

**Mitchell School District K-12  
2021-22 District Goals**

- I. Fully Implement the South Dakota Next Generation Accountability Model
  - A. Increase the percentage of highly qualified instructors to 100%, as in the past.
  - 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. Initiate the design phase of the MHS construction project.

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. \$3,500,000 by June 30, 2022\*
- B. \$4,500,000 by June 30, 2023
- C. \$5,500,000 by June 30, 2024
- D. \$6,500,000 by June 30, 2025

\*As capital outlay dollars are expended for the MHS project, those expenditures will be counted toward this goal's attainment.

- V. Technology:
  - A. Ensure that the technology considerations are fully included in the design work for the new Mitchell High School.
  - B. Evaluate the appropriateness and effectiveness of establishing app on pre-existing social media (e.g. Facebook, twitter, etc.)
  - C. Implement the *Technology Department Rules of Thumb*, emerging from *The Phoenix Project* book study and subsequent discussions.
  - D. Enhance elementary school technology infrastructure through enhancements to public address systems, access points, and network switches.
- VI. Lunch Program Goals:
  - A. Maintain student participation rates in the National School Lunch Program at or above 2020-21 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. Maintain a general fund cash reserve at or above 25% of total expenditures.
  - B. Forego use of the opt-out levying authority for the 2022 calendar year.
- VIII. Regularly review K-12 and MTI board policies so that all are reviewed every five years. Review series 1000-1200 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, 2022 testing.
    - 2. As measured by the STARS assessment, 90% of K-5 students will achieve at least one-year's growth, between the fall, 2021 and spring, 2022 assessments in reading and mathematics or score two grade levels or more above their grade level.

3. Pilot student interest groups in grades 3-5 from 2:30-3:10 each day, involving ELA skills, research, and writing, culminating in a final written project which will then be reported out to the community.

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, 2022 testing.
2. As measured by the STARS assessment, 90% of K-5 students will achieve at least one-year's growth, between the fall, 2021 and spring, 2022 assessments in reading and mathematics or score two grade levels or more above their grade level.
3. As measured by the standard formula for successful progress on the ACCESS assessment for ENL students, 80% of participating students will attain that level of progress.

B. Longfellow:

1. As measured by the Smarter Balance state assessment, 64% of 3-5 students will be proficient or advanced in reading and 64% in mathematics on the spring, 2022 testing.
2. As measured by the STARS assessment, 90% of K-5 students will achieve at least one-year's growth, between the fall, 2021 and spring, 2022 assessments in reading and mathematics or score two grade levels or more above their grade level.
3. As measured by the standard formula for successful progress on the ACCESS assessment for ENL students, 80% of participating students will attain that level of progress.
4. Continue to implement the Longfellow Flexible Learning program for both ELA and mathematics in grades 2-5. Evaluate the efficacy of the program through SBA ELA and mathematics proficiency/advanced percentages.

C. Middle School:

1. As measured by the Smarter Balance state assessment, 63% of 6-8 students will be proficient or advanced in reading and 58% in mathematics on the spring, 2022 testing.
2. 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 school climate survey data.
3. Use the IXL formative assessment software to inform instruction and guide academic interventions for students in the 4 core content areas.
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.

E. Senior High:

1. As measured by the Smarter Balance state assessment, 80% of juniors will be proficient or advanced in reading and 58% in mathematics on the spring, 2022 testing.
2. Engage a process for providing wide-ranging and meaningful staff input for the design phase of the Mitchell High School Building project.
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.