



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Mitchell Intermediate

Rating: A

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).*

Distinction Designations Earned:

- Mathematics
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: Increase level of students achieving “Meets” and “Masters” level in all content areas. Targeted students groups include: African American (85%-Approaches, 49%-Meets, 21%-Masters) and Special Education (78%-Approaches, 48%-Meets, 25%-Masters).

STRATEGY DESCRIPTION(S):

- Guided Math and Guided Reading are implemented to reach students at their instructional level so that all students can increase skill levels.
- Remediation programs such as: before school Math tutoring offered by every math teacher and “Mustangs Helping Mustangs” (peer tutors), the Lab Site Reading remediation program for 5th graders who failed 4th Grade Reading STAAR, and “Team Touchdown” for identified students in danger of failing STAAR target identified students.

READING/ELA

PERFORMANCE OBJECTIVE: Increase the Approaches (97%), Meets (80%), and Masters (54%) level on 5th grade STAAR.

STRATEGY DESCRIPTION(S):

- The Lucy Calkins Units of Study will be implemented in all Language Arts classrooms to ensure a high level of literacy instruction.



Units of Study was piloted in January 2019 with a majority of the LA teachers and fully implemented this school year.

- All language arts, math, science, and social studies teachers are reading a chosen book as their class Read Aloud.
- “Lab Site” will be offered every Monday and Tuesday to students in danger of failing STAAR.
- An after school tutorial program titled “Team Touchdown” is offered to 5th and 6th graders in danger of not passing STAAR. Team Touchdown tutors use the Units of Study reading workshop model.

WRITING

PERFORMANCE OBJECTIVE: Specific grammar/writing skills have been identified by the Language Arts PLC as areas in which to focus.

STRATEGY DESCRIPTION(S):

- A “Grammar Ninjas” committee was established to help identify areas in grammar/writing that need to be addressed prior to our students transitioning to junior high school.

MATH

PERFORMANCE OBJECTIVE: Increase the Approaches (99%), Meets (90%), and Masters (71%) level on 5th grade STAAR.

STRATEGY DESCRIPTION(S):

- The Math PLC meets weekly to ensure they are evaluating Common Assessments, Benchmark data, and STAAR results.
- Teachers will determine a plan to meet goals and remediate and/or extend student learning.
- Teachers will help students track data in their Data Notebook so they are taking ownership of their progress.
- Math teachers offer tutorials every Tuesday and Thursday so that students can receive remediation from teachers other than their own. In addition, peer tutors are available so that a child can learn from a classmate and hear it from another child’s perspective.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: The Social Studies teachers will work collaboratively with their Language Arts partners to support non-fiction reading and writing skills. Technical reading and writing skills will improve from an average of 81% to 85% as assessed on Reporting Category # 3-Understanding/Analysis of Information Texts.

STRATEGY DESCRIPTION(S):

- Social Studies and Language Arts teachers will collaborate to identify specific skills in which they both will teach/reinforce to ensure our students are getting a balanced/well-rounded approach to non-fiction reading/writing.
- Social Studies and Language Arts teachers will offer “Lab Site” every Monday and Tuesday for students who are in danger of not passing STAAR.

SCIENCE

PERFORMANCE OBJECTIVE: Increase the Approaches, Meets, and Masters level on 5th grade STAAR.

STRATEGY DESCRIPTION(S):

- Assess 5th graders during the 1st quarter to determine their mastery of 2nd, 3rd, and 4th grade science skills. We will then tailor our review of those TEKS not yet mastered according to students’ needs and then re-assess with our Q4U common assessments in Eduphoria.
- Monitor TEKS performance by analyzing data from district check points (DCC), benchmarks and our own common assessments.



HEALTH

PERFORMANCE OBJECTIVE: 75% of all students as compared with the 70% of students that met the standard last year will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S):

- Based on the FitnessGram assessment, upper body strength is the lowest area campus-wide. The PE teachers work on building strength and endurance by targeting activities for each muscle group.
- Teach the proper form and technique so each child's strength will increase.
- Track individual strength goals.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Students who are identified as needing remediation will be recommended for a variety of services such as "Lab Site" for reading, Math Tutorials on Tuesday and Thursday mornings, and or "Team Touchdown"-an after school remediation program
- In addition, targeted students receive "Do the Math" and Leveled Literacy Instruction (LLI). Through our targeted walk-through system this year, we are monitoring Tier 1 Best Practices.
- Students who have been identified as mastering skills will receive instruction at their level to enrich their learning.
- Guided Math and Guided Reading will allow students to continue learning and growing at students' instructional level. These students will also delve into an independent study via Texas Performance Standards Project (TPSP).

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97% in 2018-2019 to 98% in 2019-2020.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE: 98% of students will be in attendance for the 2019-2020 school year.

STRATEGY DESCRIPTION(S):

- Teachers will communicate with parents when a child is absent for three or more days to make sure they are aware of the situation and to ensure there is a plan for the child's return.
- Teachers will report extenuating circumstances to the grade level counselor and the Mitchell Attendance Clerk.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds



ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):

- Every new teacher at Mitchell Intermediate is assigned a “mentor” who teaches the same grade level/content area to guide them throughout the school year.
- First year teachers participate in a beginning teacher academy with the Instructional Coach. The Instructional Coach has sessions two times a month to review: CISD initiatives and best practices, CISD technology applications such as Eduphoria, and campus expectations.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S):

- Effectively communicate with parents via: School Messenger, *Mitchell Messenger*, Parent Access Center, Student Access Center, Canvas, and LC newsletters.
- Parents are encouraged to attend/participate in numerous events in which to become involved such as: “Paint the Path Pink”, field trips, 5th Grade Open House, 6th Grade Wax Museum, band concerts, choir concerts, orchestra concerts, LC Summer Event before school begins, PTO Socials, Family Science Night, PTO meetings, and parent information sessions.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website



information is current and accurate

Summative Evaluation Meet Performance Indicators for Campus
Project Manager Principal

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Mitchell Intermediate School is in Foundations Cohort #6. An identified group of staff members attended the training in June 2019 and has worked diligently to survey the staff to highlight areas that need to be refined. Survey results indicate that a majority of the staff perceive the implementation plan to improve overall safety of students and staff.
- The Mitchell Foundations Team will continue to identify areas throughout the building needing attention.
- The Mitchell Safety Committee has reviewed the Emergency Operations Plan to ensure it is clear and effective.
- For the Social/Emotional Learning state mandate, we have chosen the Positivity Project. Each week, specific character traits are emphasized and reinforced in: language arts, social studies, science, fine arts, and PE classes.

Financial Resources Campus budget
Additional Resources Emergency operations plan
Monitoring Timeline Formative- November, January; Summative - July
Formative Evaluation Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation Clean safety audit
Project Manager(s): Principal, Assistant Principal

Goal 5: TECHNOLOGY

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

STRATEGY DESCRIPTION(S):

- Teachers enhance instruction through the use of a variety of resources/tools such as: two LC-assigned Chromebook Carts (56 computers for every 105 students), three computer labs, Google Expedition cart, iPad Cart, Canvas, Imagine Learning (a math remediation/enrichment tool), Google Apps for Education.
- The technology teacher trains a group of students interested in technology called Techsperts so they can in turn assist their teachers and classmates.

Financial Resources Campus budget, Title Funds
Additional Resources Technology staff
Monitoring Timeline Formative - November, January; Summative - July
Formative Evaluation Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation Meet Performance Indicators for STaR Report
Project Manager(s): Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
All Students, Reading & Math Strategy 1	Academic Tutorials	\$5,600.00	0.10
All Students, Reading & Math Strategy 1	Instructional Materials for At-Risk Students	\$1,000.00	0.00
All Students, Reading & Math Strategy 1	Instructional Support for At-Risk Students	\$63,970.00	1.00
	TOTAL SCE	\$6,600.00	1.28

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
All Students, Reading & Math Strategy 1	Academic Tutorials	\$2,000.00	0.04
All Students, Reading & Math Strategy 1	Technology	\$500.00	0.00
All Students, Reading & Math Strategy 1	Books	\$500.00	0.00
All Students, Reading & Math Strategy 1	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$3,500.00	0.06



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Mitchell Intermediate

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

97% scored Approaches Grade Level Standards
85% scored Meets Grade Level Standards
62% scored Masters Grade Level Standards

2019-2020 Goals:

100% will score Approaches Grade Level Standards
90% will score Meets Grade Level Standards
70% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

81% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

85% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

93% scored Approaches Grade Level Standards
63% scored Meets Grade Level Standards
32% scored Masters Grade Level Standards

Focus Student Group: Special Education

78% scored Approaches Grade Level Standards
48% scored Meets Grade Level Standards
25% scored Masters Grade Level Standards

Focus Student Group: African American

85% scored Approaches Grade Level Standards
49% scored Meets Grade Level Standards
21% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

95% will score Approaches Grade Level Standards
68% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards

Focus Student Group: Special Education

80% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards

Focus Student Group: African American

90% will score Approaches Grade Level Standards
54% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

91% scored Approaches Grade Level Standards
57% scored Meets Grade Level Standards
25% scored Masters Grade Level Standards

Focus Student Group: Special Education

70% scored Approaches Grade Level Standards
37% scored Meets Grade Level Standards
14% scored Masters Grade Level Standards

Focus Student Group: African American

83% scored Approaches Grade Level Standards
43% scored Meets Grade Level Standards
20% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

95% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards

Focus Student Group: Special Education

75% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
29% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

88% will score Approaches Grade Level Standards
48% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

WRITING

2018-2019 Performance:

2019-2020 Goals:



Economically Disadvantaged Students
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: Special Education
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: African American
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards

Economically Disadvantaged Students
 ___% will score Approaches Grade Level Standards
 ___% will score Meets Grade Level Standards
 ___% will score Masters Grade Level Standards
Focus Student Group: Type Group Here
 ___% will score Approaches Grade Level Standards
 ___% will score Meets Grade Level Standards
 ___% will score Masters Grade Level Standards
Focus Student Group: Type Group Here
 ___% will score Approaches Grade Level Standards
 ___% will score Meets Grade Level Standards
 ___% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students
99% scored Approaches Grade Level Standards
70% scored Meets Grade Level Standards
42% scored Masters Grade Level Standards
Focus Student Group: Special Education
89% scored Approaches Grade Level Standards
58% scored Meets Grade Level Standards
32% scored Masters Grade Level Standards
Focus Student Group: African American
97% scored Approaches Grade Level Standards
67% scored Meets Grade Level Standards
30% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
100% will score Approaches Grade Level Standards
75% will score Meets Grade Level Standards
47% will score Masters Grade Level Standards
Focus Student Group: Special Education
94% will score Approaches Grade Level Standards
63% will score Meets Grade Level Standards
37% will score Masters Grade Level Standards
Focus Student Group: African American
100% will score Approaches Grade Level Standards
72% will score Meets Grade Level Standards
35% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: Special Education
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: African American
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
 ___% will score Approaches Grade Level Standards
 ___% will score Meets Grade Level Standards
 ___% will score Masters Grade Level Standards
Focus Student Group: Type Group Here
 ___% will score Approaches Grade Level Standards
 ___% will score Meets Grade Level Standards
 ___% will score Masters Grade Level Standards
Focus Student Group: Type Group Here
 ___% will score Approaches Grade Level Standards
 ___% will score Meets Grade Level Standards
 ___% will score Masters Grade Level Standards

SCIENCE

2018-2019 Performance:

2019-2020 Goals:



Economically Disadvantaged Students
84% scored Approaches Grade Level Standards
63% scored Meets Grade Level Standards
27% scored Masters Grade Level Standards
Focus Student Group: Special Education
70% scored Approaches Grade Level Standards
52% scored Meets Grade Level Standards
33% scored Masters Grade Level Standards
Focus Student Group: African American
67% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
7% scored Masters Grade Level Standards

Economically Disadvantaged Students
90% will score Approaches Grade Level Standards
68% will score Meets Grade Level Standards
32% will score Masters Grade Level Standards
Focus Student Group: Special Education
75% will score Approaches Grade Level Standards
57% will score Meets Grade Level Standards
38% will score Masters Grade Level Standards
Focus Student Group: African American
72% will score Approaches Grade Level Standards
32% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670