aseline)	*	15%	47%	*	-	-	*	14%	21%	*	13%	31%	8%
	2020 (0	OVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	202	21	*	20%	50%	*	-	-	*	19%	26%	*	18%	36%	12%
	202	22	*	27%	53%	*	-	-	*	26%	33%	*	24%	41%	18%
	202	23	*	35%	56%	*	-	-	*	35%	41%	*	34%	47%	28%
	202	24	*	47%	59%	*	-	-	*	47%	51%	*	46%	55%	42%
	202	25	*	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%