

Conroe Independent School District

Mitchell Intermediate

2021-2022 CIP Board Item



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| Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels. | 20 |
| Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources. | 25 |
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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Mitchell STAAR Results History (2021 reflects pandemic year in which STAAR was optional)

5th Grade Reading

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|-------------------|------------------|---------------------|---------------------------|----------------|---------------------|
| 2017 | 97% | 58% | 81% | 76% | 57% | 87% |
| 2018 | 96% | 55% | 86% | 74% | 58% | 87% |
| 2019 | 97% | 58% | 80% | 76% | 58% | 87% |
| 2021 | 94% | 55% | 79% | 76% | 66% | 84% |

5th Grade Math

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|-------------------|------------------|---------------------|---------------------------|----------------|---------------------|
| 2017 | 98% | 47% | 87% | 72% | 65% | 86% |
| 2018 | 99% | 47% | 87% | 69% | 65% | 83% |
| 2019 | 99% | 50% | 86% | 72% | 71% | 83% |
| 2021 | 97% | 47% | 82% | 69% | 63% | 83% |

5th Grade Science

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|-------------------|------------------|---------------------|---------------------------|----------------|---------------------|
| 2017 | 95% | 58% | 78% | 78% | 51% | 89% |
| 2018 | 97% | 61% | 76% | 78% | 45% | 89% |
| 2019 | 95% | 61% | 82% | 78% | 60% | 89% |
| 2021 | 94% | 56% | 78% | 78% | 48% | 89% |

6th Grade Reading

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|-------------------|------------------|---------------------|---------------------------|----------------|---------------------|
| 2017 | 95% | 58% | 81% | 78% | 56% | 88% |
| 2018 | 95% | 58% | 75% | 78% | 48% | 88% |
| 2019 | 95% | 58% | 78% | 78% | 48% | 88% |
| 2021 | 92% | 58% | 72% | 78% | 48% | 88% |

6th Grade Math

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|-------------------|------------------|---------------------|---------------------------|----------------|---------------------|
| 2017 | 96% | 34% | 84% | 61% | 62% | 82% |
| 2018 | 98% | 37% | 86% | 63% | 63% | 82% |
| 2019 | 98% | 37% | 90% | 61% | 68% | 79% |
| 2021 | 97% | 39% | 81% | 61% | 58% | 79% |

2019 STAAR Data as compared to 2021 STAAR Data

5th Grade Reading (All Students): Masters-58% (66%)

5th Grade Reading (African American): Approaches 56% (90%), Meets-17% (75%), Masters-6% (65%)

5th Grade Math (African American): Meets-39% (70%), Masters-6% (55%)

5th Grade Science (African American): Approaches-66% (77%), Masters-6% (55%)

5th Grade Science (Eco. Dis.): Masters-24% (46%)

6th Grade Math (Asian): Masters-55% (81%)

6th Grade Math (Special Education): Masters-8% (28%), Meets-23% (38%)

In comparison, Emergent Bilinguals' (EBs) results declined from the 6th Grade 2019 Reading STAAR Meets Standard to the 2021 Reading STAAR from Meets 47% to 29%.

Mitchell Professional Learning Communities (PLC) collaborate to ensure each teacher implements the guaranteed/viable curriculum based on the TEKS. Each PLC matches best practices and evaluates student achievement through ongoing formative and summative assessments. Our overarching goal of each PLC is to consistently consider the PLC Big Ideas: 1) What do we expect students to learn? 2) How will we know when they have learned it? 3) How will we respond when they haven't learned it? 4) How will we respond when they already know it?

Through **Looping** our teachers are able to develop strong relationships over the two year timespan by teaching for 5th and 6th grades. This allows the teachers to thoroughly evaluate students' strengths and weaknesses enabling teachers with the ability to better meet individual academic and social/emotional needs.

The **Foundations Team** is responsible for identifying areas of need in implementing structures and systems throughout the school to maximize instructional time.

High Reliability Schools has been a focus for the past two years. Level 1 certification is expected to be achieved in December 2021.

Marzano's *The Handbook for The New Art and Science of Teaching* is utilized for teachers to identify an area of instructional growth. Teachers are expected to select a goal from this handbook and implement strategies throughout the school year, as monitored in Eduphoria STRIVE. This year we are conducting content area team training once a month. The instructional coach surveyed the faculty to identify specific elements to highlight. Those elements include: #2-Tracking Student Progress, #12-Engaging Students in Cognitively Complex Tasks, #32-Motivating and Inspiring Students. The instructional coach will meet with each team trainings once a month and conduct cycles of learning, following the district's instructional framework. Teachers will be able to delve deeply into revisiting, revising, and recommitting to research based instruction. Mitchell Feedback Walk-Throughs will occur throughout the building enabling teachers to receive more frequent feedback on implementation of best practices.

Student Achievement Strengths

2019 STAAR Data as compared to 2021 STAAR Data

5th Grade Reading (All Students): Masters-58% (66%)

5th Grade Reading: (African American)-Approaches 56% (90%), Meets-17% (75%), Masters-6% (65%)

5th Grade Math: (African American)-Meets-39% (70%), Masters-6% (55%)

5th Grade Science (African American): Approaches-66% (77%), Masters-6% (55%)

5th Grade Science (Eco. Dis.): Masters-24% (46%)

6th Grade Math (Asian): Masters-55% (81%)

6th Grade Math (Special Education): Masters-8% (28%), Meets-23% (38%)

As indicated in blue font, Mitchell Intermediate's STAAR data is well above state and district averages for Approaches Standard. We continually strive to increase Meets Standard and Masters Standard.

It is difficult to achieve Masters level standard. However, Mitchell's Masters level is close to or sometimes even higher than the district's Meets Expectations level.

It is challenging to maintain such high standards. The student achievement for Mitchell Intermediate has been consistently maintained for several years.

With a focus on improvement for African American, ELs, and Special Education students during the 2020-2021 school year, results indicate their scores significantly increased in Reading, Math, and Science as compared to 2019 data. While overall Approaches results for this student group is lower than most of the other groups, the increase in Approaches, Meets, and Masters is notable.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Special Education 2021 STAAR results in Reading, Math, and Science are significantly lower than other groups. **Root Cause:** Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level reading material successfully.

Problem Statement 2: 2021 Reading, Math, & Science STAAR results for African American students were significantly lower than most other groups. **Root Cause:** 67% of African American students were in a previous school district prior to this year which has created gaps in content knowledge for students.

Problem Statement 3 (Prioritized): 2021 Reading, Math, & Science STAAR result for English Learners (ELs) are significantly lower than other student groups. **Root Cause:** Students struggle in grade level content due to language/cultural barriers.

Problem Statement 4 (Prioritized): 2021 Reading STAAR for both grade levels decreased a few percentage points. Historically, scores are maintained or increased. **Root Cause:** Many students attended school remotely resulting in inconsistencies in learning platforms. Teachers were instructing students remotely while attempting to instruct their traditional learners which resulted in a lack of structure and routine for all learners. STAAR results during the pandemic year were impacted as the test was optional which meant not every child tested impacting overall results.

Problem Statement 5 (Prioritized): Our identified Gifted and Talented population had a lower Masters rate on the 2021 STAAR as compared to the previous STAAR administered in 2019. **Root Cause:** Teachers were focused on learning a new instructional platform of synchronous learning and less concerned about differentiation for higher achieving students. In addition, our students missed several months of school during the beginning stage of the pandemic which prevented meeting their instructional needs.

Problem Statement 6 (Prioritized): Incoming 5th grade Writing STAAR results were 85% as tested during May of their 4th Grade year. Now that writing will be integrated into the Reading STAAR, these skills are in need of attention in 5th and 6th grade language arts classes. Masters rate is 24%. **Root Cause:** Writing is not integrated to the maximum

extent possible across all content areas.

Culture and Climate

Culture and Climate Summary

The 2021-2022 Mitchell Organization Health Inventory was 97. Our strongest areas were Innovativeness (99%), Autonomy (98%), Goal Focus (96%), Resource Utilization (96%), and Cohesiveness (96%). Even the lowest of the categories were at the Interdependence level.

GEORGE P. MITCHELL INTERMEDIATE SCHOOL

“A TRUE LEARNING COMMUNITY”

Mitchell Intermediate Mission

Mitchell Intermediate is a true learning community that challenges students to reach their full potential and achieve success in our diverse and complex society.

Mitchell Intermediate School Vision

We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff work collaboratively so that students, teachers, and parents will view our school as a true “learning community.” We will accomplish this by ensuring the following:

- The staff constantly seeks out the most promising best practices that support student learning and social/emotional development.
- The school is characterized by a collaborative culture in which all educators are committed to the responsibility to help students learn at high levels in a safe, positive environment.
- The learning of each student is monitored on an ongoing basis and opportunities for remediation and enrichment are provided.
- The administration supports teachers’ continuous learning and ongoing professional development.
- The organizational structure of learning communities and looping, in which the classroom teacher has the child for two years in his/her class, allowing teachers to know and understand their students’ instructional and social/emotional needs through the continuity of a two-year relationship.

Mitchell Intermediate Values/Collective Commitments

In order to fulfill our fundamental purpose and become the school we describe in our vision statement, each member of the staff commits to the following:

- We believe all children can learn most successfully in a safe and positive environment through our implementation of CHAMPS/Foundations and Positivity Project.
 - We have high expectations of our students to yield the critical skills and self-confidence they will need to translate into high achievement as they enter the global market by promoting advanced curriculum and ensuring rigor in the classroom.
 - We are committed to advance our expertise by using best practices, technology, and participating in professional development in our content area and teaching practices.
 - We believe the PLC process is the most effective model, and we will be positive, contributing members of our collaborative team by reviewing data and acknowledging shared ownership to monitor the achievement of each child.
 - We will faithfully treat each child respectfully and with sensitivity toward any diversity of culture, ethnicity, socio-economic level and learning style by consistently implementing the Positivity Project.
- We are devoted to collaborate with staff members at our four feeder elementary schools and junior high school to ensure a smooth transition between elementary and junior high by

- conducting meetings with staff members at both levels.
- We are dedicated to keep parents informed of their child’s achievement and provide information and resources to help their child succeed via Canvas, Parent/Student Access, Mitchell Weekly Report, Mitchell Messenger, School Messenger, and parent/teacher conferences.
- We support the Fine Arts/PE program and ensure our students have consistent opportunities to participate by ensuring adequate time in the master schedule for rehearsals and performances.
- Through technique, culture, structure and vertical alignment, Fine Arts/PE students will thrive and be prepared to lead in future arts/athletic programs.
- Through announcements, the Mitchell Messenger, and discussions in the classroom we will communicate the numerous extra-curricular opportunities available to our students.
- We will support the library and allow all students access to library resources and materials and technology.

Mitchell Intermediate Goals

- Increase STAAR results with a focus on adding value for every student to achieve the “Met Standard” and/ “Mastery” level in Reading, Math, and Science.
- Earn Designation Distinctions in Quartile 1 for the Math and Reading STAAR Campus Comparison Group.
- Increase the attendance rate from.

Mitchell Intermediate School

Structures & Organization

Structure of Mitchell Intermediate

1. Learning Communities
2. Looping

Enables all teachers to identify the most critical aspects of how the school is organized.

Achieving Goals

1. Mitchell Leadership Team/Campus Improvement Plan
2. PLC Leaders
3. PLC Meetings

Enables staff members to identify goals for Mitchell and determine how they are implemented.

Collaboration & Implementation of Academic/Instructional Goals

1. PLC Leaders
2. PLC Meetings
3. Instructional Rounds/Learning Walks

4. Coaching Cycles
5. 0-3 Years of Experience Coaching Cycles
6. Mitchell Academy 101
7. Enrichment dedicated to increase math minutes
8. Team Training sessions focused on The Handbook of The New Art and Science of Teaching (Marzano)

Mitchell Initiatives

1. CHAMPS
2. Foundations
3. Positivity Project
4. High Reliability Schools

Identifies how the day is structured, and which social/emotional aspects we want to reinforce with our students.

Assessment of Goals

1. T-TESS
2. Student Learning Objectives
3. Walk-Throughs
4. CISD Benchmarks/DCCs
5. Student Progress/STAAR Results

Communication

1. PLC Leaders
2. PLC Meetings
3. Hoofbeats/Mitchell Messenger
4. District Communication
5. Mitchell Committees
6. Mitchell Academy 101
7. Decision-Making Flowchart

Mitchell Leadership Team

The Mitchell Leadership Team is comprised of representatives from several Ad Hoc Committees who serve as the liaison for their group. Meetings are typically held once a month.

Ad Hoc Committees

- Professional Learning Community (PLC) Leaders
- Foundations
- PLC/High Reliability Schools
- Positivity Project
- Fine Arts/PE

2021-2022 Mitchell Leadership Team

| | | |
|------------------|-----------------|----------------|
| Jenni Clements | Jeremy Williams | Julie Stobbe |
| Natane Flynn | Karen Kamburis | Kim Walkley |
| Jessica Houston | Linda Leger | Colby Clifford |
| Teddie Andritsos | Juli Sorrentino | Lea Reitzel |
| Sarah Besuegli | | |

AND

Foundations (PBIS)

| | |
|--------------------|-----------------|
| Amy Allison | Ashley Rupp |
| Mary Ellen Bryant | Jason Harvey |
| Marcail Hicks | Juli Sorrentino |
| Katie McLean | Patti Thorpe |
| <i>Lea Reitzel</i> | |

PLC Leaders

| | |
|-----------------|----------------|
| Jennifer Adams | Karen Kamburis |
| Danielle Bajoit | Patti Thorpe |
| Georgie Bauer | Katie McLean |

Tina Clark Marie Miller
Mary Littlejohn *Jessica Houston*

Positivity Project

Mary Ellen Bryant Terrie Rascoe
Amanda Eagan Marianne Mote
Jayce Howard

Fine Arts/PE

Truett Avrett *Julie Stobbe*
Jayce Howard Jason Harvey
Deborah Kubicek Jack McQueen
Daryl Gannon Marcail Hicks
April Murray Izayah Gomez
Cyndie Lowry Kayla Shannon

Multi-Tiered Systems of Support (MTSS) Team

Paula Klapesky Marianne Mote
Stephanie Johnson Terrie Rascoe
Jeremy Williams Georgie Bauer
Marie Miller Chelsea Fults
Amanda Eagan Michelle Gephart

Members in *italics* represent their group at the Mitchell Leadership Team meetings.

Covid-19 Plan (Roadmap to Remaining Open)

This year as we continue our challenge to remain open, due to the pandemic, we have established a "Special Considerations Committee" to address any concerns the staff might have regarding the school year. The Committee brainstormed many topics and made recommendations to staff to address these topics. Some of the topics include, but are not limited to:

- sanitizing hands between classes
- prevention of number of students travelling in the hallway at one time
- decreasing the number of students at lunch by increasing the number of lunch periods from 4 periods to 5 periods
- students at dismissal are no longer gathered at the sidewalk waiting for their parent, we now have them in the gym seated on a dot 6' apart and are scanning vehicles using the Car Rider app
- buses are posted on Bus Hub three buses at a time to limit the number of children in the hallway at one time
- students dropped off in the morning are also seated 6' apart to maintain social distancing
- to limit the number of students waiting in the gym in the morning, students now go to their LC at 8:15 AM to encourage more academic time as opposed to wasted instructional time

Cultural and Diversity Training

We began the 2020-2021 school year with an overview of Cultural/Diversity with a presentation by a Mitchell teacher, Rachel Wilridge, who highlighted growing up in The Woodlands as an African-American and how her school years impacted her life-long career decisions. Her presentation was powerful and enlightening. On November 2, 2021 the Mitchell staff participated in the district-required Cultural and Diversity training as facilitated by Dr. Carlton Todd. This school year we have decided to provide professional learning from a Ruby Payne trained presenter.

Culture and Climate Strengths

Looping

Based on the research behind student achievement strongly correlating to the relationship between the teacher and the students, Mitchell Intermediate has promoted looping since it opened 26 years ago in 1996. Students are assigned to their LC in 5th grade and return to 6th grade in the same LC with the same teachers and same classmates. This allows teachers the flexibility to teach a two-year continuous curriculum and prevents lost instructional time at the beginning of the year when teachers tend to spend several weeks getting to know their students. At the beginning of the 6th grade year, teachers are able to teach to the students' learning style to maximize academic potential. This also allows the teacher more time at the end of the school year to start highlighting 7th grade skills to better prepare students for the transition to McCullough Junior High.

Learning Community (LC) Model

An elaborate process is implemented to place children in an LC with the research of the relationship between the teacher and the students. LC teachers are not only the content area teachers, they focus a great deal of time and attention on the whole child. Each LC establishes its own theme, student expectations, goals, and culture that supports the Mitchell Intermediate Mission, Vision, Values, and Goals.

Positivity Project (P2)

For two years, the Mitchell PTO has funded the Positivity Project as the state-mandated Social/Emotional Learning program. We have been extremely satisfied with the resources available and the implementation. We have created P2 journals for every child to write about the week's character trait each Friday. Students take a survey at the beginning of the school year to identify their strongest character traits of the 24 traits that P2 indicates all people have; however each of us values certain traits over other. Some are stronger than others. Students learn to illuminate their strengths and focus on traits that are not innate, allowing them to successfully navigate expectations of school and in the long-run life in general.

Foundations

Mitchell is in its second year of Foundations. Our students and staff have a clear understanding of school expectations and routines. The team highlighted two initiatives last year for our focus-transition from one class to another and dismissal routines inside the school. Each Foundations Team member has a group of staff members in which they meet and survey to determine everyone's understanding of the initiatives and to clear up any misunderstanding of expectations. This school year, we are continuing to fine tune these two initiatives. Survey results have indicated students and staff have a higher level of feeling safe in our school.

Student Clubs

We offer several clubs enabling students the opportunity to pursue and develop their interests and passions. Clubs include:

- Mitchell Ambassadors-students helping new students acclimate to the school and support the Mitchell/Travis Thanksgiving Project.
- Mitchell Community Service Club-students help the front office deliver notes at the end of the day and sell items throughout the year to raise money in order to award scholarships to graduating seniors who are former Mitchell Mustangs. To date, more than 100 \$1,000.00 scholarships have been awarded. In addition, members of this club sponsor a holiday book drive to provide gently used books for students at Travis Intermediate.
- Mitchell WordMasters-students compete in a national vocabulary/analogy competition held three times a year.
- Mitchell Math Olympiads-students compete in a national math problem solving competition held three times a year.
- A+UIL Academic Competition-this is the first time this competition has been offered to intermediate students. Our students had an opportunity to qualify to be placed on three different teams: Listening, Maps, Graphs & Charts, and Number Sense. Our instructional coach and the district's GT Coach are supporting campus coaches to provide students ample time to develop skills necessary to be competitive and successful in a rigorous competition.
- Mitchell Gardening Club-students will learn about native plants of Texas and assist with growing vegetables in the garden to cultivate a love for the beauty of our natural surroundings.
- Mitchell Recyclers-students collect recyclables throughout the school to develop a love for our environment.
- Mitchell Techsperts-students are taught how to charge Chromebooks in the cart, care for the computers, and technology tips to help their teachers and classmates.
- Mitchell Library Club-students are taught how to properly shelve books in the library and help to ensure books are returned to the shelves in a timely manner so others can enjoy them sooner.
- Art Club provides an opportunity for students to work with the art teachers twice weekly to learn a variety of art skills. The participants change every quarter.
- Mitchell Library Helpers volunteer to help shelve books in the library.
- Mustang Reading Club gives students an opportunity to strengthen reading skills and develop a love for reading.
- SciMathelon gives students the opportunity to practice hands on science related activities.

2020 Student Survey

A survey was administered to Mitchell Traditional learners to evaluate their perspective on: Learning Community, Looping, Pandemic Precautions, and Positivity Project. The results of the survey were overwhelmingly positive for our efforts: to help children feel connected to their LC, have a strong commitment to their teachers/classmates due to looping, to maintain a healthy environment during the pandemic, and understand their own character strengths via the Positivity Project.

High Reliability Schools (HRS)

The High Reliability Schools surveys were administered in February 2021. The surveys were administered to students, parents, and staff providing a wealth of information that corroborated all our safe and collaborative practices. The surveys will guide the HRS committee to document indicators of effective practice.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Traditionally we have held students assemblies throughout the year to help staff/administration communicate expectations and school pride. This year we have not been able to conduct these assemblies. The assembly was held virtually which is not the most conducive format. **Root Cause:** Assemblies are not able to be scheduled so that students may be socially distanced due to the pandemic.

Problem Statement 2: We promote community service and student recognition programs extensively at Mitchell Intermediate. Some events such as: Mitchell Lunch Bunch, "Paint the Path Pink", Mitchell/Travis Thanksgiving Project , and field trips will be held even though the process has changed. The Magnificent Mustang Ceremony may still have to be virtual. **Root Cause:** These events have been cancelled and/or revised eliminating the in person opportunity for the full "Mitchell Experience" due to the pandemic.

Problem Statement 3 (Prioritized): Due to the pandemic, school attendance was sporadic for students. While some were remote others were attending in-person. Many remote students were disengaged. Thus, resulting in the loss of structure for all students. Teachers have noticed students struggle with daily routines including following directions and interacting with peers and teachers. **Root Cause:** Inconsistent school attendance as caused by the pandemic.

Problem Statement 4 (Prioritized): Staff was put in an unprecedented situation last year but overcame teaching both in person and remote learners. This learning curve was extremely overwhelming. When this school year began they thought school could return to normal. Now that the realization has come to fruition that things aren't all that different, there is some frustration. Continuing to keep staff morale up will be a challenge. **Root Cause:** The Delta variant of Covid-19 has reared its head and resulted in a continuation of pandemic protocol.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement at Mitchell Intermediate has typically been a strength. This year engagement is limited due to the pandemic. However, many parents are offering to serve as: volunteers at home, guest readers via Zoom, guest speakers via Zoom, and members of the Mitchell PTO. Members of the PTO work diligently to serve our school in several capacities. Normally they support the school financially and through their multitude of volunteers. They have several committees all dedicated to specific aspects of the school. Again, this year will be different as many of our traditions, such as field trips, may not take place.

Because we have not had a PTO fundraiser since Fall 2019, our campus has not been able to provide our staff and students with instructional resources normally provided. We are looking forward to a fundraiser in the Fall 2021. Our hope is to at least raise enough money to fund the 6th Grade "Mission to Mars" field trip experience that has become a traditional at Mitchell.

Our **Mitchell Community Service Club** sponsors a scholarship drive in which, to date, \$110,000 in \$1,000.00 scholarships have been awarded to former Mitchell Mustangs graduating from a CISD high school. In addition, our MCSC partners to donate books to students at Travis Intermediate.

For 12 years we have held the **"Paint the Path Pink"** to raise money to donate to The Rose Foundation that supports women seeking support with breast cancer prevention and treatment.

Our **Mitchell Ambassadors** collect non-perishable food items to donate to families at Travis Intermediate during the Mitchell/Travis Thanksgiving Project.

Community Engagement support includes **partnerships with the local Chick-fil-A** as they discount pricing for chicken biscuits that are sold to students and staff to raise money for the scholarships.

We also always participate in the **coat/toy drives** held by the CISD Police department.

We **communicate** to our parents via the bi-monthly Mitchell Messenger that is emailed to parents and posted on the Mitchell website. The Mitchell website has an exhaustive amount of information available to parents. We have Facebook, Instagram and Twitter pages.

Parent and Community Engagement Strengths

We are proud that all parents have opportunities to participate. While parents may not be able to be in the school this year, they can always attend the various Spirit Nights at local restaurants/businesses that donate money back to Mitchell. Parents are encouraged to volunteer in a variety of capacities even though we have restrictions not to be on campus.

Our summary provides an outline of topics in which we feel not only summarize our Parent and Community Engagement, but this area also outlines our strengths in this section.

Our Mitchell PTO has funded The Positivity Project which has positively impacted every child and staff member. Thus, the ripple effect, we feel, is that it has positively impacted each family in the community. Students are often encouraged to discuss the weekly character traits at home and share their journal entries about how they feel each week.

Our fundraiser should raise enough money to allow 6th graders to participate in the "Mission to Mars" experience that last year's 6th graders could not due to limiting large group activities.

Our PTO president, Sarah Besuegli, serves on the Mitchell Leadership Team. She is an integral member of our team and provides insight from our community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: In a typical year, our parent engagement is extremely high with hundreds of registered volunteers. **Root Cause:** Parent volunteers are not permitted in school due to the pandemic at this time. We are hopeful this will change very soon.

Problem Statement 2 (Prioritized): Without parental involvement, we will be forced to utilize Mitchell staff members. This issue is we have limited staff to attempt a large scale fundraiser. **Root Cause:** Smaller events such as our Socials require dozens of parent volunteers which is not allowable at this time.

Problem Statement 3 (Prioritized): Our traditional Mitchell Parent Information Night for parents allows parents and students the opportunity to learn more about our school, their child's Learning Community, and have a chance to become familiar them with expectations. This event was altered to a video presentation, which is very different from in person events. **Root Cause:** The pandemic prevented this event to be held in person.

Priority Problem Statements

Problem Statement 1: Staff was put in an unprecedented situation last year but overcame teaching both in person and remote learners. This learning curve was extremely overwhelming. When this school year began they thought school could return to normal. Now that the realization has come to fruition that things aren't all that different, there is some frustration. Continuing to keep staff morale up will be a challenge.

Root Cause 1: The Delta variant of Covid-19 has reared its head and resulted in a continuation of pandemic protocol.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: Due to the pandemic, school attendance was sporadic for students. While some were remote others were attending in-person. Many remote students were disengaged. Thus, resulting in the loss of structure for all students. Teachers have noticed students struggle with daily routines including following directions and interacting with peers and teachers.

Root Cause 2: Inconsistent school attendance as caused by the pandemic.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: Incoming 5th grade Writing STAAR results were 85% as tested during May of their 4th Grade year. Now that writing will be integrated into the Reading STAAR, these skills are in need of attention in 5th and 6th grade language arts classes. Masters rate is 24%.

Root Cause 3: Writing is not integrated to the maximum extent possible across all content areas.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 2021 Reading STAAR for both grade levels decreased a few percentage points. Historically, scores are maintained or increased.

Root Cause 4: Many students attended school remotely resulting in inconsistencies in learning platforms. Teachers were instructing students remotely while attempting to instruct their traditional learners which resulted in a lack of structure and routine for all learners. STAAR results during the pandemic year were impacted as the test was optional which meant not every child tested impacting overall results.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Special Education 2021 STAAR results in Reading, Math, and Science are significantly lower than other groups.

Root Cause 5: Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level reading material successfully.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Without parental involvement, we will be forced to utilize Mitchell staff members. This issue is we have limited staff to attempt a large scale fundraiser.

Root Cause 6: Smaller events such as our Socials require dozens of parent volunteers which is not allowable at this time.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Our traditional Mitchell Parent Information Night for parents allows parents and students the opportunity to learn more about our school, their child's Learning Community, and have a chance to become familiar them with expectations. This event was altered to a video presentation, which is very different from in person events.

Root Cause 7: The pandemic prevented this event to be held in person.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Our identified Gifted and Talented population had a lower Masters rate on the 2021 STAAR as compared to the previous STAAR administered in 2019.

Root Cause 8: Teachers were focused on learning a new instructional platform of synchronous learning and less concerned about differentiation for higher achieving students. In addition, our students missed several months of school during the beginning stage of the pandemic which prevented meeting their instructional needs.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: 2021 Reading, Math, & Science STAAR result for English Learners (ELs) are significantly lower than other student groups.

Root Cause 9: Students struggle in grade level content due to language/cultural barriers.

Problem Statement 9 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: The overall Approaching average for students receiving Special Education services will increase in both grade levels and all content areas by 3%age points.

HB3 Goal

Evaluation Data Sources: 2022 STAAR, CFA, Interim STAAR Assessments

| Strategy 1 Details |
|--|
| <p>Strategy 1: Accelerated learning opportunities provided by each child's Spec Ed case manager. Spec Ed teachers will participate in professional learning on Marzano's research-based best practices to enhance skill development from The Handbook for The New Art and Science of Teaching.</p> <p>Strategy's Expected Result/Impact: Approaching on STAAR</p> <p>Staff Responsible for Monitoring: Spec Ed Case Managers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> |

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: The overall Approaching average for African American students will increase in both grade levels and all content areas by 3%age points.

HB3 Goal

Evaluation Data Sources: 2022 STAAR, CFA, 2022 Interim STAAR Assessments

| Strategy 1 Details |
|--|
| <p>Strategy 1: Accelerated learning opportunities provided for students not Approaching Standard on STAAR. All content area teachers will participate in Team Training professional learning on Marzano's research-based best practices to enhance skill development from The Handbook for The New Art and Science of Teaching.</p> <p>Strategy's Expected Result/Impact: Approaching STAAR results</p> <p>Staff Responsible for Monitoring: Reading and Math Interventionists RtI support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Aide (2 Years) - ESSER - \$58,261, Imagine Learning - ESSER - \$6,000, Interventionist (2 Years) - ESSER - \$144,881</p> |
| Strategy 2 Details |
| <p>Strategy 2: A push-in math tutor will serve students needing more support and are in danger of not passing 2022 STAAR.</p> <p>Strategy's Expected Result/Impact: Approaching STAAR results</p> <p>Staff Responsible for Monitoring: LC teachers Tutor</p> <p>Funding Sources: During the Day Tutoring - State Comp Ed - \$9,240</p> |

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: The overall Approaching average for Emerging Bilingual students will increase in both grade levels and all content areas by 3%age points.

Evaluation Data Sources: 2022 STAAR, CFA, 2022 Interim STAAR

| Strategy 1 Details |
|--|
| <p>Strategy 1: Accelerated learning opportunities provided for students not Approaching Standard on STAAR. All content area teachers will participate in Team Training professional learning on Marzano's research-based best practices to enhance skill development from The Handbook for The New Art and Science of Teaching. Newly identified LEP students will use Imagine Learning Language Acquisition Program.</p> <p>Strategy's Expected Result/Impact: Approaching 2022 STAAR results</p> <p>Staff Responsible for Monitoring: Stephanie Johnson, ESL teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Instructional Materials - Title III - \$500</p> |

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percent of 5th grade students that score at the meets grade level or above on STAAR Reading from 94% to 96%.

Increase the percent of 6th grade students that score at the meets grade level or above on STAAR Reading from 92% to 95% .

Evaluation Data Sources: 2022 STAAR, CFA, 2022 Interim STAAR

| Strategy 1 Details |
|---|
| <p>Strategy 1: Teacher's College Project School will be implemented to support LA teachers. Accelerated learning opportunities provided for students not Approaching Standard on STAAR. All content area teachers will participate in professional learning on Marzano's research-based best practices to enhance skill development from The Handbook for The New Art and Science of Teaching. Newly identified LEP students will use Imagine Learning Language Acquisition Program.</p> <p>Strategy's Expected Result/Impact: Approaching 2022 STAAR</p> <p>Staff Responsible for Monitoring: LA Teachers Reading Interventionist Instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Substitute Coverage for Project School Training - ESSER - \$4,320, Project School Program Fee - ESSER - \$15,173, Instructional Coach Salary - State Comp Ed - \$76,992</p> |
| Strategy 2 Details |
| <p>Strategy 2: STAAR Stars Camp will be held to provide additional support/training for students needing specialized instruction in online test administration strategies.</p> <p>Strategy's Expected Result/Impact: 2022 STAAR results increase</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Reading Interventionist Math Interventionist LA, Math, Sci & SS teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutorials/Substitutes for STAAR Stars Camp - State Comp Ed - \$1,460, Tutorials/Substitutes for STAAR Stars Camp - Title III - \$3,000</p> |

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: STAAR results for students identified for the GT program will increase by 3%age points in both grade levels and all content areas.

Evaluation Data Sources: 2022 STAAR, CFA, 2022 Interim STAAR

| Strategy 1 Details |
|--|
| <p>Strategy 1: The district's GT Coach, Eric Banks, will work with Dr. Miller and Mrs. Reitzel, to present Depth & Complexity during the January 4 in service. Lab site training will also be implemented to support the use of Marzano's Elements and elevate student achievement.</p> <p>Strategy's Expected Result/Impact: Increase 3%age points on both grade level, all content area STAAR tests</p> <p>Staff Responsible for Monitoring: LC teachers Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum</p> |

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 6: Writing skills as assessed in the 2022 Reading STAAR will be 90% or higher.

Evaluation Data Sources: 2022 STAAR, CFA, 2022 Interim STAAR

| Strategy 1 Details |
|---|
| <p>Strategy 1: Accelerated learning opportunities provided for students not Approaching Standard on STAAR. All content area teachers will participate in Team Training professional learning on Marzano's research-based best practices to enhance skill development from The Handbook for The New Art and Science of Teaching. Newly identified LEP students will use Imagine Learning Language Acquisition Program. Teacher's College Project School will support LA & SS/Writing teachers with enhancing writing instruction.</p> <p>Strategy's Expected Result/Impact: Writing skills from the 2022 Reading STAAR will be at or higher than 90%</p> <p>Staff Responsible for Monitoring: LA & SS/Writing Teachers Reading Interventionist Instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> |

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: The Mitchell Leadership Team is responsible for identifying and communicating the overall goals of the campus. Leaders represent specific departments/content areas of the school. The Foundations Team focuses on effective management of the school day. The PLC Leaders lead their grade level/content area team. The High Reliability Team will document campus objectives to be submitted for accreditation. Staff members seeking assistant principal positions or coaching positions were invited to Aspiring Assistant Principals or Teacher Leaders training.

Evaluation Data Sources: High Reliability Schools Level 1 Accreditation

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: The two secretaries have specific roles. One is primarily responsible to manage the budget. This secretary is diligent to manage the new funding for the ESSER account to support campus initiatives. Meetings with the principal and the financial secretary are held at least twice a month to review the budget and determine how funds are to be allocated.

HB3 Goal

Evaluation Data Sources: Annual budget audit
Effective use of budgeted funds

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: All content area teachers will participate in Team Training professional learning on Marzano's research-based best practices to enhance skill development from The Handbook for The New Art and Science of Teaching. This training is occurring at least once a month. In addition, all teachers will participate in Depth & Complexity training to enhance their work with high achieving students. A rigorous process to recruit staff members has been effective for many years. The retention rate of staff members is exceptional. This year, for example, only one homeroom teacher needed to be replaced due to the district hiring that teacher to be a GT Coach. A campus expectation is that all teachers are GT certified and maintain their 6-hours of GT maintenance credit annually. Once a month professional learning is held after school from 4:15-5:15 PM.

Evaluation Data Sources: Staff retention rate
Implementation of Depth & Complexity strategies
Implementation of Marzano best practices gleaned from monthly Team Training

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Our campus social/emotional learning platform is the Positivity Project. The school counselors promote the program and record highlight videos to kickstart each week's new character trait. Teachers implement the program throughout the week.

Evaluation Data Sources: Observations & feedback from teachers

Each staff member and student completes a character analysis to identify their strongest character traits.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: The Mitchell Foundations Team works with Susan Isaac from Safe & Civil Schools to focus on effective strategies to maximize learning time, a safe environment, and a positive culture. Our campus is applying for HRS Level 1 Certification in the fall of 2021.

Evaluation Data Sources: Foundations Surveys
High Reliability Schools Surveys

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: We have established a positive culture with Mitchell families through annual student and parent orientations, "Meet the Teachers" Fine Arts concerts, involvement in the Mitchell PTO, via the Mitchell Messenger, community activities such as "Paint the Path Pink", community service projects to support Travis Intermediate, "Magnificent Mustang Ceremonies", "Mitchell Lunch Bunch" recognition.

Evaluation Data Sources: Participation in campus events
Student recognition at events

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 4: In January 2022, Dr. Upshaw will present training in Ruby Payne's Framework of Understanding Poverty to the Mitchell staff to help them meet the needs of students qualifying for the subsidized lunch program or whose families have been financially impacted by the pandemic.

Evaluation Data Sources: Training implementation/awareness

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 5: Content area teachers will have the opportunity to plan collaboratively with their PLC to enhance unit/lesson development.

Evaluation Data Sources: CFA, STAAR Interim Assessment results, STAAR results

| Strategy 1 Details |
|--|
| <p>Strategy 1: Substitutes will be provided to enable LA, M, Sc, & SS/W teachers the opportunity to plan collaboratively to enhance lesson development and ensure a guaranteed curriculum.</p> <p>Strategy's Expected Result/Impact: CFA, STAAR Interim Assessment results, STAAR results</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - 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</p> <p>Funding Sources: Substitute Coverage - ESSER - \$13,925</p> |

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: 1. For the 4th consecutive school year, T-TESS goals have been identified from The Handbook for The New Art and Science of Teaching.

2. A specific element is chosen to be highlighted in monthly Team Trainings with the campus Instructional Coach. Teachers receive professional learning on the element, they implement/practice the element, and they meet to collaborate with colleagues on the element's effectiveness.

Evaluation Data Sources: CFA data, 2022 Interim STAAR, 2022 STAAR

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

- Performance Objective 2:** 1. Bi-weekly PLC meetings are held to collaborate on instructional plans and analyze results from Common Formative Assessments (CFAs), Interim STAAR Assessments, STAAR, and unit tests.
2. The campus Technology Coach works collaboratively with the campus Instructional and teachers to help integrate technology in instruction.

Evaluation Data Sources: CFA data, 2022 Interim STAAR, 2022 STAAR

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

| State Comp Ed | | | | | |
|------------------------------------|-----------|----------|---|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | During the Day Tutoring | | \$9,240.00 |
| 1 | 4 | 1 | Instructional Coach Salary | | \$76,992.00 |
| 1 | 4 | 2 | Tutorials/Substitutes for STAAR Stars Camp | | \$1,460.00 |
| Sub-Total | | | | | \$87,692.00 |
| Budgeted Fund Source Amount | | | | | \$87,692.00 |
| +/- Difference | | | | | \$0.00 |
| Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Instructional Materials | | \$500.00 |
| 1 | 4 | 2 | Tutorials/Substitutes for STAAR Stars Camp | | \$3,000.00 |
| Sub-Total | | | | | \$3,500.00 |
| Budgeted Fund Source Amount | | | | | \$3,500.00 |
| +/- Difference | | | | | \$0.00 |
| ESSER | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Instructional Aide (2 Years) | | \$58,261.00 |
| 1 | 2 | 1 | Imagine Learning | | \$6,000.00 |
| 1 | 2 | 1 | Interventionist (2 Years) | | \$144,881.00 |
| 1 | 4 | 1 | Substitute Coverage for Project School Training | | \$4,320.00 |
| 1 | 4 | 1 | Project School Program Fee | | \$15,173.00 |
| 4 | 5 | 1 | Substitute Coverage | | \$13,925.00 |
| Sub-Total | | | | | \$242,560.00 |
| Budgeted Fund Source Amount | | | | | \$242,560.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total | | | | | \$333,752.00 |