

Conroe Independent School District
Mitchell Intermediate
2023-2024 Improvement Plan



Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 3 |
| Student Achievement | 3 |
| Culture and Climate | 7 |
| Parent and Community Engagement | 15 |
| Priority Problem Statements | 17 |
| Goals | 19 |
| 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. | 19 |
| 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. | 27 |
| 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. | 30 |
| 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. | 34 |
| 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. | 41 |
| Campus Funding Summary | 46 |

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

5th Reading

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|------------|-----------|--------------|--------------------|---------|--------------|
| 2018 | 96% | 55% | 86% | 74% | 58% | 87% |
| 2019 | 97% | 58% | 80% | 76% | 58% | 87% |
| 2021 | 94% | 55% | 79% | 76% | 66% | 84% |
| 2022 | 96% | 55% | 87% | 76% | 69% | 87% |
| 2023 | 96% | 40% | 83% | 60% | 59% | 75% |

5th Math

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|------------|-----------|--------------|--------------------|---------|--------------|
| 2018 | 99% | 47% | 87% | 69% | 65% | 83% |
| 2019 | 99% | 50% | 86% | 72% | 71% | 83% |
| 2021 | 97% | 47% | 82% | 69% | 63% | 83% |
| 2022 | 96% | 47% | 77% | 69% | 53% | 83% |
| 2023 | 95% | 36% | 85% | 57% | 57% | 79% |

5th Science

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|------------|-----------|--------------|--------------------|---------|--------------|
| 2018 | 97% | 61% | 76% | 78% | 45% | 89% |
| 2019 | 95% | 61% | 82% | 78% | 60% | 89% |

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|------------|-----------|--------------|--------------------|---------|--------------|
| 2021 | 94% | 56% | 78% | 78% | 48% | 89% |
| 2022 | 93% | 58% | 73% | 78% | 45% | 89% |
| 2023 | 91% | 46% | 74% | 64% | 49% | 77% |

6th Reading

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|------------|-----------|--------------|--------------------|---------|--------------|
| 2018 | 95% | 58% | 75% | 78% | 48% | 88% |
| 2019 | 95% | 58% | 78% | 78% | 48% | 88% |
| 2021 | 92% | 58% | 72% | 78% | 48% | 88% |
| 2022 | 92% | 55% | 76% | 75% | 56% | 85% |
| 2023 | 97% | 36% | 90% | 54% | 66% | 73% |

6th Math

| | Approaches | % to Pass | Met Standard | % to Meet Standard | Masters | % to Masters |
|------|------------|-----------|--------------|--------------------|---------|--------------|
| 2018 | 98% | 37% | 86% | 63% | 63% | 82% |
| 2019 | 98% | 37% | 90% | 61% | 68% | 79% |
| 2021 | 97% | 39% | 81% | 61% | 58% | 79% |
| 2022 | 95% | 37% | 79% | 61% | 55% | 79% |
| 2023 | 98% | 35% | 86% | 56% | 55% | 77% |

Mitchell Professional Learning Team (PLT) collaborate to ensure each teacher implements the guaranteed/viable curriculum based on the TEKS. Each PLT matches best practices and evaluates student achievement through ongoing formative and summative assessments. Our overarching goal of each PLT is to consistently consider the PLT 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 three years. Level 1 certification achieved May 2022. Level 2 certification achieved August 2023.

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

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.

Mitchell Intermediate's STAAR data show that we continue to strive to increase Meets Standard and Masters Standard.

2022 STAAR Data as compared to 2023 STAAR Data

restructure of STAAR test question types

5th Grade Reading (All Students): Masters - from 87% to 75% (59% of 5th Grade Student Population)

5th Grade Reading (All Students): Met - 76% to 60% (83% of 5th Grade Student Population)

5th Grade Reading (All Students): Approaches - 55% to 40% (96% of 5th Grade Student Population)

6th Grade Reading (All Students): Masters - 85% to 73% (66% of 6th Grade Student Population)

6th Grade Reading (All Students): Met - 75% to 54% (90% of 6th Grade Student Population)

6th Grade Reading (All Students): Approaches - 55% to 36% (97% of 6th Grade Student Population)

1. Our campus comparison schools are Clark, Collins, and Cox. STAAR scores are higher in every demographic with the exception of one student group-Spec Ed.
2. Social Studies curriculum is explicitly taught for 55 min daily while incorporating components of the literacy framework including Writers' Workshop and non-fiction reading TEKS. Mitchell was recently highlighted by Dr. Campbell at a content leadership professional development for dedication to the Social Studies curriculum expectations.
3. 2023 6th Grade Reading Meets of 90% and Masters of 66% is a strength.
4. 2023 6th Grade Math results increased from 77% Meets to 86% Meets between 5th and 6th Grade.
5. 2023 5th Grade Science from 45% Masters to 49% Masters.
6. 2023 6th Grade Math results increased from 77% Meets to 86% Meets between 5th and 6th Grade.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Special Education 2023 STAAR results in reading, math, and science are significantly lower than other student groups. 5th & 6th Grade Spec Ed Approaching Standards in all content areas is 65%. **Root Cause:** In previous years we had a higher number of students in a pull-out Resource classroom, This year we are moving several students from Resource to general education classes to expose them to grade level material.

Problem Statement 2 (Prioritized): 2023 Reading, Math, and Science STAAR results for African American students were significantly lower than most other groups. Campus Masters Math was 57%, AA Masters Math 25% Campus Masters Reading 63% AA Masters Math 35% Campus Masters Science 50% AA Masters Science 16% **Root Cause:** Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.

Problem Statement 3 (Prioritized): The Masters percentage for students identified as Eco Dis is significantly lower than the campus average. Math-Campus 57% Math-EcoDis 32% Reading-Campus 63% Reading-EcoDis 41% Science -Campus 50% 5th Science-EcoDis 23% **Root Cause:** Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.

Problem Statement 4 (Prioritized): The percentage of students Approaching Standard in science went from 93% in 2022 to 91% in 2023. **Root Cause:** With personnel changes on the 5th Grade team (one on maternity leave, one new to Mitchell, and one resigning in Nov resulting in a long-term substitute) the cohesiveness of the team impacted effective PLT strategies.

Problem Statement 5 (Prioritized): TELPAS results show a discrepancy between Listening (66%) and Reading (69%) as compared to Speaking (18%) and Writing (16%). **Root Cause:** Emergent bilingual students are reluctant to speak a new language as they are learning.

Culture and Climate

Culture and Climate Summary

The 2022-2023 Mitchell Organization Health Inventory was 99. Each area rated at 99% except Communication Adequacy and Adaptations, which rated at 98%.

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. PLT Leaders
3. PLT Meetings

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

Collaboration & Implementation of Academic/Instructional Goals

1. PLT Leaders
2. PLT 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. PLT Leaders
2. PLT 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

- Fine Arts/PE
- Foundations
- High Reliability Schools
- Professional Learning Team (PLT) Leaders

Names in *italics* represent their team on the Mitchell Leadership Team.

2023-2024 Mitchell Leadership Team

| | | |
|----------------|--------------|-----------------|
| Teddie Brune | Natane Flynn | Juli Sorrentino |
| Dorie Johnson | Julie Stobbe | Lea Reitzel |
| Paula Klapesky | Kim Walkley | Shauna Tysor |
| Jenni Clements | Linda Leger | Jeremy Williams |
| Colby Clifford | Jayce Howard | |

Fine Arts/PE (*one member from the following*)

| | |
|-------------------|---------------------|
| Dylan Romo | Deborah Kubicek |
| Kimberly Chandler | Jack McQueen |
| Izayah Gomez | April Murray |
| Jason Harvey | Sara Adcock |
| Marcail Hicks | <i>Julie Stobbe</i> |
| Jayce Howard | Leigh Ann Vadala |
| Kalista Kresta | |

Foundations (*one member from the following*)

| | |
|-----------------|---------------|
| Kristi Berryman | Troy Dunleavy |
|-----------------|---------------|

| | |
|----------------------|----------------|
| Kera Estrada | Megan Martin |
| <i>Dorie Johnson</i> | Marianne Mote |
| Marcail Hicks | Ashley Rupp |
| Dylan Romo | Sunny Hart |
| Jeremy Williams | Paula Klapesky |

High Reliability Schools (*one member from the following*)

| | |
|-------------------|------------------------|
| Stephanie Johnson | <i>Juli Sorrentino</i> |
| Paula Klapesky | Julie Stobbe |
| Colby Clifford | Jeremy Williams |
| Lea Reitzel | Danielle Bajoit |

PLT Leaders (*one member from the following*)

| | |
|-----------------|----------------------|
| Georgie Bauer | <i>Dawn Caldwell</i> |
| Chelsea Lester | Katie McLean |
| Gina Cox | Ashley Rupp |
| Jessica Houston | Patti Thorpe |
| Colby Clifford | Lea Reitzel |
| Linda Leger | Juli Sorrentino |
| Danielle Bajoit | Lacey Steinke |
| Jeremy Williams | Stephanie Johnson |
| Paula Klapesky | |

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 28 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 four 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 fourth 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. We have two experienced UIL coaches helping 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.
- SciMathelon gives students the opportunity to practice hands on science related activities.

High Reliability Schools (HRS)

After documenting evidence of effective practice, Mitchell Intermediate earned the Marzano High Reliability Schools Level 1 in May of 2022, and Level 2 in August of 2023.

Other Strengths

1. Between the 2022-2023 and 2023-2024 school year, 4 teachers resigned, 2 teachers retired, and 1 paraprofessional resigned. The faculty retention rate is 92%.
2. The 2022 Organization Health Instrument results were 99%. 99% was the average of each of the 10 dimensions.
3. The attendance rate for the 2022-2023 school year was 96.15%.
4. There have been two Intermediate UIL Academic competitions in CISD. Mitchell has won both district championships.
5. The retention rate for Orchestra and Band students is highest in campus history.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): On our campus, the majority of our population comes from homes able to provide a variety of cultural and economic experiences. Some students have not had these opportunities. **Root Cause:** Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.

Problem Statement 2 (Prioritized): From 2022 to 2023, discipline referrals have increased from 506 to 580. **Root Cause:** Teachers became more diligent in documenting

informational referrals to report behaviors in ViewIt.

Problem Statement 3 (Prioritized): In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff. **Root Cause:** Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement at Mitchell Intermediate has typically been a strength. Last year many parents once again were able to serve on campus. We were able to resume fundraising efforts and successfully funded the 6th Grade "Mission to Mars" field trip experience that has become a tradition at Mitchell. Grade level Socials were also resumed as well as other engagement initiatives.

Our **Mitchell Community Service Club** sponsors a scholarship drive in which, to date, \$115,000 of \$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 14 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 local business and families to support and provide schoolwide needs from academic to social events.

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. We communicate Spirit Nights at local restaurants/businesses that donate money back to Mitchell. Parents are encouraged to volunteer in a variety of capacities even on campus.

Our Mitchell PTO has funded The Positivity Project which has 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 raises enough money to allow 6th graders to participate in the "Mission to Mars" experience.

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

2023-2024

1. Mitchell Leadership Team (SBDM) includes parent volunteers returning from last year. Involved and experienced parents is a strength.
2. An annual community event designed to support breast cancer diagnosis, treatment.

3. The Mitchell Chess Club, consisting of 185 members, meets weekly before school and is run by a parent committee.
4. Katie McLean has been leading robotics club for 10 years. Her experience translates to greater quality learning environment for club.
5. Every week, community volunteers, or former parents are on campus to run copies and laminate for our teachers.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): We have traditionally hosted Parent Information Night for both grade levels. Attendance at the 6th grade Parent Information Night decreased.

Root Cause: Some families feel the 6th grade Parent Information Night is redundant.

Problem Statement 2 (Prioritized): An important tradition at Mitchell is the 6th grade Mission to Mars. Because last year's fundraiser was not as effective, we may not have funds to provide this tradition. **Root Cause:** We have not found an influential fundraiser over the past three years to meet the needs of our families and school environment. We primarily rely on PTO donations for a majority of our academic and enrichment needs.

Problem Statement 3 (Prioritized): The 2021-2022 attendance rate was 98% but dropped to 96% in the 2022-2023 school year. **Root Cause:** Some parents and families have developed a mindset in which students can look online for their school work instead of prioritizing being in class.

Priority Problem Statements

Problem Statement 1: The percentage of students Approaching Standard in science went from 93% in 2022 to 91% in 2023.

Root Cause 1: With personnel changes on the 5th Grade team (one on maternity leave, one new to Mitchell, and one resigning in Nov resulting in a long-term substitute) the cohesiveness of the team impacted effective PLT strategies.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Special Education 2023 STAAR results in reading, math, and science are significantly lower than other student groups. 5th & 6th Grade Spec Ed Approaching Standards in all content areas is 65%.

Root Cause 2: In previous years we had a higher number of students in a pull-out Resource classroom, This year we are moving several students from Resource to general education classes to expose them to grade level material.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The Masters percentage for students identified as Eco Dis is significantly lower than the campus average. Math-Campus 57% Math-EcoDis 32% Reading-Campus 63% Reading-EcoDis 41% Science -Campus 50% 5th Science-EcoDis 23%

Root Cause 3: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff.

Root Cause 4: Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: 2023 Reading, Math, and Science STAAR results for African American students were significantly lower than most other groups. Campus Masters Math was 57%, AA Masters Math 25% Campus Masters Reading 63% AA Masters Math 35% Campus Masters Science 50% AA Masters Science 16%

Root Cause 5: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: TELPAS results show a discrepancy between Listening (66%) and Reading (69%) as compared to Speaking (18%) and Writing (16%).

Root Cause 6: Emergent bilingual students are reluctant to speak a new language as they are learning.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: From 2022 to 2023, discipline referrals have increased from 506 to 580.

Root Cause 7: Teachers became more diligent in documenting informational referrals to report behaviors in ViewIt.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: On our campus, the majority of our population comes from homes able to provide a variety of cultural and economic experiences. Some students have not had these opportunities.

Root Cause 8: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: The 2021-2022 attendance rate was 98% but dropped to 96% in the 2022-2023 school year.

Root Cause 9: Some parents and families have developed a mindset in which students can look online for their school work instead of prioritizing being in class.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: We have traditionally hosted Parent Information Night for both grade levels. Attendance at the 6th grade Parent Information Night decreased.

Root Cause 10: Some families feel the 6th grade Parent Information Night is redundant.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: An important tradition at Mitchell is the 6th grade Mission to Mars. Because last year's fundraiser was not as effective, we may not have funds to provide this tradition.

Root Cause 11: We have not found an influential fundraiser over the past three years to meet the needs of our families and school environment. We primarily rely on PTO donations for a majority of our academic and enrichment needs.

Problem Statement 11 Areas: Parent and Community Engagement





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 Meets average for students receiving Special Education services will increase in Reading from 37% to 40%, Math from 38% to 40%, and Science from 29% to 31%.

Evaluation Data Sources: 2023 STAAR, CFA, Interim STAAR Assessments

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Accelerated learning opportunities are provided by each child's Special Education case manager. This year, we are moving several students from Resource to general education classes to expose them to grade-level material.</p> <p>Strategy's Expected Result/Impact: Approaching on STAAR</p> <p>Staff Responsible for Monitoring: Spec Ed Case Managers Spec Ed Feeder Coordinator Spec Ed Feeder Facilitator</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 4</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Special Education 2023 STAAR results in reading, math, and science are significantly lower than other student groups. 5th & 6th Grade Spec Ed Approaching Standards in all content areas is 65%. Root Cause: In previous years we had a higher number of students in a pull-out Resource classroom, This year we are moving several students from Resource to general education classes to expose them to grade level material.</p> <p>Problem Statement 4: The percentage of students Approaching Standard in science went from 93% in 2022 to 91% in 2023. Root Cause: With personnel changes on the 5th Grade team (one on maternity leave, one new to Mitchell, and one resigning in Nov resulting in a long-term substitute) the cohesiveness of the team impacted effective PLT strategies.</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 Meets average for African American students will increase in Reading from 73% to 75%, Math from 63% to 66%, and Science from 35% to 37%.

Evaluation Data Sources: 2023 STAAR, CFA, Interim STAAR Assessments

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: All students are using their personalized data tracker (Motivated Mustang Form) to monitor their academic growth and take accountability for their learning,</p> <p>Strategy's Expected Result/Impact: Approaching on STAAR</p> <p>Staff Responsible for Monitoring: Reading and Math Instructional Coaches RTI Support Staff Interventionists</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Math and Reading Instructional Coaches - State Comp Ed - \$83,411.50</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Our instructional coaches, an interventionist and two paraprofessionals will serve students who are in need of more support and are in danger of not passing 2024 STAAR.</p> <p>Strategy's Expected Result/Impact: Approaching on STAAR</p> <p>Staff Responsible for Monitoring: LC Teachers Interventionist 2 Paraprofessionals</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Tutors - State Comp Ed - \$2,735</p> | Formative | | |
| | Dec | Mar | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 3: A mentor program, titled Mitchell Mustang Mentors or M3 was established to partner interested staff members with students identified by their teacher needing a mentor. Monthly, engaging activities such as: create a Halloween craft, decorate a gingerbread house, discuss New Year's resolutions, and more will be held with the mentor and mentee.</p> <p>Strategy's Expected Result/Impact: Identified students will have a connection with a staff member showing interest in their academic achievement and social well-being.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Problem Statements: Student Achievement 2, 3 - Culture and Climate 1, 2</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 2 Problem Statements:





| Student Achievement |
|--|
| <p>Problem Statement 1: Special Education 2023 STAAR results in reading, math, and science are significantly lower than other student groups. 5th & 6th Grade Spec Ed Approaching Standards in all content areas is 65%. Root Cause: In previous years we had a higher number of students in a pull-out Resource classroom, This year we are moving several students from Resource to general education classes to expose them to grade level material.</p> <p>Problem Statement 2: 2023 Reading, Math, and Science STAAR results for African American students were significantly lower than most other groups. Campus Masters Math was 57%, AA Masters Math 25% Campus Masters Reading 63% AA Masters Math 35% Campus Masters Science 50% AA Masters Science 16% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 3: The Masters percentage for students identified as Eco Dis is significantly lower than the campus average. Math-Campus 57% Math-EcoDis 32% Reading-Campus 63% Reading-EcoDis 41% Science -Campus 50% 5th Science-EcoDis 23% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 4: The percentage of students Approaching Standard in science went from 93% in 2022 to 91% in 2023. Root Cause: With personnel changes on the 5th Grade team (one on maternity leave, one new to Mitchell, and one resigning in Nov resulting in a long-term substitute) the cohesiveness of the team impacted effective PLT strategies.</p> <p>Problem Statement 5: TELPAS results show a discrepancy between Listening (66%) and Reading (69%) as compared to Speaking (18%) and Writing (16%). Root Cause: Emergent bilingual students are reluctant to speak a new language as they are learning.</p> |
| Culture and Climate |
| <p>Problem Statement 1: On our campus, the majority of our population comes from homes able to provide a variety of cultural and economic experiences. Some students have not had these opportunities. Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 2: From 2022 to 2023, discipline referrals have increased from 506 to 580. Root Cause: Teachers became more diligent in documenting informational referrals to report behaviors in ViewIt.</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 Meets average for Emerging Bilingual students will increase in Reading from 84% to 86%, Math from 81% to 82%, and Science from 73% to 75%.

Evaluation Data Sources: 2023 STAAR, CFA, Interim STAAR

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Accelerated learning opportunities are provided for students not Approaching Standard on STAAR. Identified LEP students will access and utilize Summit K12, developing and strengthening listening, reading, writing, and speaking skills.</p> <p>Strategy's Expected Result/Impact: Approaching on STAAR Advanced High on TELPAS</p> <p>Staff Responsible for Monitoring: Student Success Manager ESL teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Tutors - Title III - \$4,250</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 3 Problem Statements:

| Student Achievement |
|--|
| <p>Problem Statement 5: TELPAS results show a discrepancy between Listening (66%) and Reading (69%) as compared to Speaking (18%) and Writing (16%). Root Cause: Emergent bilingual students are reluctant to speak a new language as they are learning.</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: The overall Meets Standard for Two or More Races will increase in Reading from 83% to 85%, Math from 77% to 80%, and Science from 44% to 46%.

Evaluation Data Sources: 2023 STAAR tests

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: All students are using their personalized data tracker (Motivated Mustang Form) to monitor their academic growth and take accountability for their learning,</p> <p>Strategy's Expected Result/Impact: Increase in Meets on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Para Interventionists Math and Reading Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 3</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: The district summer school program 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: 2023 STAAR results increase</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Reading Interventionist</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3, 4</p> | Formative | | |
| | Dec | Mar | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 3: Mitchell Intermediate will partner with Tri-County to offer an evidence-based awareness program by TEA for prevention education. Tri-County will provide training to identified students needing more guidance and support to make positive choices to support their future goals.</p> <p>Strategy's Expected Result/Impact: Identified students will benefit from the All-Star program.</p> <p>Staff Responsible for Monitoring: Tri-County staff, Principal, Counselors</p> <p>Problem Statements: Student Achievement 2, 3 - Culture and Climate 1, 2</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 4 Problem Statements:





| Student Achievement |
|--|
| <p>Problem Statement 1: Special Education 2023 STAAR results in reading, math, and science are significantly lower than other student groups. 5th & 6th Grade Spec Ed Approaching Standards in all content areas is 65%. Root Cause: In previous years we had a higher number of students in a pull-out Resource classroom, This year we are moving several students from Resource to general education classes to expose them to grade level material.</p> <p>Problem Statement 2: 2023 Reading, Math, and Science STAAR results for African American students were significantly lower than most other groups. Campus Masters Math was 57%, AA Masters Math 25% Campus Masters Reading 63% AA Masters Math 35% Campus Masters Science 50% AA Masters Science 16% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 3: The Masters percentage for students identified as Eco Dis is significantly lower than the campus average. Math-Campus 57% Math-EcoDis 32% Reading-Campus 63% Reading-EcoDis 41% Science -Campus 50% 5th Science-EcoDis 23% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 4: The percentage of students Approaching Standard in science went from 93% in 2022 to 91% in 2023. Root Cause: With personnel changes on the 5th Grade team (one on maternity leave, one new to Mitchell, and one resigning in Nov resulting in a long-term substitute) the cohesiveness of the team impacted effective PLT strategies.</p> <p>Problem Statement 5: TELPAS results show a discrepancy between Listening (66%) and Reading (69%) as compared to Speaking (18%) and Writing (16%). Root Cause: Emergent bilingual students are reluctant to speak a new language as they are learning.</p> |
| Culture and Climate |
| <p>Problem Statement 1: On our campus, the majority of our population comes from homes able to provide a variety of cultural and economic experiences. Some students have not had these opportunities. Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 2: From 2022 to 2023, discipline referrals have increased from 506 to 580. Root Cause: Teachers became more diligent in documenting informational referrals to report behaviors in ViewIt.</p> <p>Problem Statement 3: In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff. Root Cause: Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.</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: The overall Masters average will increase from 58% to 60% across all content areas.

Evaluation Data Sources: 2023 STAAR, CFA, Interim STAAR

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: After assessments new math and reading coaches will pull lowest performing TEKS to create strategy lessons for recursive review.</p> <p>Strategy's Expected Result/Impact: Increase in Masters on STAAR</p> <p>Staff Responsible for Monitoring: Math and Reading Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Math and Reading Instructional Coaches - State Comp Ed - \$83,411.50</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: All teachers are required to obtain GT certification. Having this additional certification provides a measure of validity to our TPSP program.</p> <p>Problem Statements: Student Achievement 3</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 5 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Special Education 2023 STAAR results in reading, math, and science are significantly lower than other student groups. 5th & 6th Grade Spec Ed Approaching Standards in all content areas is 65%. Root Cause: In previous years we had a higher number of students in a pull-out Resource classroom, This year we are moving several students from Resource to general education classes to expose them to grade level material.</p> |

Student Achievement

Problem Statement 2: 2023 Reading, Math, and Science STAAR results for African American students were significantly lower than most other groups. Campus Masters Math was 57%, AA Masters Math 25% Campus Masters Reading 63% AA Masters Math 35% Campus Masters Science 50% AA Masters Science 16% **Root Cause:** Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.

Problem Statement 3: The Masters percentage for students identified as Eco Dis is significantly lower than the campus average. Math-Campus 57% Math-EcoDis 32% Reading-Campus 63% Reading-EcoDis 41% Science -Campus 50% 5th Science-EcoDis 23% **Root Cause:** Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.

Problem Statement 4: The percentage of students Approaching Standard in science went from 93% in 2022 to 91% in 2023. **Root Cause:** With personnel changes on the 5th Grade team (one on maternity leave, one new to Mitchell, and one resigning in Nov resulting in a long-term substitute) the cohesiveness of the team impacted effective PLT strategies.





Problem Statement 5: TELPAS results show a discrepancy between Listening (66%) and Reading (69%) as compared to Speaking (18%) and Writing (16%). **Root Cause:** Emergent bilingual students are reluctant to speak a new language as they are learning.

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 PLT 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

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: The principal is responsible to identify members for each team, determining dates for meetings, communicating dates on the Mitchell Calendar, and ensuring effectiveness of each team.</p> <p>Problem Statements: Culture and Climate 3</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 1 Problem Statements:





| Culture and Climate |
|---|
| <p>Problem Statement 3: In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff. Root Cause: Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.</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 2: Two secretaries have specific roles. One is primarily responsible for budget management, while the other handles substitutes, work orders, and personnel related topics. Meetings with the principal and the financial secretary are held at least twice a month to review the budget and determine how funds are allocated.

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

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: The principal will meet with the secretaries twice a month to review budget, accounts payable, review Kronos, and staff attendance.</p> <p>Staff Responsible for Monitoring: Principal Secretaries</p> <p>Problem Statements: Culture and Climate 3</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |





Performance Objective 2 Problem Statements:

| Culture and Climate |
|--|
| <p>Problem Statement 3: In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff. Root Cause: Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.</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 3: The principal receives the campus allocated budget in the spring for the upcoming school year. Each department receives an allocation of funds. In addition, each department and LC manages an activity fund in which funds are collected for department/LC needs.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: The principal and the campus secretary monitor these accounts diligently to ensure budgets are managed properly by meeting twice monthly to monitor the budget, ensure work orders are being processed, and plan for events in which funding is needed.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Culture and Climate 3</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 3 Problem Statements:





| Culture and Climate |
|---|
| <p>Problem Statement 3: In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff.</p> <p>Root Cause: Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.</p> |

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: To further develop staff, we utilize The Handbook for The New Art and Science of Teaching, Bloom's Taxonomy, Depth and Complexity, and Lead4ward as resources, all content area teachers will participate in on-going professional learning to ensure the implementation of research-based best practices.

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

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 1: Professional development opportunities will be provided during inservice, at monthly Mitchell 101 meetings, and scheduled district staff development days. Problem Statements: Culture and Climate 2 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |





Performance Objective 1 Problem Statements:

| Culture and Climate |
|--|
| Problem Statement 2: From 2022 to 2023, discipline referrals have increased from 506 to 580. Root Cause: Teachers became more diligent in documenting informational referrals to report behaviors in ViewIt. |

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 2: Annual Conroe ISD Job Fair facilitates our recruitment of high-quality educators. A rigorous process to recruit staff members has been effective for many years. The retention rate of staff members is exceptional. 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.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Creative digital strategies will be used as marketing tools to attract and retain educators.</p> <p>Strategy's Expected Result/Impact: Digital marketing tools will facilitate recruitment, development, and retention of staff.</p> <p>Problem Statements: Culture and Climate 3</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |





Performance Objective 2 Problem Statements:

| Culture and Climate |
|---|
| <p>Problem Statement 3: In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff.</p> <p>Root Cause: Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.</p> |

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 3: Layers of support for teachers including Learning Communities, PLCs, instructional coaches and administration add to retention of high-quality educators.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: The structure of our school was intentionally designed to ensure that each educator is supported and has multiple resources to be successful.</p> <p>Strategy's Expected Result/Impact: Teachers experience agency and know they can make individual choices and are supported in their learning environments.</p> <p>Staff Responsible for Monitoring: Principal and APs</p> <p>Problem Statements: Culture and Climate 3</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 3 Problem Statements:

| Culture and Climate |
|---|
| <p>Problem Statement 3: In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff.</p> <p>Root Cause: Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.</p> |

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 4: The principal is scheduling "Principal Check-In" meetings with each department on a quarterly basis to give staff members the opportunity to have a direct line of communication.





Evaluation Data Sources: Feedback from teachers on effectiveness of check-ins

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.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Each LC devises a plan to implement Positivity Project videos created by counselors.</p> <p>Strategy's Expected Result/Impact: Promoting programs for higher social emotional learning.</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p> <p>Problem Statements: Culture and Climate 1, 2</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 1 Problem Statements:





| Culture and Climate |
|---|
| <p>Problem Statement 1: On our campus, the majority of our population comes from homes able to provide a variety of cultural and economic experiences. Some students have not had these opportunities. Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 2: From 2022 to 2023, discipline referrals have increased from 506 to 580. Root Cause: Teachers became more diligent in documenting informational referrals to report behaviors in ViewIt.</p> |

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 will focus on effective strategies to maximize learning time, a safe environment, and a positive culture. Our campus is applying for HRS Level 3 Certification in the 23-24 school year.

Evaluation Data Sources: Foundations Surveys
High Reliability Schools Surveys

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: The Foundation Team has set times to meet, and a subcommittee will meet to address HRS goals.</p> <p>Strategy's Expected Result/Impact: Campus-wide effective strategies for Foundations. HRS Level 3 Certification</p> <p>Staff Responsible for Monitoring: Foundations Committee HRS Committee</p> <p>Problem Statements: Culture and Climate 1, 2, 3</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 2 Problem Statements:





| Culture and Climate |
|---|
| <p>Problem Statement 1: On our campus, the majority of our population comes from homes able to provide a variety of cultural and economic experiences. Some students have not had these opportunities. Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> |
| <p>Problem Statement 2: From 2022 to 2023, discipline referrals have increased from 506 to 580. Root Cause: Teachers became more diligent in documenting informational referrals to report behaviors in ViewIt.</p> |
| <p>Problem Statement 3: In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff. Root Cause: Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.</p> |

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

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Strategic social media campaign ensures community is aware of the positive culture of Mitchell Intermediate.</p> <p>Strategy's Expected Result/Impact: Create a recursive positive narrative of Mitchell culture.</p> <p>Staff Responsible for Monitoring: Mitchell staff, specifically Instructional Technology Coach for social media creation.</p> <p>Problem Statements: Culture and Climate 1, 3 - Parent and Community Engagement 1, 2, 3</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 3 Problem Statements:

| Culture and Climate |
|---|
| <p>Problem Statement 1: On our campus, the majority of our population comes from homes able to provide a variety of cultural and economic experiences. Some students have not had these opportunities. Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> |
| <p>Problem Statement 3: In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff. Root Cause: Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.</p> |
| Parent and Community Engagement |
| <p>Problem Statement 1: We have traditionally hosted Parent Information Night for both grade levels. Attendance at the 6th grade Parent Information Night decreased. Root Cause: Some families feel the 6th grade Parent Information Night is redundant.</p> |

Parent and Community Engagement

Problem Statement 2: An important tradition at Mitchell is the 6th grade Mission to Mars. Because last year's fundraiser was not as effective, we may not have funds to provide this tradition. **Root Cause:** We have not found an influential fundraiser over the past three years to meet the needs of our families and school environment. We primarily rely on PTO donations for a majority of our academic and enrichment needs.





Problem Statement 3: The 2021-2022 attendance rate was 98% but dropped to 96% in the 2022-2023 school year. **Root Cause:** Some parents and families have developed a mindset in which students can look online for their school work instead of prioritizing being in class.

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: Content area teachers will have the opportunity to plan collaboratively with their PLT to enhance unit/lesson development.

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

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Time will be allocated for teachers to plan collaboratively to enhance lesson development and ensure a guaranteed curriculum. Scheduled time weekly and professional development days blocked out monthly.</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>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Culture and Climate 3</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 4 Problem Statements:





| Culture and Climate |
|---|
| <p>Problem Statement 3: In the 2023-2024 school year, many teachers will be learning new positions. New communication patterns will be learned on the part of the entire staff.</p> <p>Root Cause: Additional staff allocations, team member changes, more staff members than expected retired and/or resigned.</p> |

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: To support students needing more guidance, the All-Star program, an evidence-based prevention education program by TEA, the M3 program, and the "Mitchell Aspiring Leaders" sponsored by the PE Coach will provide mentorship for students.

Evaluation Data Sources: increase in discipline referrals, increase in percentage of Eco Dis students

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Each program will require support and oversight to ensure effectiveness. Each staff member responsible will be expected to communicate necessary details to those involved, help to identify students, provide materials/snacks for activities, and evaluate effectiveness at the end of the school year.</p> <p>Strategy's Expected Result/Impact: Identified students will receive a mentor to support their academic achievement and social well-being.</p> <p>Staff Responsible for Monitoring: All-Star Program (Tri-County Principal, Counselors) M3 (Assistant Principals) Mitchell Aspiring Leaders (PE Coach)</p> <p>Problem Statements: Student Achievement 2, 3 - Culture and Climate 1, 2</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 5 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 2: 2023 Reading, Math, and Science STAAR results for African American students were significantly lower than most other groups. Campus Masters Math was 57%, AA Masters Math 25% Campus Masters Reading 63% AA Masters Math 35% Campus Masters Science 50% AA Masters Science 16% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 3: The Masters percentage for students identified as Eco Dis is significantly lower than the campus average. Math-Campus 57% Math-EcoDis 32% Reading-Campus 63% Reading-EcoDis 41% Science -Campus 50% 5th Science-EcoDis 23% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> |

Culture and Climate

Problem Statement 1: On our campus, the majority of our population comes from homes able to provide a variety of cultural and economic experiences. Some students have not had these opportunities. **Root Cause:** Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.

Problem Statement 2: From 2022 to 2023, discipline referrals have increased from 506 to 580. **Root Cause:** Teachers became more diligent in documenting informational referrals to report behaviors in ViewIt.





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: For the 6th consecutive school year, T-TESS goals have been identified from The Handbook for The New Art and Science of Teaching.

Faculty has chosen elements from the Handbook for The New Art and Science of Teaching revisiting, recommitting, and revising collectively to best meet our students' needs.

Evaluation Data Sources: CFA data, 2023 Interim STAAR, 2023 STAAR

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Providing time and exemplars for faculty to write goals. Administrators are available to assist in writing goals.</p> <p>Strategy's Expected Result/Impact: TTESS evaluations showing results and impacts</p> <p>Staff Responsible for Monitoring: Principal and APs</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Special Education 2023 STAAR results in reading, math, and science are significantly lower than other student groups. 5th & 6th Grade Spec Ed Approaching Standards in all content areas is 65%. Root Cause: In previous years we had a higher number of students in a pull-out Resource classroom, This year we are moving several students from Resource to general education classes to expose them to grade level material.</p> |
| <p>Problem Statement 2: 2023 Reading, Math, and Science STAAR results for African American students were significantly lower than most other groups. Campus Masters Math was 57%, AA Masters Math 25% Campus Masters Reading 63% AA Masters Math 35% Campus Masters Science 50% AA Masters Science 16% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> |
| <p>Problem Statement 3: The Masters percentage for students identified as Eco Dis is significantly lower than the campus average. Math-Campus 57% Math-EcoDis 32% Reading-Campus 63% Reading-EcoDis 41% Science -Campus 50% 5th Science-EcoDis 23% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> |
| <p>Problem Statement 4: The percentage of students Approaching Standard in science went from 93% in 2022 to 91% in 2023. Root Cause: With personnel changes on the 5th Grade team (one on maternity leave, one new to Mitchell, and one resigning in Nov resulting in a long-term substitute) the cohesiveness of the team impacted effective PLT strategies.</p> |

Student Achievement





Problem Statement 5: TELPAS results show a discrepancy between Listening (66%) and Reading (69%) as compared to Speaking (18%) and Writing (16%). **Root Cause:** Emergent bilingual students are reluctant to speak a new language as they are learning.

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: Weekly PLT meetings are held to collaborate on instructional plans and analyze results from Common Formative Assessments (CFAs), Interim STAAR Assessments, STAAR, and unit tests.

Evaluation Data Sources: CFA data, 2023 Interim STAAR, 2023 STAAR

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: A calendar is set for specific allocation of time for teachers to focus on collaboration, instructional plans, and longitudinal dashboard.</p> <p>Strategy's Expected Result/Impact: More effective instruction and student success.</p> <p>Staff Responsible for Monitoring: LC Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 2 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Special Education 2023 STAAR results in reading, math, and science are significantly lower than other student groups. 5th & 6th Grade Spec Ed Approaching Standards in all content areas is 65%. Root Cause: In previous years we had a higher number of students in a pull-out Resource classroom, This year we are moving several students from Resource to general education classes to expose them to grade level material.</p> <p>Problem Statement 2: 2023 Reading, Math, and Science STAAR results for African American students were significantly lower than most other groups. Campus Masters Math was 57%, AA Masters Math 25% Campus Masters Reading 63% AA Masters Math 35% Campus Masters Science 50% AA Masters Science 16% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 3: The Masters percentage for students identified as Eco Dis is significantly lower than the campus average. Math-Campus 57% Math-EcoDis 32% Reading-Campus 63% Reading-EcoDis 41% Science -Campus 50% 5th Science-EcoDis 23% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 4: The percentage of students Approaching Standard in science went from 93% in 2022 to 91% in 2023. Root Cause: With personnel changes on the 5th Grade team (one on maternity leave, one new to Mitchell, and one resigning in Nov resulting in a long-term substitute) the cohesiveness of the team impacted effective PLT strategies.</p> |

Student Achievement





Problem Statement 5: TELPAS results show a discrepancy between Listening (66%) and Reading (69%) as compared to Speaking (18%) and Writing (16%). **Root Cause:** Emergent bilingual students are reluctant to speak a new language as they are learning.

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 3: The campus Technology Coach works collaboratively with students helping to leverage learning with technology.

Evaluation Data Sources: Google Drive

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Utilizing the Google platform, students will be taught how to save and access their work.</p> <p>Strategy's Expected Result/Impact: Students will build on digital learning skills that will increase confidence and competency on future digital assessments, and enhance their ongoing goal of being lifelong learners.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coach</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 3 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Special Education 2023 STAAR results in reading, math, and science are significantly lower than other student groups. 5th & 6th Grade Spec Ed Approaching Standards in all content areas is 65%. Root Cause: In previous years we had a higher number of students in a pull-out Resource classroom, This year we are moving several students from Resource to general education classes to expose them to grade level material.</p> <p>Problem Statement 2: 2023 Reading, Math, and Science STAAR results for African American students were significantly lower than most other groups. Campus Masters Math was 57%, AA Masters Math 25% Campus Masters Reading 63% AA Masters Math 35% Campus Masters Science 50% AA Masters Science 16% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 3: The Masters percentage for students identified as Eco Dis is significantly lower than the campus average. Math-Campus 57% Math-EcoDis 32% Reading-Campus 63% Reading-EcoDis 41% Science-Campus 50% 5th Science-EcoDis 23% Root Cause: Although this data represents a small percentage of students, we are always striving to close achievement gaps. We have a high percentage of new students who have been mobile. Mobility can cause gaps in curriculum.</p> <p>Problem Statement 4: The percentage of students Approaching Standard in science went from 93% in 2022 to 91% in 2023. Root Cause: With personnel changes on the 5th Grade team (one on maternity leave, one new to Mitchell, and one resigning in Nov resulting in a long-term substitute) the cohesiveness of the team impacted effective PLT strategies.</p> <p>Problem Statement 5: TELPAS results show a discrepancy between Listening (66%) and Reading (69%) as compared to Speaking (18%) and Writing (16%). Root Cause: Emergent bilingual students are reluctant to speak a new language as they are learning.</p> |

Campus Funding Summary

| Title III | | | | | |
|------------------------------------|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Tutors | | \$4,250.00 |
| Sub-Total | | | | | \$4,250.00 |
| Budgeted Fund Source Amount | | | | | \$4,250.00 |
| +/- Difference | | | | | \$0.00 |
| State Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Math and Reading Instructional Coaches | | \$83,411.50 |
| 1 | 2 | 2 | Tutors | | \$2,735.00 |
| 1 | 5 | 1 | Math and Reading Instructional Coaches | | \$83,411.50 |
| Sub-Total | | | | | \$169,558.00 |
| Budgeted Fund Source Amount | | | | | \$169,558.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$173,808.00 |
| Grand Total Spent | | | | | \$173,808.00 |
| +/- Difference | | | | | \$0.00 |