

Conroe Independent School District
Mitchell Intermediate
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

5th Reading

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	97%	58%	81%	76%	57%	87%
2018	96%	55%	86%	74%	58%	87%
2019	97%	58%	80%	76%	58%	87%
2021	94%	55%	79%	76%	66%	84%
2022	96%	55%	87%	76%	69%	87%

5th Math

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	98%	47%	87%	72%	65%	86%
2018	99%	47%	87%	69%	65%	83%
2019	99%	50%	86%	72%	71%	83%
2021	97%	47%	82%	69%	63%	83%
2022	96%	47%	77%	69%	53%	83%

5th Science

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	95%	58%	78%	78%	51%	89%
2018	97%	61%	76%	78%	45%	89%
2019	95%	61%	82%	78%	60%	89%
2021	94%	56%	78%	78%	48%	89%
2022	93%	58%	73%	78%	45%	89%

6th Reading

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	95%	58%	81%	78%	56%	88%
2018	95%	58%	75%	78%	48%	88%
2019	95%	58%	78%	78%	48%	88%
2021	92%	58%	72%	78%	48%	88%
2022	92%	55%	76%	75%	56%	85%

6th Math

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	96%	34%	84%	61%	62%	82%
2018	98%	37%	86%	63%	63%	82%
2019	98%	37%	90%	61%	68%	79%
2021	97%	39%	81%	61%	58%	79%
2022	95%	37%	79%	61%	55%	79%

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 two years. Level 1 certification achieved May 2022.

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.

2021 STAAR Data as compared to 2022 STAAR Data

5th Grade Reading (All Students): Masters - from 66% to 69% (87%)

5th Grade Reading (All Students): Met - 79% to 87% (76%)

5th Grade Reading (All Students): Approaches - 94% to 96% (55%)

6th Grade Reading (All Students): Masters - 48% to 56% (85%)

6th Grade Reading (All Students): Met - 72% to 76% (75%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 2022 Math STAAR for both grade levels decreased a few percentage points for all three reporting categories (approaches, meets, masters). Historically, scores are maintained or increased. **Root Cause:** Students struggled in grade level content due to inconsistent academics during the two years of the pandemic.

Problem Statement 2: Special Education 2022 STAAR results in Reading, Math, and Science are significantly lower than other groups. **Root Cause:** Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level reading material successfully.

Problem Statement 3: 2022 Reading, Math, & Science STAAR results for African American students were significantly lower than most other groups. **Root Cause:** Many of our African American students were in a previous school district prior to this year which has created gaps in content knowledge for students.

Problem Statement 4 (Prioritized): 2022 Science STAAR decreased a few percentage points for all three reporting categories (approaches, meets, masters). Historically, scores are maintained or increased. **Root Cause:** Students struggled in grade level content due to inconsistent academics during the two years of the pandemic.

Problem Statement 5 (Prioritized): Our identified Gifted and Talented population had a Masters rate on the 2022 STAAR consistent with the previous STAAR administrations, except for 5th grade Science and Math. 2021 5th Math 97% 5th Reading 97% 5th Science 91% 6th Math 94% 6th Reading 81% 2022 5th Math 86% 5th Reading 93% 5th Science 74% 6th Math 94% 6th Reading 96% **Root Cause:** Students struggled in grade level content due to inconsistencies during the two years of the pandemic. GT scores are not reflective of their content area of eligibility. The increased drop in science scores is due to an extensive time period without an effective science learning environment during previous school years such as limited lab activities and hands-on lessons.

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.

2022-2023 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	

AND

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

Truett Avrett	Deborah Kubicek
Sara Fritz	Jack McQueen
Izayah Gomez	April Murray
Jason Harvey	Kayla Shannon
Marcail Hicks	<i>Julie Stobbe</i>
Jayce Howard	Leigh Ann Vadala

Foundations (*one member from the following*)

Amy Allison	Lea Reitzel
Mary Ellen Bryant	Ashley Rupp

Marcail Hicks *Juli Sorrentino*

Katie McLean Kera Estrada

Jason Harvey

AND

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

Stephanie Johnson Juli Sorrentino

Paula Klapesky Julie Stobbe

Colby Clifford *Jeremy Williams*

Lea Reitzel Danielle Bajoit

AND

PLT Leaders *(one member from the following)*

Georgie Bauer Mary Littlejohn

Chelsea Lester Katie McLean

Gina Cox Ashley Rupp

Jessica Houston Patti Thorpe

Karen Kamburis

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 27 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 three 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 third 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. We will apply for Level 2 this school year. We will be administering our Level 2 surveys in October to begin working on Level 2 evidence this school year.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: On our campus, the majority of our population comes from homes that are able to provide a variety of cultural and economic experiences. A marginalized population of economically disadvantaged students can not relate to other students who have those experiences. **Root Cause:** Teachers not being mindful of creating a learning environment that creates space for all learners of every economic bracket.

Problem Statement 2: School attendance was sporadic for students. While some were still remote, others were attending in-person, resulting in the loss of structure for all students. Teachers have noticed students struggle with daily routines including following directions and interacting with peers and teachers. **Root Cause:** Inconsistent school attendance as caused by the pandemic.

Problem Statement 3 (Prioritized): In the 22-23 school year, there will be many shifts in Mitchell culture and climate. Many learning communities will include new hires or staff from differing learning communities. **Root Cause:** Six additional staff allocations, team members changed, 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 13 years we have held the "**Paint the Path Pink**" to raise money to donate to The Rose Foundation that supports women seeking support with breast cancer prevention and treatment.

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

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

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

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

Parent and Community Engagement Strengths

We are proud that all parents have opportunities to participate. 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, Shauna Tysor, serves on the Mitchell Leadership Team. She is an integral member of our team and provides insight from our community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: In a typical year, our parent engagement is extremely high with hundreds of registered volunteers. **Root Cause:** Mitchell PTO members have increasingly become employed, causing a decrease in parent ability to volunteer.

Problem Statement 2: An important tradition at Mitchell is the 6th grade Mission to Mars. Because fundraiser was not as effective, we may not have funds to provide traditional

field trip. **Root Cause:** Children had done Boosterthon fundraiser in elementary school, so were not excited about Boosterthon fundraising attempt at Mitchell.

Problem Statement 3: In most years, we experience a lack of involvement from families who are labeled low SES. **Root Cause:** The logistical realities of extracurricular activities are cost prohibitive for these families. Some may also feel intimidated in new environments.

Priority Problem Statements

Problem Statement 2: 2022 Math STAAR for both grade levels decreased a few percentage points for all three reporting categories (approaches, meets, masters). Historically, scores are maintained or increased.

Root Cause 2: Students struggled in grade level content due to inconsistent academics during the two years of the pandemic.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: In the 22-23 school year, there will be many shifts in Mitchell culture and climate. Many learning communities will include new hires or staff from differing learning communities.

Root Cause 4: Six additional staff allocations, team members changed, more staff members than expected retired and/or resigned.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 3: 2022 Science STAAR decreased a few percentage points for all three reporting categories (approaches, meets, masters). Historically, scores are maintained or increased.

Root Cause 3: Students struggled in grade level content due to inconsistent academics during the two years of the pandemic.

Problem Statement 3 Areas: Student Achievement

Problem Statement 1: Our identified Gifted and Talented population had a Masters rate on the 2022 STAAR consistent with the previous STAAR administrations, except for 5th grade Science and Math. 2021 5th Math 97% 5th Reading 97% 5th Science 91% 6th Math 94% 6th Reading 81% 2022 5th Math 86% 5th Reading 93% 5th Science 74% 6th Math 94% 6th Reading 96%

Root Cause 1: Students struggled in grade level content due to inconsistencies during the two years of the pandemic. GT scores are not reflective of their content area of eligibility. The increased drop in science scores is due to an extensive time period without an effective science learning environment during previous school years such as limited lab activities and hands-on lessons.

Problem Statement 1 Areas: Student Achievement





Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: The overall Approaching average for students receiving Special Education services will increase in both grade levels and all content areas by 2%age points.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated learning opportunities provided by each child's Spec Ed case manager. Spec Ed teachers will participate in professional learning on Marzano's research-based best practices to enhance skill development utilizing Tier 2 practices.</p> <p>Strategy's Expected Result/Impact: Approaching on STAAR</p> <p>Staff Responsible for Monitoring: Spec Ed Case Managers Spec Ed Feeder Coach Spec Ed Feeder Facilitator</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	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>				

Goal 1: Student Achievement and Post-Secondary Success

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

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated learning opportunities are provided for students not Approaching Standard on STAAR. All teachers select professional goals from Marzano's, research-based best practices to enhance skill development from, The Handbook for The New Art and Science of Teaching.</p> <p>Strategy's Expected Result/Impact: Approaching on STAAR</p> <p>Staff Responsible for Monitoring: Reading and Math Interventionists RtI support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Two math interventionists and one reading interventionist and paras will serve students needing more support and are in danger of not passing 2023 STAAR.</p> <p>Strategy's Expected Result/Impact: Approaching on STAAR</p> <p>Staff Responsible for Monitoring: LC Teachers math interventionist math paras</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist - State Comp Ed - \$63,270, Math & Reading Interventionist - ESSER III - \$163,743</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement and Post-Secondary Success

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

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

Evaluation Data Sources: 2023 STAAR, CFA, Interim STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated learning opportunities provided for students not Approaching Standard on STAAR. Identified LEP students will access and utilize Summit K12, developing and strengthening speaking skills.</p> <p>Strategy's Expected Result/Impact: Approaching on STAAR Advanced High on TELPAS</p> <p>Staff Responsible for Monitoring: Stephanie Johnson ESL teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Summit K-12 - Title III - \$2,850</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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 average on STAAR Reading, Math, and Science scores will increase in both grade levels by 2%age points.

Evaluation Data Sources: 2023 STAAR tests

Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated learning opportunities provided for students not Approaching Standard on STAAR. All content area teachers will participate in professional learning on Marzano's research-based best practices to enhance skill development from The Handbook for The New Art and Science of Teaching. Teachers will develop and implement Tier 2 practices.</p> <p>Strategy's Expected Result/Impact: Increase in Meets on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Para Interventionists</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Para Interventionists - ESSER III - \$30,301</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: From February-April 2023, an after school Math Competition will be held targeting students scoring in the Meets range on STAAR.</p> <p>Strategy's Expected Result/Impact: Our goal is to target students to prevent a drop in their STAAR level.</p> <p>Staff Responsible for Monitoring: After school tutors/interventionists</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Pay - State Comp Ed - \$10,668</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: STAAR results for students identified for the GT program will increase by 2%age points in both grade levels and all content areas.

Evaluation Data Sources: 2023 STAAR, CFA, Interim STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: The district's GT Coach will work with Mrs. Reitzel, to present Depth & Complexity. Lab site training will also be implemented to support the use of Marzano's Elements and elevate student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in Masters on STAAR</p> <p>Staff Responsible for Monitoring: LC teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	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>Funding Sources: ESSER III Funds for Teacher - ESSER III - \$21,771</p>	Formative			Summative
	Oct	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>				

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

Goal 2: School Leadership and Fiscal Responsibility

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

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

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

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: All content area teachers will participate on-going professional learning, ensuring the implementation of research-based best practices, utilizing the Handbook for The New Art and Science of Teaching as a resource, across contents. Simultaneously, teachers will continue to develop questioning strategies, honoring the growth mindset, committing to higher levels of Bloom's Taxonomy, utilizing the Depth & Complexity tool, allowing students to think and make connections across contents, preparing them for good citizenship.

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.

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

Goal 4: Safe and Collaborative School Culture

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

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

Evaluation Data Sources: Observations & feedback from teachers

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

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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 2 Certification in the 22-23 school year.

Evaluation Data Sources: Foundations Surveys
High Reliability Schools Surveys

Goal 4: Safe and Collaborative School Culture

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





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

Goal 4: Safe and Collaborative School Culture

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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	Reviews			
<p>Strategy 1: Time will be allocated for teachers to plan collaboratively to enhance lesson development and ensure a guaranteed curriculum.</p> <p>Strategy's Expected Result/Impact: CFA, STAAR Interim Assessment results, STAAR results</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach</p> <p>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>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The school nurse will promote a safe and healthy environment.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: ESSER III Funding for Nurse - ESSER III - \$23,000</p>	Formative			Summative
	Oct	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>				

Goal 4: Safe and Collaborative School Culture

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Performance Objective 5: The school nurse will provide a safe environment and promote a healthy focus for students and staff.

Goal 5: Effective Instruction

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

Performance Objective 1: 1. For the 5th consecutive school year, T-TESS goals have been identified from The Handbook for The New Art and Science of Teaching.

2. Three elements are chosen by the faculty from the Handbook for The New Art and Science of Teaching revisiting, recommitting and revising collectively to best meet our students' needs. Teachers will study and work collectively, across PLTs and LCs, focusing on these three elements across contents, and the building.





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

Goal 5: Effective Instruction

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

- Performance Objective 2:** 1. 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.
 2. The campus Technology Coach works collaboratively with the teachers, helping to leverage learning with technology.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing the Google platform, students will be taught how to save and access their work. Strategy's Expected Result/Impact: Students will build on digital learning skills that will enhance their competencies for their ongoing goal of being lifelong learners. Staff Responsible for Monitoring: LC Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Summit K-12		\$2,850.00
Sub-Total					\$2,850.00
Budgeted Fund Source Amount					\$2,850.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Math Interventionist		\$63,270.00
1	4	3	Extra Duty Pay		\$10,668.00
Sub-Total					\$73,938.00
Budgeted Fund Source Amount					\$73,938.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Math & Reading Interventionist		\$163,743.00
1	4	1	Para Interventionists		\$30,301.00
1	5	2	ESSER III Funds for Teacher		\$21,771.00
4	4	2	ESSER III Funding for Nurse		\$23,000.00
Sub-Total					\$238,815.00
Budgeted Fund Source Amount					\$238,815.00
+/- Difference					\$0.00
Grand Total Budgeted					\$315,603.00
Grand Total Spent					\$315,603.00
+/- Difference					\$0.00