

**Georgetown Independent School District**  
**Mitchell Elementary School**  
**2018-2019 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

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics refer to the characteristics or make-up of the students of the school district and help staff members understand who the district is currently working with and how to best implement strategies, initiatives, programs and services to meet their needs.

Mitchell Elementary

Total Student Enrollment: 721

Ethnic Distribution:

African American: 1.5%

Hispanic: 59.1%

White: 35.5%

American Indian: .7%

Asian: .3%

Pacific Islander: .3%

Two or More Races: 2.6%

Student Groups:

Economically Disadvantaged: 59.5%

Limited English Proficient (LEP): 31%

Bilingual/ESL:

Students w/Disciplinary Placements : .1%

Special Education: 8%

### **Demographics Strengths**

- Backpack Buddies Program
- Family Information Nights
- Dual Language Program
- Number of Bilingual Staff/Student Ratios
- District Provided Parent Liaison
- Bilingual Office Staff

## **Student Achievement**

### **Student Achievement Summary**

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

For this section, raw data from the 2018 STAAR test has been used.

Percentages of students in grades 3-5 meeting standard on STAAR:

Third grade mathematics: 16% 56% approached

Third grade reading: 16% Meet 58% approached

Fourth grade mathematics: 20% 48% approached

Fourth grade reading: 30% 65% approached

Fourth grade writing: 15% 34% approached

Fifth grade mathematics: 25% 75% approached

Fifth grade reading: 29% 65% approaches

Fifth grade science: 17% 51% approached

### **Student Achievement Strengths**

Improved Attendance

Early Grade Intervention

## **School Culture and Climate**

### **School Culture and Climate Summary**

School culture refers to the school district's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school district and affects how people interact within the system.

Encouraging positive student behavior and teachers to student needs. Students enjoy coming to school.

Provide assurance of cultural diversity to parents by school personnel.

Continuous improvement of staff morale and school climate.

Continuous improvement of student testing data.

### **School Culture and Climate Strengths**

According to the 2017-2018 School Quality Survey for Parents and Staff:

80% staff feel the quality of the school is Good to Excellent

87% of Parents feel the quality of the school is Good to Excellent

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success." - Stephen Covey

Staff Quality, Recruitment and Retention refer to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

New Teacher Mentor program

Highly qualified staff

### **Staff Quality, Recruitment, and Retention Strengths**

Strong teacher applicant pool

Flexibility provided to staff to determine types of training within the number of required hours

District and campus teacher mentor program



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The 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 has been provided with and utilizes an assortment of technology.

Teacher training provided in the areas of balanced literacy and guided math

Implementation of Professional Learning Communities with Direct Coaching from Region 13

### **Curriculum, Instruction, and Assessment Strengths**

DRA/EDL-reading levels for differentiation

Implementation of district wide curriculum

Fountas and Pinnell Classroom sets and Training to support guided reading and balanced literacy instruction

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school district community to maintain high expectations and high achievement for all students.

Parent Training is needed for many parents to suggest ideas for helping their child at home. (homework assistance)

Increase of PTA volunteers and participation numbers, increase in spanish speaking (reps) PTA needed

Communication has been successful through websites, teacher webpages, newsletters, email, School Messenger, and English to Spanish translation services.

### **Parent and Community Engagement Strengths**

Mitchell PTA sponsored family nights

Musical Performances

Event Participation-students and parents

Communication: websites, teacher webpages, newsletters, Facebook page, email, School Messenger

English to Spanish translation services

Additional extracurricular activities-Cubs, UIL, Sea Perch, Destination Imagination, Newsletter Club

# Comprehensive Needs Assessment Data Documentation

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

# 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 based on the needs of students reflecting the GISD written, taught, and tested curriculum resulting in growth for 100% of students as measured by MAP, CBAs, state assessments, and other measures.

### Evaluation Data Source(s) 1: Data Collection Monitoring/Tracking System

Lesson Plans


Spec Sheets

Walkthroughs

T-TESS

Principal will monitor lesson plans weekly for inclusion of choice in product or process for students and this will be an ongoing conversation during PLCs.

### Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	Curriculum and Instruction Department, Principals, Teachers					
2) Monitor and support the implementation of the district's guaranteed and viable curriculum	Principal Asst. Principal	- Campus Walkthroughs - Lesson Plans				
						

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

**Performance Objective 2:** TARGETED ELEMENT 2: Student achievement, as measured using all 2019 STAAR assessments, will increase from 26% meets grade level standard in 2018 to 40% meets grade level standard in 2019.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Professional learning provided to address Balanced Literacy and Guided Math.	District Coordinators Principal Assistant Principal Data Collection Monitoring/Tracking System	Data Collection Monitoring/Tracking System Increase teacher understanding of best practices and teaching strategies to support all learners  Increase teacher collaboration centered around student achievement through the use of PLCs Measure through lesson plans, unit designs, and walkthroughs. This will be measured through the PLC process and by campus administration.  Timeline: Student progress in reading and Math will be measured through MAP, CBAs, DRAs(BOY, MOY, and EOY).				
2) Begin training and implementation of student goal setting and monitoring of personal progress throughout the year.	Principal Assistant Principal Counselor Teachers Interventionists Special Education Teachers	Data Collection Monitoring/Tracking System  Increase student achievement Increase student motivation Increase student accountability through the use of data collections (notebooks, portfolios, etc.) as determined by grade levels  Timeline: Student data collections will be in place by the end of January 2019 and will be monitored by teachers and discussed in PLCs.				
3) Teachers will learn how to unpack standards to ensure instructional planning aligns to depth and complexity of standard.	Principal Assistant Principal	Data Collection Monitoring/Tracking System  Increased teacher understanding of student expectations, PD sign in sheets.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 3:** TARGETED ELEMENT 3: Student performance, for all sub groups on 2019 STAAR Reading will demonstrate a 4 % decrease in performance gaps over 2018 STAAR.

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

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Analyzing assessment data during PLCs and RTI meetings to view student growth/progress from beginning of year to end of year.	Principal Assistant Principal PLC Teacher Leaders	Data Collection Monitoring/Tracking System  Increase student achievement Data driven instruction Increase teacher collaboration as evidenced through data analysis of progress monitoring tools including DAta Collection Monitoring Tracking System				
2) Provide professional learning for teachers of ESL based on the needs of teachers.	Principal Assistant Principal Teachers Bilingual Coordinator	Data Collection Monitoring/Tracking System Increase student achievement through ongoing teacher support.				
						







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

**Performance Objective 4:** Attendance rates will increase 1 percentage point for each six weeks measured, as compared to 2017-2018 six weeks reports.

**Evaluation Data Source(s) 4:** 6 weeks PEIMS reports

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Counselor will meet with all students who accumulate more than 5 absences in order to determine root cause of absenteeism.	Counselor PEIMS Clerk Leadership Team	Increase student and parent awareness of importance of attendance  Increase attendance rates				
2) Campus plan is utilized to follow up on excessive absences starting with the 5th absence. Teacher will call home at absence number 3, PEIMS clerk will call home at absence number 5, assistant principal will call home at absence number 7.	PEIMS Clerk Teacher Assistant Principal	Increase student attendance rate				
3) Campus will develop and implement reward system for students or groups of students who have zero absences within a given period of time.	PEIMS Clerk Campus Leadership Team	Increase student attendance rate and student awareness of importance of attendance.				


 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = 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 1:** Increase parent involvement in all demographic groups by 5% over 2017 data

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Utilize Let's Talk Program to increase communication between the campus and community	Principal Assistant Principal Counselor Principal Secretary	Increase parent involvement Increase community and parent relations Additional feedback to guide campus decision making				
2) Utilize surveys to increase and gather feedback on campus activities, programs and services	Principal Assistant Principal Counselor Intervention Team Teachers	Increase parent communication and involvement Provides an avenue for working parents to be involved with the campus				
3) Develop and implement systems to expand community feedback and encourage two way communication between the campus, parents and community.	Principal Assistant Principal Teachers Staff Parent Liaison Front Office Staff	Let's Talk data usage report Parent Sign In Sheet from parent involvement activities Parent Surveys Parent Teacher Conference Logs PTA Meeting Logs Dads on Duty District Take Home Folders Twitter School Messenger				
						




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

**Performance Objective 1:** Increase opportunities for self-selected professional learning in 2019 by 10%, based on T-TESS goals, over 2018 offerings.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Implement and provide ongoing support and program for first year teachers and teachers new to Mitchell by assigning a mentor from their team and/or Intervention Team to provide ongoing support.	Principal Assistant Principal Teachers	Will support the retention of teachers on our campus				
2) Expand leadership opportunities to build capacity and cultivate leadership through collaboration and problem solving.	Principal Assistant Principal Teachers	Empowering and cultivating teacher leadership Expanding the implementation Capturing Kids Hearts strategies Utilizing teacher leaders to further develop the design process and implementation as a campus Intentional use of teacher leaders to train and guide effective PLCs Utilize teacher leaders to lead new teacher mentor program Provide opportunities for teachers to establish leadership roles in organizing extra curricular clubs.				
3) Build Master Schedule to provide common planning time and to protect PLC time.	Principal Assistant Principal Campus Design Team	Improves student support and management Increase teacher collaboration and problem-solving Increase teacher retention when teachers are empowered to make decisions and grown professionally				
						

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

**Performance Objective 1:** Unit designs for all grade levels will demonstrate cross curricular connections and implementation of technology tools by May 2019 as a baseline for ongoing growth.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Teachers will implement individualized instruction based on personalized learning, Balanced Literacy, Guided Math stations/rotations and technology innovation.	Principal Assistant Principal Digital Learning Coach Teachers Design Team	Increase student motivation and engagement Increase student achievement and personalized learning				
2) Teachers and staff will incorporate characteristics of the district learner profile in their weekly lesson planning, instruction and activities.	Principal Assistant Principal Teachers	Increase student achievement and engagement Increase critical thinking skills				

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Professional learning provided to address Balanced Literacy and Guided Math.
1	2	2	Begin training and implementation of student goal setting and monitoring of personal progress throughout the year.
1	3	1	Analyzing assessment data during PLCs and RtI meetings to view student growth/progress from beginning of year to end of year.
1	4	1	Counselor will meet with all students who accumulate more than 5 absences in order to determine root cause of absenteeism.