

Mitchell School District K-12 2020-21 District Goals

- I. Fully Implement the South Dakota Next Generation Accountability Model
 - A. Maintain the percentage of highly qualified instructors at 100%.
 - B. Publish State-Generated Reports on Mitchell's Status on the Next Generation Accountability Model in all Required Venues
- II. Meet Additional Student Achievement Goals:
 - A. Mitchell High School ACT scores will continue to exceed state and national averages. Report the percentage of students taking the ACT test at least once by the December break of their senior year or according to some other comparable metric.
 - B. All schools will annually participate in student achievement data retreats. These retreats will include reviews of student achievement data (Smarter Balanced Assessment) as well as other metrics included in the Next Generation Accountability Model.
 - C. Through the use of ongoing assessment, including STARS and ALEKS 3-8 and SBA off-year assessments 9, 10, 12, all schools will produce student assessment data to better inform instruction and provide quantifiable, continuous (approaching real-time) feedback on student achievement progress.
- III. Develop and implement a district-wide professional development plan.
- IV. Update and implement a 5-year facilities plan, including projected expenditures for capital outlay in the areas of textbooks, transportation, buildings and grounds, extracurricular needs, building-level needs, and technology.

As part of that 5-year facilities plan, in order to provide resources for the construction of a new Mitchell High School, grow the fund balance of the capital outlay fund to:

- A. \$2,750,000 by June 30, 2021
- B. \$3,500,000 by June 30, 2022
- C. \$4,500,000 by June 30, 2023
- D. \$5,500,000 by June 30, 2024
- E. \$6,500,000 by June 30, 2025

- V. Technology:
 - A. Launch the latest generation of 1:1 technology program, K-12, with K-8 Chromebooks and 9-12 laptops.
 - B. Through Google Classroom and SWIVL technology, offer an enhanced virtual K-12 school alternative for families.
 - C. Implement the *Technology Department Rules of Thumb*, emerging from *The Phoenix Project* book study and subsequent discussions.
- VI. Lunch Program Goals:
 - A. Maintain student participation rates in the National School Lunch Program at or above 2019-20 levels, in both breakfast and lunch.
 - B. Maintain food service fund equal to three-month's expenditures.
- VII. Maintain the current strong financial condition of district finances with the following objectives in mind:
 - A. Build a general fund cash reserve at or above 25% of total expenditures.
 - B. Forego use of the opt-out levying authority for the 2021 calendar year.
- VIII. Regularly review K-12 and MTI board policies so that all are reviewed every five years. Review series 700-900 during the summer of 2021.
- IX. Program Level Goals:
 - A. Gertie Belle Rogers Elementary School:
 - 1. As measured by the Smarter Balance state assessment, 67% of 3-5 students will be proficient or advanced in reading and 64% in mathematics on the spring, 2021 testing.
 - 2. As measured by the STARS assessment, 90% of K-5 students will achieve at least one-year's growth, between the fall, 2020 and spring, 2021 assessments in reading and mathematics or score two grade levels or more above their grade level.
 - 3. Once it is possible to do so, i.e. when the requirement to 'cohort' elementary students is lifted, pilot for a second year a grades 3-5 reading/language arts intervention period

based upon individual student achievement. Evaluate success of pilot through SBA comparisons with student in other GBR 3-5 classrooms.

4. Once it is possible to do so, i.e. when the requirement to 'cohort' elementary students is lifted, pilot, for a third year, a grades 3-5 mathematics intervention period based upon individual student achievement. Evaluate success of pilot through SBA comparisons with students in other GBR 3-5 classrooms.

A. L.B. Williams Elementary:

1. As measured by the Smarter Balance state assessment, 65% of 3-5 students will be proficient or advanced in reading and 65% in mathematics on the spring, 2020 testing.
2. As measured by the STARS assessment, 90% of K-5 students will achieve at least one-year's growth, between the fall, 2019 and spring, 2020 assessments in reading and mathematics or score two grade levels or more above their grade level.
3. Through professional development and faculty team exercises, continue to implement strategies to address social-emotional learning/health for students, evaluated via student surveys during classroom guidance sessions and through Olweus.

B. Longfellow:

1. As measured by the Smarter Balance state assessment, 64% of 3-5 students will be proficient or advanced in reading and 60% in mathematics on the spring, 2021 testing.
2. As measured by the STARS assessment, 90% of K-5 students will achieve at least one-year's growth, between the fall, 2020 and spring, 2021 assessments in reading and mathematics or score two grade levels or more above their grade level.
3. As measured by spring, 2021 Access scores (compared to the fall scores from 2020), Longfellow ENL students will, on average, increase their English proficiency score by 1 point on a 6-point scale.
4. Implement the Longfellow Flexible Learning program for both ELA and mathematics in grades 2-5.

D. Middle School:

1. As measured by the Smarter Balance state assessment, 60% of 6-8 students will be proficient or advanced in reading and 58% in mathematics on the spring, 2021 testing.
2. Successfully implement the adoption of Chromebooks for all students, 1:1, for the start of the 2020-21 school year, including relevant professional development for faculty.
3. Implement measures to address the disproportionality between student achievement of specific student sub-groups. Describe measures taken for this purpose in the final progress report on goals.
4. Enhance school climate by ensuring that all students and staff have at least one person they can reach out to in a trusting, professional relationship. Evaluate the success of this goal through survey data specific to this goal and through Olweus survey and outcomes data.

E. Senior High:

1. As measured by the Smarter Balance state assessment, 77% of juniors will be proficient or advanced in reading and 58% in mathematics on the spring, 2021 testing.
2. Continue the committee, comprised of administration, teachers, and students, tasked with identifying strategies for improving the high school's academic initiatives, with these strategies implemented during SRB time, now held during 4th block, through the course of the 2020-21 school year.
3. Through enhanced use of Google Classroom and Google Meets across all content areas, deliver seamless instruction to both face-to-face and eLearning students simultaneously. This goal will be evaluated through faculty and student survey results.
4. Implement measures to address the disproportionality between student achievement of specific student sub-groups. Describe measures taken for this purpose in the final progress report on goals.