

**Georgetown Independent School District**  
**Mitchell Elementary School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

***District Mission:*** Embracing a tradition of diverse educational experiences and extensive community partnerships, the Georgetown Independent School District mission is to empower and inspire all students to lead and serve in a global society by creating world class learners and engaged citizens through relevant experiences every day.

***Campus Mission:*** We, the staff of James E. Mitchell Elementary, are committed to providing our children with a World Class Quality Education in a safe and nurturing environment in collaboration with their families and our community to achieve an exceptional educational, physical, and social experience.

## Vision

***District Vision:***

*Home of the most inspired students, served by the most empowered leaders...*

***The Vision of Mitchell Elementary is to be a model of World Class Educational Quality and Exceptional Experiences for our Students and Community***

- WE are World Class!
- WE are World Class Educators & Students!
- WE are World Class Role Models
- We are World Class Mentors
- WE are World Class Parents/Daughters/Sons/Grandparents/Grandchildren/Aunts/Uncles/Nieces/Nephews
- WE are World Class Colleagues and Friends
- WE exhibit World Class customer service
- WE embrace World Class service to Students & Parents
- WE encourage World Class decision making, problem solving & social competencies
- WE enhance World Class instruction
- WE exude World Class professionalism

- WE empower World Class leadership, ideals and ideas in our students and in our selves (we think big)
- WE exalt those who make a difference
- WE emulate others who ‘go the extra degree’ and who are World Class themselves
- We excel in providing World Class interventions and enrichment
- WE are a World Class School that provides educational quality and exceptional experiences for our students and community.
- WE are TEAM Mitchell.

## Core Beliefs

### Core Beliefs

- We are committed to empowering our students to become life-long learners and productive citizens in a dynamic, global society, by providing quality learning experiences that develop the knowledge, skills, abilities and attitudes for continued success.
- We will break the cycles of poverty and disenfranchisement by creating unique experiences and opportunities that exemplify success and engage students and their families.
- Mitchell Elementary students will demonstrate increased academic performance through the design and delivery of a challenging, comprehensive, technology rich curriculum that is aligned with the TEKS as well as the local, state and national assessments.
- The Mitchell Elementary “highly qualified” professional staff will continually strive to be Master Teachers in every classroom through participating in “best practices” staff development in order to provide the most effective curriculum and instruction to all students in every classroom at every grade level.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Our campus needs assessment is based on campus committee review meetings, data analysis, student, teacher and parent input, and response to our district's learner profile and student needs.

## Demographics

### Demographics Summary

James E. Mitchell Elementary is located in the Southeastern portion of Georgetown ISD and covers a large and diverse area of homes and populations. Mitchell's population has changed significantly over the past six years since the school first opened, and fluctuates yearly. Currently, at the beginning of the 2016 school year, the Mitchell population is 63% Hispanic, 1% African American, 32% White, and 0% American Indian/Asian with a total population of 558 students. Just over 34% of our students are classified as Limited English Proficient. Of these, 15% participate in the Bilingual program in PK-2nd grade. Approximately 19% participate in ESL PK-5 programs at Mitchell. The Gifted and Talented program is composed of 4% of our students while our Special Education programs serves approximately 5% of our students. Approximately 7% participate in the Dyslexia program. Approximately 58% of our students are classified as being At-Risk and our attendance rate at the end of the prior year was 97.1%. Mitchell has a school-wide Title I program with 65% of the students qualifying for free and reduced price lunch.

### Demographics Strengths

Mitchell Elementary MET STANDARD in all student groups in all content areas, scoring a total of 71 points on Index 1 from our Accountability Summary where the target is 60. In all subjects, 65% of Hispanic students passed and 81% of white students passed. In Reading, 72% of Hispanic students passed and 87% of white students passed STAAR reading. 87% or more of all white students passed STAAR math. More than 70% of hispanic students passed STAAR math. In Science, we had 49% Hispanic students passed and 74% white students passed. Index 2 Student Progress was 38 points with a target of 30. 50% of Hispanic students met or exceeded progress; 17% exceeded. 73% of White students met or exceeded progress; 26% exceeded progress. Index 3: In our Hispanic and Economically Disadvantaged populations, the Closing Performance Gap totaled 32 points with a target of 28. Index 4: Post Secondary Readiness totaled 33 points with a target of 12.

### Demographics Needs

Areas of need based on our assessment report includes improvement in areas of:

- ELL student groups in Math, Writing and Science
- Economically Disadvantaged student groups in Reading, Math and Science
- Increased Level III Advanced scores
- Increased parental involvement and education within our Hispanic and ELL student groups
- Increased opportunities for enrichment for all groups

## **Student Achievement**

### **Student Achievement Summary**

Mitchell Elementary MET STANDARD on the state accountability system with 71 on Index I, 38 on Index II, and a 32 on Index III, which was comparable to other GISD campuses. To address the changing needs of our campus, each student's and teacher's data is carefully analyzed by the teacher, intervention team, and campus leadership to plan instruction and intervention methods. To address the diverse needs of our learners, we utilize the following instructional programs to serve our students: General Education, Early Exit Bilingual (English/Spanish), English as a Second Language (ESL), Inclusion, Content Mastery, Resource, Speech and Occupational Therapy, Adaptive PE, Title 1 Intervention services, Gifted and Talented, after-school care provided by YMCA, School wide Counseling and guidance, Individual Counseling, 504, Dyslexia, Benevolent Projects, Pals/Mentors, After School and Saturday Academic Interventions and Enrichment, UIL, Honor Choir, Safety Patrol, Professional Learning Communities and Connection Clubs.

### **Student Achievement Strengths**

Mitchell has 100% of our instructional staff certified in ESL and 90% of our classroom teachers are either trained or certified in Gifted and Talented strategies, with a goal of 100% for the upcoming school year. Our strongest area overall was Reading at 78%. Technology integration and instruction are strengths on the Mitchell campus. TELPAS scores have shown an increased level of language proficiency at the 2nd, 3rd, 4th, and 5th grade levels with 71% of 5th grade ELL students advancing at least one proficiency level.

### **Student Achievement Needs**

We have identified the need to increase all students' vocabulary development in both math and reading, reading comprehension and higher level thinking skills, as well as increased intervention and enrichment activities for students in science and writing.



We will increase interventions, materials and hands on innovative teaching practices to support all students in all classrooms, and our ELL/LEP and AT RISK students in particular. We have identified the need to increase the level and proficiency in English for our ELL/LEP students, and to increase the program options available for instruction and access to technology. Our specific student achievement needs are in the areas of:

- WRITING (61% overall, 57% Hispanic, 34% ELL, and 47% Economically Disadvantaged)
- SCIENCE (59% overall, 49% Hispanic, 47% Economically Disadvantaged, 38% Special Education and 34% ELL)
- READING (58% ELL, 57% Special Education)
- Language Proficiency levels at 4th grade (67% ELL students advancing at least one language level)

## School Culture and Climate

### School Culture and Climate Summary

Our campus is a collaborative, "team" driven, student centered campus.

### School Culture and Climate Strengths

We survey our parents and students each year to determine level of satisfaction and campus areas of strength. Our student, parent, and staff survey responses have been consistently above average.

- Our campus utilizes school wide and team wide management and behavior strategies from Capturing Kids Hearts, as well as character building and anti-bullying activities and programs including Rotary's Early Act First Knight, ADL's No Place For Hate, bi-weekly guidance lessons provided by the school counselor, daily character building activities and campus wide CHAMPS procedures and strategies.
- Students and parents alike report minimal bullying, and discipline referrals remain consistently low.
- Teachers in general have reported a high rate of satisfaction, and that their individual needs and input are being considered and met.
- Visitors to our campus consistently report that our office staff delivers world class customer service and provides a welcoming and helpful environment for our students, parents and guests.
- We view parents as partners in the educational process, and parents continue to be well informed of their student's daily behavior and progress through our daily behavior folder, social media, electronic and personal communication.
- We have built outstanding partnerships with local organizations, volunteers, and multiple departments at Southwestern University to foster increased relationships and access to outside resources and support for our campus.

### School Culture and Climate Needs

We provide exceptional customer service and build positive relationships with our community. One area of focus this year is to improve the amount of parent communication through innovative ways such as social media and staff web pages. Teachers have been encouraged to set up social media accounts such as

Facebook, Twitter, and Remind 101 as well as encouraged to utilize web pages for weekly assignments, homework, or other upcoming events. Teams are working to incorporate a variety of communication tools (newsletters, etc) to increase parent awareness and relationships.

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

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

All instructional staff members at Mitchell are highly qualified according to the No Child Left Behind Act. All staff members are committed to high quality teaching and learning. Each team works to build a collegial framework that supports the needs of each of its members and encourages each other to grow professionally.

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

Of the 75 staff members we have; 37 certified teachers and 31 have more than five years of instructional experience in the classroom. Our goal for the school year 2015-16 is to have 100% of our classroom teachers ESL certified. 10% of teachers have Special Education certification. Our Cafeteria Staff, Custodial Staff, and Extended School Enrichment Staff are integral parts of our campus and are included in all campus activities.

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

We will require all teaching staff to be certified in ESL strategies, and will require all staff to continue pursuing professional development in ESL and innovative instructional strategies. We will also strive to train all classroom teachers in GT with a goal of 100 percent. Specific content trainings will be completed particularly in Writing and Science.

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

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

Mitchell Elementary implements the curriculum by choosing from a bank of research based instructional materials and programs depending on student need and teacher's professional judgement. Teams meet weekly as Professional Learning Communities with Instructional Coaches, Intervention Staff, and Principals to determine instructional focus areas and to discuss interventions for each student and enrichment activities for each grade level.

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

Vertical Instructional Teams, CIP and Leadership Team plan and implement instructional, cultural and social activities for students that address all areas of the curriculum. Teams meet at collaborative PLC groups to analyze instructional practices, assess instruction, and improve student's success. Mitchell Elementary will utilize the "Station Rotation" model in order to customize lessons to the learner. Our campus embraces/supports the learner thru Science Fair and Blended Learning. After school Clubs offer real-world science opportunities.

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

Our needs assessment shows an increased need to train staff and build and implement a phonics based program to meet the needs of the students on our campus with emphasis on the transition of ELL students into grade level English in the upper grades. In Kinder, there is the implementation of Dual Language (Gomez & Gomez) and Project Read. Also with the development of Blended Learning in Kinder and 3rd Grade.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Mitchell's World Class faculty and staff have an excellent working relationship with our parents and our community partners. We focus on developing lifelong citizens utilizing resources from our business rich community through real world, hands-on experiences such as our mentoring and classroom partner/volunteer programs and connection clubs.

### **Family and Community Involvement Strengths**

Our parents and community are viewed as partners and are involved in many ways: PTA, volunteers, mentors, PALS, family nights, fun runs, after school clubs, UIL sponsorships, the Watch D.O.G.S. program, family dining events, Early Act First Knight, awards assemblies, musical productions and class Facebook and Twitter pages. Additional community partners and programs include the Southwestern University Education, Foreign Language and Science departments, The Locker, and Rotary Club of Georgetown. Communications are provided in both English and Spanish languages.

### **Family and Community Involvement Needs**

We are continuously working to increase parent involvement, including ways to increase opportunities for our families who are Limited English Proficient. We are looking for innovative ways to encourage participation among families who are not able to volunteer or be involved in traditional ways.

## **School Context and Organization**

### **School Context and Organization Summary**

Mitchell is made up of grade level teams consisting of a Team Leader who serves on the campus leadership team, representatives for each CIP Instruction Vertical Team/Foundations and CNA Committee, PTA Representative, LA, Math, Social Studies, and Science Representatives, Foundations (CKH and EAFK Representative), and Social & Community Committees. Mitchell is also vertically aligned through our CIP teams. Each team is made up of classroom teachers from each grade level (with the addition of specials teachers, special education staff, intervention staff, and office staff).

### **School Context and Organization Strengths**

Grade level teams work together with partner grade levels to integrate instructional goals and activities throughout the grade levels and utilize multi-age activities to reinforce positive modeling and relationships. The older grade levels (3rd, 4th and 5th grades) provide models and a helping hand for younger students. Grade levels are grouped together in pairs for vertical reading buddies, as well as students participate in a variety of multi age groups (clubs and Junior Maverick Leadership Buddies, student service council, Saturday school, and summer reading/math programs).

### **School Context and Organization Needs**

We have identified the need to increase vertical collaboration and planning. We plan to continue addressing this need through additional opportunities and times to vertically plan between grade levels above and below within Mitchell and district wide, learning walks and peer observations of other grade levels, and increased multi grade level activities that address specific areas of weakness in our instructional practices.

# Technology

## Technology Summary

Technology utilization and needs are addressed throughout each academic section of the CIP, because we feel that technology is an instructional tool that must be utilized in every area of the curriculum. Our ultimate goal is to create the "21st Century Intelligent Classrooms" where multiple types of technology are utilized in workstations, Blended Learning groups, and specifically designed instruction to meet the needs of diverse learners.

## Technology Strengths

Mitchell staff and students utilize document cameras in place of overheads along with digital projectors and ipads in all classrooms, conference and teaching rooms, cafeteria and library. In addition, we utilize Mimio interactive white boards in all classrooms and both labs, two PC computer labs, multiple Chromebooks and sets of iPads for classroom instruction. Each classroom has one or more computers that are shared by the teacher and student. We utilize Istation, Think Through Math, AIMSWEB, Discovery Education, Brain Pop and Brain Pop Jr., Pebble Go, Learning.Com and various web based instructional tools. All 2-12 students have access to personal email and this provides all 2-12 families a free copy of Microsoft Suite online.

## Technology Needs

Our CNA shows an increased need to update current dated hardware due to the changing learning needs of our students and the changing scope of technology applications in order to facilitate all students having access to current technology tools on a daily basis.

Our needs assessment also identifies the need to explore the increased use of various technology programs, tools and apps. This is to implement additional English Language Acquisition, Reading and Math Interventions, and Enrichment programs for ELL as well as students who are At Risk, and to increase the



level of classroom instruction and engagement. Our goal is to provide all students with a diverse and technology rich learning environment.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 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
- Violence and/or violence prevention 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
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

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

- Processes and procedures for teaching and learning, including program implementation

- Study of best practices

# Goals






## Goal 1: 1. We will ensure that our students are served by the most exceptional staff.

**Performance Objective 1:** By May 2017, collaboration opportunities, materials and resources will be provided for staff and students

**Evaluation Data Source(s) 1:** 100% of staff development trainings will be documented.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Provide opportunities and subs to plan for alignment between grade levels with Special Education team through vertical teams and grade level meetings to focus on instruction, transition and alignment needs. (Title I SW Goals: 2,3,8)	2, 3, 8	Principal Special Education Staff, Grade Level Instructional & Vertical Teams Vertical Team Chair	Meeting Notes, Lesson plans, Calendar				
2) School wide training and implementation of Special Education Individualized Education Plans, Accommodations, and Response to Intervention and INCLUSION to best serve all student groups through weekly meetings with administration, title staff and grade level staff. All staff will appropriately document student achievement for RTI purposes. Title I School Wide Components 4,9	4, 9	Principals, Counselor, Title Staff, All Staff	SPED data, RTI records, staff/team meeting agendas, calendar				
3) All staff will have the opportunity for on-going technology training to engage students. Examples include istation, Learning.com, TTM, Blended Learning, Google Docs. etc.	2, 7, 9, 10	Principals, Teachers, Librarian, Campus Secretary	Increased technology usage, implementation of technology scope and sequence, Eduphoria credit				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


**Goal 1:** 1. We will ensure that our students are served by the most exceptional staff.

**Performance Objective 2:** By Summer of 2017 all staff will participate in high quality professional development to increase student engagement and success.

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

100% of staff development trainings will be documented.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Appropriate Staff will participate in Inclusion training, ELAR training, ELL training, Math Training, Tier I and II training will be provided for all staff.	4, 5, 8	Administrators, Accell Staff, Team Leaders, Classroom Teachers	Increased numbers of professional development activities, Eduphoria registration forms, workshop attendance, increased student success.				
2) Provide continued professional development and PLC time weekly at grade level planning & design meetings and faculty meetings regarding STAAR and LEAD4WARD bundles.	4, 9, 10	Principals, Accell Team, Team Leaders, Staff	Increased numbers of professional development activities, Eduphoria registration forms, workshop attendance, increased student success.				
3) All staff will have the opportunity for on-going technology training to engage students through Future Ready models. Examples include Inquiry Lessons, istation reading and math intervention software, Learning.com, etc.	1, 3, 4, 8	Principals, Teachers, Librarian, Campus Secretary	Increased technology usage, implementation of technology scope and sequence, Eduphoria credit				
							






**Goal 1:** 1. We will ensure that our students are served by the most exceptional staff.

**Performance Objective 3:** By May 2017, teacher training and student involvement activities will be implemented including No Place for Hate Anti Bullying and Character Curriculum in order to best assist each child reach full potential academically, socially, behaviorally and emotionally

**Evaluation Data Source(s) 3:** 100% of staff will complete noted staff development and 100% of the designated funds will be expended for noted materials and trainings.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Early Act First Knight Training and Program Implementation	1, 2, 6	Principals, Counselor, EAFK Grade Level Team Representative (Grade level RTI Behavior Rep)	Daily and weekly character activities through EAFK program.				
2) Provide continued professional development and planning weekly at grade level planning meetings and faculty meetings regarding student interventions and social skills training, weekly character and guidance lessons, opportunities for mentoring with Adult Mentors and PALS,	1, 3, 4	Principals, Counselor, Accell Team, Team Leaders, Staff	Implementation of LEAD4WARD, RTI intervention, common assessments, grade level continuity, expectations and instruction weekly				


 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** 1. We will ensure that our students are served by the most exceptional staff.

**Performance Objective 4:** By May 2017, new teachers will receive training in Professional Learning Communities to continue supporting campus PLC process.

**Evaluation Data Source(s) 4:** By May 2017, 96% of staff will return for the 2017-18 school year

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Provide continued professional development and PLC time weekly at grade level planning & design meetings and faculty meetings regarding STAAR and LEAD4WARD bundles.	1, 4, 8	Principals, Team Leaders, Accell Staff	Increased numbers of professional development activities, Eduphoria registration forms, meeting notes and attendance, increased student success.				
							

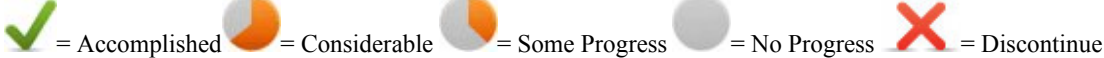


**Goal 2: 2. We will inspire and invite community and corporate engagement.**

**Performance Objective 1:** 1. Develop parent and community relationships, and increase involvement through wellness and other events.

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

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Sponsor wellness events that involve family/community members that promote use of school facilities to improve health through school programs or clubs	5, 6	All Mitchell Staff	100% parent notification and increase parent involvement in student sport clubs and the Maverick Marathon Day, Box Top collection drive, and the annual Turkey Trot.				
2) Encourage and foster community connections by developing a campus plan that actively recruits and trains mentors for students	6, 8	All Mitchell Staff	Increased mentors, volunteers and classroom partners.				
							

**Goal 2:** 2. We will inspire and invite community and corporate engagement.

**Performance Objective 2:** 2. Implement a parent involvement plan, activities, newsletter and calendar.

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

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Four content family /parent information nights per year, PTA and staff parent involvement nights, Holiday Fine Dining, Holiday family luncheon, parent cookouts, field day, tacos with dads, muffins with moms, grandparent lunch, Veteran's Day, Watch Dogs, Connection Clubs, grade level musicals. Title I SW	1, 6	All Mitchell Staff	70% family representation through attendance				
2) Each team will brainstorm enjoyable activities for WATCHDOGS to do while in class and on campus and implement activities for dads while they are in classrooms.	6	All Mitchell Staff	Feedback from Watch DOGS coordinator and Watch DOG dads.				
<b>State System Safeguard Strategy</b> 3) Provide a variety of means for school/parent communication including: daily STAR folder, parent phone calls for students who are absent, grade level/campus/PTA newsletters, parent e-news/school messenger, websites, weekly and monthly parent calendars, Remind 101, and other communications. Title I SW 3,8	1, 6, 9	Team leaders, principals, PTA president, office staff	Positive responses via surveys and/or parent responses.				
							






**Goal 2:** 2. We will inspire and invite community and corporate engagement.

**Performance Objective 3:** 3. Increase student involvement in project based, hands on, and extra-curricular activities to give students the greatest possible number of engaging experience-based activities from which to draw.

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

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Develop activities such as various grade level buddy systems, connection clubs, art helpers, library helpers, science club, choir, science fair, UIL, bluebonnet book club, adopt a class, student council, safety patrol, battle of the books, GirlStart, Girl Scouts, grade level musicals, Junior Mavericks, student composters. These activities encourage students to stay motivated to learn, develop personal connections, take ownership of our school and integrate students.	8, 9	All Mitchell Staff	75% involvement in one or more activities.				
2) Increase hands on, project based classroom activities through the Design Process to increase engagement at grade level teams.	3, 8, 9	Team leader/CIP Vertical Campus Decision Making Team,	Observation, Increased Student Success				






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 2:** 2. We will inspire and invite community and corporate engagement.

**Performance Objective 4:** Continue collaboration with outside and community organizations, Rotary, Partners in Education, Sneed Institute for Foreign Language, Southwestern University, PTA and other community organizations.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

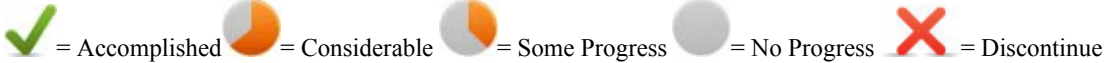
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Continued Partnership with the Sneed Institute for Foreign Language and Southwestern University Spanish/Chinese Programs to supplement and support the Early Foreign Language Program.	8	Administrators, teachers, librarian, office staff, program coordinator.	Students will increase one proficiency level each year of participation in the program.				
2) Continued Partnership with the Noon Rotary Club of Georgetown to supplement the EAFK program for character education.	1, 2, 6, 8, 9	Administrators, Counselor, Teachers, Staff	Observations and surveys of Positive behaviors will show a continued increase. Discipline referral numbers will continue to decrease.				
3) Continued Partnership with Southwestern University and Georgetown Partners in Education to increase student success through the classroom partners program (SU's Spanish III classes, Dept of Education, SU Chemistry Dept, Sociology Dept, and office of Civic Engagement among others.	8, 9	Administrators, Counselor, Teachers, Staff	Increased positive behaviors/success				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3: 3. We will enhance our school culture and climate by actively seeking all available funding and resources to accomplish our mission and objectives.**

**Performance Objective 1:** Continue to implement Mitchell Campus-wide behavior and character philosophy and programs, and provide training to new and returning staff, including common areal expectations. Staff will work together to implement and create plans to enhance student safety. CHAMPS, EAFK, NPFH, Love and Logic and PBMAS strategies will be utilized. Kelso's strategies for making good choices will be used.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Weekly guidance lessons from counselor and staff.	8	Counselor and HR teachers	Decreased referrals and increased positive behaviors				
2) Use mentors, PALS, Southwestern students, and volunteers to help facilitate relationships with positive peer role models.	9	Counselor, teachers, administration	Decreased referrals and increased positive behaviors				
3) Implement District Wide ADL's No Place for Hate Character Traits along with Mitchell Social Skills and EAFK traits lessons as determined by Vertical and Grade level teams: Calendar by Tammy Morrison. 100% participation (1,2,3,8.). Implement 40 Developmental Assets with staff, parents and students via weekly newsletter. Participate in Drug Prevention week and activities.	6, 8, 9	Counselor, teachers, administration	Increased positive behaviors, increased participation in positive programs, decreased referrals				
4) Continue to implement Positive Behavior Supports through programs to recognize individuals showing featured character traits, social skills and student achievement campus wide program through TEAM Tickets, Awards assemblies, READ Dogs, Junior Locker program, Student Service Council, Safety Patrol, Flag and Announcement Helpers, EAFK Assemblies, Campus Classroom Buddy program.	1, 8, 9	Counselor, teachers, administration	100% participation				
							


**Goal 3:** 3. We will enhance our school culture and climate by actively seeking all available funding and resources to accomplish our mission and objectives.

**Performance Objective 2:** Continuation of the Early Act First Knight Character program with the Georgetown Rotary Club to increase character development in students and to continue to build positive peer, staff and parent relationships. Partnerships with the local Rotary Clubs, and the Ride On Center For Kids will be fostered. Staff will participate in the program daily with Character Ed lessons and activities. Students will participate in Knighting Ceremonies each six weeks as well as the Campus Tournament and/or EAFK presentation.

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

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Staff will participate in the program daily with Character Ed lessons and activities. Students will participate in Knighting Ceremonies each six weeks as well as the Campus Tournament and/or EAFK presentation.	1, 2, 6, 8, 9	Admin, counselor, classroom teachers, grade level RTI behavior/EAFK rep	Completed student activities, award recipients displayed, increased positive behavior				
2) Continue Partnerships with the local Rotary Clubs and Service Learning Organizations to foster increased support for students participating in the program.	1, 2, 6	All staff	Increased numbers of volunteers, presenters, community partners, classroom coaches, mentors, etc.				



✔ = Accomplished  
 ● = Considerable  
 ● = Some Progress  
  = No Progress  
✘ = Discontinue


**Goal 3:** 3. We will enhance our school culture and climate by actively seeking all available funding and resources to accomplish our mission and objectives.

**Performance Objective 3:** Supplement and monitor campus budget initiatives.

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

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Staff will monitor attendance, provide incentives, send attendance letters, and contact parents on each absence to promote attendance to increase academic success and ensure accountability.	2, 10	Homeroom teachers, Administrators, PEIMS Secretary, Case managers.	Campus Attendance rate will increase at least one percentage point.				
2) 2) Staff will continue applying for outside grants through, A Plus FCU, Education Foundation, Partners in Ed, Donors Choose, or other foundations or grants to supplement campus technology and initiatives.	2, 10	Team Leaders, Administrators, Partners in Ed Director	Campus will continue to win grants to support new or existing programs.				




✔ = Accomplished  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 4: 4. We will improve educational experiences utilizing relevant technology.**

**Performance Objective 1:** All students will have the opportunity to participate in technology based activities: Inquiry projects, keyboarding and integrated / Computer Based Instruction lessons integrated into the curriculum.

**Evaluation Data Source(s) 1:** Inquiry Projects saved to student document files or Google Drive folders.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) The teacher will be responsible for implementing the 21st Century Learning Environment to increase the implementation of the Technology TEKS for their grade level and subject area through the production of technology-based projects. Grades 2-5 will produce and save or publish within the Inquiry projects.	1, 8, 9, 10	Classroom Teachers, Librarian	Lesson Plans Student Products				
							




**Goal 4:** 4. We will improve educational experiences utilizing relevant technology.

**Performance Objective 2:** All Mitchell students will have opportunities to utilize interactive software during instruction, including Intervention and Enrichment.

**Evaluation Data Source(s) 2:** Istation, Think Through Math and Progress Monitoring Records

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Increase the amount of time students spend on wireless devices (laptops, iPads, MimioTeach boards, Voter systems, Chromebooks etc.) in their classrooms on a regular basis.	1, 2	Principals, Teachers	Lesson Plans, Walk-throughs				
2) Purchase additional devices (ie iPads, Chromebooks) to support blended learning.	1, 9	Principals, Digital Learning Coach, Librarian, Teachers					
							

**Goal 4:** 4. We will improve educational experiences utilizing relevant technology.

**Performance Objective 3:** Within the context of core knowledge instruction, students will be provided 21st Century Learning experiences to learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration through integrated technology lessons.

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

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Teachers will participate in after-school mini-lessons to increase their use and integration of technology into their instruction.	3, 4	Principals, Teachers, Librarian	Eduphoria credit, Walk-throughs, Lesson Plans				
2) Teachers will participate in PLC's to improve technology instruction and develop student intervention and assessment.	4, 5	Principals, Librarian, Technology Rep for each Grade Level.	Lesson Plans, Data Analysis				
							

**Goal 4:** 4. We will improve educational experiences utilizing relevant technology.

**Performance Objective 4:** All classroom, specials, and special ed staff will maintain updated working websites with integrated information from instruction and classroom events.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Teachers will update websites weekly to include homework, TEKS, links to resources and contact information.	1, 6	Principals, Teachers	Websites				
							

**Goal 5: 5. We will redesign our learning model to include customization and innovation at all levels.**

**Performance Objective 1:** Teachers and Staff will become familiar with and incorporate characteristics of the districts Learner Profile in their weekly instruction and activities.

**Evaluation Data Source(s) 1:** Observations, Lesson Plans, Team based activities

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Teachers will be provided information on the districts Learner Profile in Professional Learning sessions.	3, 4	Teachers and Staff	Campus administrators Walk-throughs Lesson Plans				
2) Teachers and staff will implement classroom and team wide activities and lessons that support the six characteristics of the learner profile.	3, 4	Teachers and Staff	Campus administrators Walk-throughs Lesson Plans				
<b>Federal System Safeguard Strategy</b> 3) Teachers will implement individualized instruction based on personalized learning, Blended Learning models, Guided Reading and Guided Math station rotations in their classrooms.	3, 4	Kindergarten ELAR Teachers Third Grade ELAR Teachers	Students will make progress on their individualized learning plan				
							

**Goal 5:** 5. We will redesign our learning model to include customization and innovation at all levels.

**Performance Objective 2:** 90% of all Mitchell Elementary students and students in all student groups (White, African American, Hispanic, LEP, SPED and Economically Disadvantaged) will demonstrate mastery of the GISD Performance Standards based on campus, district and state assessments.

**Evaluation Data Source(s) 2:** Curriculum Based Assessments, Classroom formative and summative assessments, State Assessment Scores or levels of proficiency.

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Implementation of District curriculum, best practice strategies, and innovative practices in all areas including the utilization of personalized learning plans within the K and 3rd grade classrooms.	1, 3, 10	Principals, Admin Team, Grade Level Teams, Staff	Administration Walkthroughs documented in Eduphoria, PDAS Evals, Assessment Data, Prog. Monitoring				
2) Establish and maintain a vertical Language Arts, Math, Social Studies, and Science Team to develop and ensure the implementation of a research based balanced literacy and math program at and between the grade levels. (Title I SW Goals: 2,3,8)	4, 8, 9	Principals, Vertical and CIP Teams, Staff	Vertical Team Chair Meeting Notes, lesson plans, Calendar				
3) Provide opportunities for teachers to collaborate through goal specific PLC's and receive ongoing professional development during their weekly common planning periods and receive highly qualified professional development in the areas of assessment and progress monitoring, Language Arts, Writing and Reading, Science, Math, SPED and ELL Instruction, Staff Led Professional Learning during Staff Meetings (Title 1 school wide components 2, 3, 4, 5)	1, 3, 4	Principals, Language Arts CIP Team, Vertical Team Grade Level Teams, Intervention Teachers	Staff development registration, sign in sheets, completion certificates, calendar				
							

**Goal 5:** 5. We will redesign our learning model to include customization and innovation at all levels.

**Performance Objective 3:** At least 20% of all Mitchell students in all sub-groups will meet the Advanced Academic Performance standards on campus, district, and state assessments.

**Evaluation Data Source(s) 3:** Curriculum Based Assessments, Classroom formative and summative assessments, State Assessment Scores or levels of proficiency.

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Purchase necessary materials and technology hardware/software for use with all populations to ensure student mastery of grade level TEKS based on Campus Vertical Team selection as well as intervention for students working below grade level. (intervention materials, phonics-based materials, literacy books and sets). (7,8).	1, 2	CIP Team, Vertical Team, Teachers, Librarian, Technology	Purchase Orders, lesson plans, Progress monitoring, Eduphoria data and assessments				
2) Implement weekly enrichment programs on each team to increase academic success. Includes planning for enrichment activities on each team at weekly planning meetings, additional enrichment activities in all subject areas, family nights, field trips, enrichment activities, technology applications, foreign language program and after school clubs, UIL.	1, 9, 10	Teams, Admin, Specials Staff	Increased scores, weekly lesson plans, rosters and sign in sheets				
							

**Goal 5:** 5. We will redesign our learning model to include customization and innovation at all levels.

**Performance Objective 4:** The writing passing rate for ELL and Hispanic students will increase by at least 20 percent.

**Evaluation Data Source(s) 4:** Curriculum Based Assessments, Classroom formative and summative assessments, State Assessment Scores or levels of proficiency.

**Summative Evaluation 4:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Provide campus wide writing training and development for all students, and targeted strategies and interventions for ELL and At Risk students in particular.	1, 4, 8, 9	All Instructional Staff, Administrators	Administration walkthrough documented in Eduphoria, T-Tess Evals, Assessment Data, Progress Monitor				
2) Provide Summer Enrichment/Boost camp for LEP and/or At Risk students in August to give students a jump start on being ready for the new school year (including enrichment activities, intervention, Istation, and lit materials).	1, 9	Bilingual ESL staff, Intervention staff, Grade Level Teachers	Istation data, student progress reports, increased scores				
3) Provide additional academic interventions with contracted personnel to increase student' s academic success in Writing, Language Arts and Math, both weekly and in Saturday program.	1, 9	Administrators, Saturday Success Team, Teachers	Students will increase in TELPAS proficiency as well as increase progress monitoring scores.				
							

**Goal 6: We will promote nurturing, safe, and orderly environments, as well as quality facilities for all students.**

**Performance Objective 1:** Students will be provided opportunities to increase awareness and develop skills to enable them to make healthy and safe choices.

**Evaluation Data Source(s) 1:** Review of Office Referrals, Review of Positive Incentive and Reward Programs, Review of Character and Guidance Programs, Evaluations of Campus Safety Drills

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Staff and Students will participate in monthly fire and disaster drills, district safety plan, and work with district staff and Georgetown Fire and Police Dept.	10	Office Staff, Teachers	Annual Fire and Safety Drill Report				
2) Students will participate in Classroom Guidance Lessons on a daily basis with Capturing Kids Hearts and EAFK character traits, and every other week guidance lessons with school counselor	1, 2, 10	Teachers, Counselor, Principals	Decreased discipline referrals, increased positive character and behavior incentives.				
3) Students will receive recognition for demonstrating appropriate choices through Team Tickets, Awards Recognitions, and Early Act First Knight recognitions.	1, 2, 9	Teachers, Counselor, Principals	Decreased Discipline Referrals, increased positive character and behavior incentives.				
							




**Goal 6:** We will promote nurturing, safe, and orderly environments, as well as quality facilities for all students.

**Performance Objective 2:** Students will participate in ongoing character building, anti-bullying activities in order to maintain our designation as a No Place For Hate Campus

**Evaluation Data Source(s) 2:** No Place For Hate Documentation, Student Feedback, Parent Feedback, Review of Discipline Referrals related to bullying

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Teachers will be trained and implement Capturing Kids' Hearts strategies to improve student/teacher relationship building.	1, 2, 3, 4, 5	All Staff, Counselor and Principals	Positive survey responses, decreased discipline referrals				
2) Committee will plan and provide supplies for the following activities for No Place for Hate: Mix it up Lunch, Classroom buddies, Mix it up Game Day, etc.	1, 2	Teachers, Counselor and Principals	Positive survey responses, decreased discipline referrals				
3) Monthly Early Act First Knight assemblies focusing on good character and positive choices will be scheduled.	1, 8, 9	Teachers, Counselor and Principals	Positive survey responses, decreased discipline referrals				
4) Students will learn about the Twelve Character Traits and will participate in Campus Social Skills training to implement strategies utilizing these skills. (Responsibility, Respect, Tolerance, Honesty, Compassion, Trustworthiness, Service, Citizenship, Discipline, Friendliness, Perseverance, Confidence)	1, 2, 9, 10	Teachers, Counselor and Principals	Positive survey responses, decreased discipline referrals				
							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	3	Provide a variety of means for school/parent communication including: daily STAR folder, parent phone calls for students who are absent, grade level/campus/PTA newsletters, parent e-news/school messenger, websites, weekly and monthly parent calendars, Remind 101, and other communications. Ttitle I SW 3,8

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
5	1	3	Teachers will implement individualized instruction based on personalized learning, Blended Learning models, Guided Reading and Guided Math station rotations in their classrooms.

## 2016-2017 Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Denisse Baldwin	Assistant Principal
Classroom Teacher	Amy Champagne	2nd Grade Teacher
Classroom Teacher	Kristina Lane	3rd Grade
Classroom Teacher	Kristy Shoemake	5th Grade Teacher / SS Committee
Classroom Teacher	Juan Zermeno	Kinder DLE/CIP Adv. Com.