

Conroe Independent School District

Mitchell Intermediate

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Revised/Approved: December 7, 2020

Student Achievement

Student Achievement Summary

Current 5th grade achievement data:

Beginning of the Year (BOY) Reading Benchmark-

BOY Math Benchmark-

Middle of the Year (MOY) Reading Benchmark-

MOY Math Benchmark-

Current 6th grade achievement data:

BOY Reading Benchmark-

BOY Math Benchmark-

MOY Reading Benchmark-

MOY Math Benchmark-

MOY Science Benchmark-

MOY Social Studies Benchmark-

The most recent STAAR administration in which we have data is Spring 2019. STAAR was not administered Spring 2020 due to the pandemic.

2019 Distinction Designations

Mitchell was eligible for 5 Distinctions and earned 4 of the 5 Distinctions. Distinctions earned include:

Mathematics

Comparative Academic Growth

Comparative Closing the Gaps

Post-secondary Readiness

Mitchell STAAR Results History

5th Grade Reading

	Met Expectations	% to Pass	Advanced Performance	% for Advanced
2012	97%	54%	44%	87%
2013	99%	57%	48%	85%
2014	99%	54%	52%	87%
2015	95%	54%	57%	87%
2016	96%	57%	58%	87%

	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%

5th Grade Math

	Met Expectations	% to Pass	Advanced Performance	% for Advanced
2012	96%	52%	48%	88%
2013	98%	54%	55%	88%
2014	99%	54%	58%	88%
2015	96%	50%	49%	87%
2016	97%	48%	46%	86%

	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%

5th Grade Science

	Met Expectations	% to Pass	Advanced Performance	% for Advanced
2012	95%	67%	32%	93%
2013	96%	59%	41%	91%
2014	96%	59%	39%	91%
2015	95%	59%	37%	91%
2016	95%	59%	33%	91%

	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%

6th Grade Reading

	Met Expectations	% to Pass	Advanced Performance	% for Advanced
2012	97%	56%	48%	88%
2013	97%	56%	54%	88%
2014	97%	52%	49%	88%
2015	96%	54%	54%	88%
2016	95%	56%	53%	88%

	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%

6th Grade Math

	Met Expectations	% to Pass	Advanced Performance	% for Advanced
2012	97%	40%	52%	85%
2013	97%	42%	53%	87%
2014	98%	42%	53%	87%
2015	95%	35%	48%	81%
2016	97%	37%	49%	81%

	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%

Summary: [2019 CISD STAAR Data](#) ([2019 Mitchell STAAR Data](#)):

5th Grade Reading: Approaches-89% (**97%**), Meets Expectations-61% (**80%**), Masters-38% (**58%**)

6th Grade Reading: Approaches-78% (**95%**), Meets Expectations-51% (**78%**), Masters-28% (**48%**)

5th Grade Math: Approaches-93% (**99%**), Meets Expectations-68% (**86%**), Masters-47% (**71%**)

6th Grade Math: Approaches-89% (**98%**), Meets Expectations-63% (**90%**), Masters-37% (**68%**)

5th Grade Science: Approaches-85% (**95%**), Meets Expectations-64% (**82%**), Masters-38% (**60%**)

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 of: 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 them for 5th and 6th grades. This allows the teachers to thoroughly evaluate students' strengths and weaknesses enabling the teachers the ability 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 March 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 as monitored in Eduphoria STRIVE.

Student Achievement Strengths

2019 Distinction Designations

Mitchell was eligible for 5 Distinctions and earned 4 of the 5 Distinctions. Distinctions earned include:

Mathematics

Comparative Academic Growth

Comparative Closing the Gaps

Post-secondary Readiness

Summary: [2019 CISD STAAR Data](#) ([2019 Mitchell STAAR Data](#)):

5th Grade Reading: Approaches-89% (**97%**), Meets Expectations-61% (**80%**), Masters-38% (**58%**)

6th Grade Reading: Approaches-78% (**95%**), Meets Expectations-51% (**78%**), Masters-28% (**48%**)

5th Grade Math: Approaches-93% (**99%**), Meets Expectations-68% (**86%**), Masters-47% (**71%**)

6th Grade Math: Approaches-89% (**98%**), Meets Expectations-63% (**90%**), Masters-37% (**68%**)

5th Grade Science: Approaches-85% (**95%**), Meets Expectations-64% (**82%**), Masters-38% (**60%**)

As indicated in blue font, Mitchell Intermediate's STAAR data is well above district percentages in every area.

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.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Special Education 2019 STAAR results in Reading and Math 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 (Prioritized): 2019 Reading STAAR results for African American students were significantly lower than other groups. **Root Cause:** 43% of students in this student group were in a previous school district prior to this year which has created gaps in content knowledge for students.

Problem Statement 3 (Prioritized): 45% of Remote Learners are failing at least one of their courses as compared to 20% of Traditional Learners who are failing at least one course. **Root Cause:** Lack of monitoring daily progress.

Culture and Climate

Culture and Climate Summary

The 2019-2020 Mitchell Organization Health Inventory was 94. 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 97.2% to 98%.

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

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

2020-2021 Mitchell Leadership Team

PLC/HRS Schools Team

Tina Clark	Stephanie Johnson	Julie Stobbe
Natane Flynn	Karen Kamburis	Kim Walkley
Jessica Houston	Karen Rincon	Maegan Westra
Lindsey Johnson	Juli Sorrentino	

AND

Foundations (PBIS) (*one member from the following*)

Amy Allison	Kelly Reynolds
Mary Ellen Bryant	Jason Harvey
Marcail Hicks	Juli Sorrentino
Katie McLean	Patty Thorpe

Lea Reitzel

PLC Leaders (one member from the following)

Jennifer Adams	Karen Kamburis
Danielle Bajoit	<i>Brenda Kouns</i>
Georgie Bauer	Katie McLean
Tina Clark	Marie Miller
Lindsey Johnson	

Positivity Project (Social/Emotional Learning Program) (one member from the following)

<i>Mary Ellen Bryant</i>	Brenda Kouns
Amanda Eagan	Terrie Rascoe
Jayce Howard	Marianne Mote

Fine Arts/PE (one member from the following)

Truett Avrett	<i>Julie Stobbe</i>
Jayce Howard	Jason Harvey
Matt Rogers	Jack McQueen
Daryl Gannon	Marcail Hicks
April Murray	Sheronna McMahan
Cyndie Lowery	Kayla Shannon

Covid-19 Plan

This year, 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
- sanitizing Chromebooks
- sanitizing desks/chairs 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 6 periods
- the district allowed us to hire a long term PE teacher so that we can have less kids in each group at one time
- when students in each LC normally mix up from one class to another, they are staying in the same travel class to prevent exposure
- we are maintaining a seating chart at lunch so that we are aware of any close contacts
- 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

Cultural and Diversity Training

We began the 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, the Mitchell staff participated in the district-required Cultural and Diversity training as facilitated by Dr. Carlton Todd.

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 25 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 ensues 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 so they can write about the week's character trait each Friday. Students take a survey at the beginning of the school year to identify the strongest character traits of the 24 traits that P2 indicates all people have; however 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 to focus on-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.

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.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Because we were not able to invite incoming 5th grade parents and their children to Mitchell Orientation, Instrument Evaluation, and "Meet the Teachers", those families having their 5th grader as their oldest child, have not been able to connect with our staff. **Root Cause:** The pandemic prevented the in person opportunity to hold these critical events in which parents gain trust knowing their child is in a safe environment with caring educators.

Problem Statement 2 (Prioritized): Our staff has elected to have our students remain with their teachers as opposed to just a Traditional teacher or a Remote teacher. There are pros and cons to every decision, but this has required all teachers to work much harder than in typical school years. **Root Cause:** Challenges of instructing in a dual platform since it was important that our teachers maintain a connection with 6th graders they had in 5th grade last year and for all students to have their consistent teachers whether they were traditional or remote learners.

Problem Statement 3: 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. **Root Cause:** Assemblies are not able to be scheduled so that students may be socially distanced due to the pandemic.

Problem Statement 4: We promote community service and student recognition programs extensively at Mitchell Intermediate. Most events such as: Mitchell Lunch Bunch, "Paint the Path Pink", "Mitchell/Travis Thanksgiving Project", field trips, Magnificent Mustang Ceremony have had to be cancelled this year to allow students to be socially

distanced. **Root Cause:** These events have been cancelled and/or revised eliminating the in person opportunity for the full "Mitchell Experience" due to the pandemic.

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, will probably not be a realization.

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 twice 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 encourage to discuss the weekly character traits at home and share their journal entries about how they feel each week.

Since we are limiting small group tutorials this year, we started a **Math Homework Help** opportunity three evenings (Monday, Tuesday, and Wednesday) a week via Zoom in which children may log on to get math questions answered.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Only six students have participated in the Math Homework Help. **Root Cause:** The timeframe in which it is offered may not meet the needs of the students who actually need it. We have communicated it via the Mitchell Messenger, and parents may not understand that students can drop in and out of the help session.

Problem Statement 2 (Prioritized): 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.

Problem Statement 3: Without parental involvement, we are not able to have our traditional events that allow us to hold fundraisers and student events. **Root Cause:** Smaller events such as our Socials require dozens of parent volunteers which is not allowable at this time.

Problem Statement 4 (Prioritized): Our traditional Mitchell Orientation for students and parents allows parents and students the opportunity to learn more about our school to become familiar and engaged. Those events were altered to a video presentation which is very different from in person events. **Root Cause:** The pandemic prevented these events to be held.

Priority Problem Statements

Problem Statement 1: Our traditional Mitchell Orientation for students and parents allows parents and students the opportunity to learn more about our school to become familiar and engaged. Those events were altered to a video presentation which is very different from in person events.

Root Cause 1: The pandemic prevented these events to be held.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 2: In a typical year, our parent engagement is extremely high with hundreds of registered volunteers.

Root Cause 2: Parent volunteers are not permitted in school due to the pandemic.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: Special Education 2019 STAAR results in Reading and Math are significantly lower than other groups.

Root Cause 3: 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 3 Areas: Student Achievement

Problem Statement 4: 2019 Reading STAAR results for African American students were significantly lower than other groups.

Root Cause 4: 43% of students in this student group were in a previous school district prior to this year which has created gaps in content knowledge for students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 45% of Remote Learners are failing at least one of their courses as compared to 20% of Traditional Learners who are failing at least one course.

Root Cause 5: Lack of monitoring daily progress.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Because we were not able to invite incoming 5th grade parents and their children to Mitchell Orientation, Instrument Evaluation, and "Meet the Teachers", those families having their 5th grader as their oldest child, have not been able to connect with our staff.

Root Cause 6: The pandemic prevented the in person opportunity to hold these critical events in which parents gain trust knowing their child is in a safe environment with caring educators.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Our staff has elected to have our students remain with their teachers as opposed to just a Traditional teacher or a Remote teacher. There are pros and cons to every decision, but this has required all teachers to work much harder than in typical school years.

Root Cause 7: Challenges of instructing in a dual platform since it was important that our teachers maintain a connection with 6th graders they had in 5th grade last year and for Mitchell Intermediate

all students to have their consistent teachers whether they were traditional or remote learners.

Problem Statement 7 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus Performance Objectives Summative Review from previous year

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 20, 2020

Goal 1: Student Achievement and Post-Secondary Success:


CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: The percentage of All Students group receiving a Masters level score on the 2021 STAAR will increase 5% in Reading, Math, and Science.

Evaluation Data Sources: 2021 STAAR Results; common assessments; district benchmarks

Summative Evaluation: None

<p>Strategy 1: All core content area teachers collaborate in strong Professional Learning Communities (PLCs) to plan rigorous instruction following Common Assessments and Benchmarks.</p> <p>Strategy's Expected Result/Impact: Teachers will plan for the PLC Essential Question "How will we respond if they already know it?" This will enable students the opportunity for enrichment and additional academic growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, PLC Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Instructional Materials - Title III - \$3,500</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Special Education 2019 STAAR results in Reading and Math 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.</p>
<p>Problem Statement 2: 2019 Reading STAAR results for African American students were significantly lower than other groups. Root Cause: 43% of students in this student group were in a previous school district prior to this year which has created gaps in content knowledge for students.</p>

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

<p>Strategy 1: Determine if funding allocated to remediation is effective. Analyze 2021 STAAR results for students who receive support from Interventionists and Reading results following Project School support from this school year.</p> <p>Strategy's Expected Result/Impact: STAAR data will be analyzed to determined if implemented programs were effective.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, PLC Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionists - State Comp Ed - \$6,936</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.


<p>Strategy 1: Support teachers with 0-3 years of experience.</p> <p>Strategy's Expected Result/Impact: Teachers with 0-3 years of experience will be trained in CISD Best Practices and monitored for implementation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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: Instructional Coach - State Comp Ed - \$75,485</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 4: Parents and Community:


CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.


Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

<p>Strategy 1: Effectively communicate instructional needs to Mitchell PTO so they are able to continue supporting innovation for teachers.</p> <p>Strategy's Expected Result/Impact: Mitchell PTO has a clear understanding of how their funding support impacts teachers, their instruction, and student learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, PLC Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Culture and Climate 1 - Parent and Community Engagement 2, 4</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Because we were not able to invite incoming 5th grade parents and their children to Mitchell Orientation, Instrument Evaluation, and "Meet the Teachers", those families having their 5th grader as their oldest child, have not been able to connect with our staff. Root Cause: The pandemic prevented the in person opportunity to hold these critical events in which parents gain trust knowing their child is in a safe environment with caring educators.</p>
Parent and Community Engagement
<p>Problem Statement 2: 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.</p>
<p>Problem Statement 4: Our traditional Mitchell Orientation for students and parents allows parents and students the opportunity to learn more about our school to become familiar and engaged. Those events were altered to a video presentation which is very different from in person events. Root Cause: The pandemic prevented these events to be held.</p>

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

<p>Strategy 1: The Mitchell Foundations Team is in its second year of implementation and continuing fine tuning two initiatives introduced last school year.</p> <p>Strategy's Expected Result/Impact: Implementation of Foundations Team initiatives will promote a safe and orderly transition to and from classes and at dismissal.</p> <p>Staff Responsible for Monitoring: Foundations Team Members</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</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<p>Strategy 1: Canvas training for teachers will impact all students at Mitchell Intermediate.</p> <p>Strategy's Expected Result/Impact: Teachers will be trained in Canvas features to meet the instructional needs of all of their students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Technology Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 3: 45% of Remote Learners are failing at least one of their courses as compared to 20% of Traditional Learners who are failing at least one course. Root Cause: Lack of monitoring daily progress.</p>

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

<p>Strategy 1: Continue providing effective internal communication for staff via Hoofbeats and effective external communication for parents via the Mitchell Messenger and the Mitchell PTO Facebook page and Mitchell Facebook page.</p> <p>Strategy's Expected Result/Impact: Mitchell staff and parents have several avenues in which to reference critical information.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</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</p> <p>Problem Statements: Student Achievement 3 - Culture and Climate 1 - Parent and Community Engagement 2, 4</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 3: 45% of Remote Learners are failing at least one of their courses as compared to 20% of Traditional Learners who are failing at least one course. Root Cause: Lack of monitoring daily progress.</p>
Culture and Climate
<p>Problem Statement 1: Because we were not able to invite incoming 5th grade parents and their children to Mitchell Orientation, Instrument Evaluation, and "Meet the Teachers", those families having their 5th grader as their oldest child, have not been able to connect with our staff. Root Cause: The pandemic prevented the in person opportunity to hold these critical events in which parents gain trust knowing their child is in a safe environment with caring educators.</p>
Parent and Community Engagement
<p>Problem Statement 2: 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.</p>
<p>Problem Statement 4: Our traditional Mitchell Orientation for students and parents allows parents and students the opportunity to learn more about our school to become familiar and engaged. Those events were altered to a video presentation which is very different from in person events. Root Cause: The pandemic prevented these events to be held.</p>

State Compensatory

Personnel for Mitchell Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Reba Miller	Instructional Coach	State Comp Ed	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Mitchell		
SCE		
Extra Duty	\$5,660	0.10
General Supplies	\$1,276	0.00
Instructional Support for At-Risk-Students	\$75,485	1.00
SCE Total	\$82,421	1.10
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$500	0.00
Extra Duty	\$2,000	0.04
General Supplies	\$500	0.00
Title III EL Total	\$3,500	0.04
Mitchell Total	\$85,921	1.14

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Interventionists		\$6,936.00
3	1	1	Instructional Coach		\$75,485.00
Sub-Total					\$82,421.00
Budgeted Fund Source Amount					\$82,421.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
Grand Total					\$85,921.00

Addendums