

Plano Independent School District

Mitchell Elementary

2022-2023



Board Approval Date: September 20, 2022

Mission Statement

- Our Mitchell community collaborates to build a safe environment that empowers scholars to grow socially, emotionally, and academically.

Vision

- Inspiring a growth mindset to empower future leaders for success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mitchell Elementary is composed of a very diverse student population of 660 PreK- 5th graders. Our campus initiated a new bilingual program for the 22-23 school year. Our student groups comprise students that are economically disadvantaged (55% of total students), African American (26% of total students), Hispanic (50% of total students), White (15% of total students), Asian (7% of total students), and Two or more races (4% of total students). We have a 19.3% mobility rate. Mitchell Elementary values these diverse student groups and the community population which provides us with a rich learning environment.

Demographics Strengths

Summary of Strengths -

1. Attendance rate is 96.1% which is above the state
2. Diverse population
3. We keep track of families who reside in our district
4. In most STAAR areas we are within the state and district range; our staff embraces our data and strives to support each scholar
6. Within ranges for sped, GT, ELL and 504.
7. Diversity among parent groups
8. Requiring proof of residency, and support families in need with referrals as needed and meeting their basic needs.
9. Additional staff members due to bilingual program addition; new colleagues value diversity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Closing the gap data indicates that we need to increase the number of economically disadvantaged, hispanic, and AA scholars who are scoring at the meets and masters levels in order to meet the targets for the 22-23 school year **Root Cause:** Teachers will grow in the collaborative team process, focusing on data driven instruction during interventions; the addition of academic support staff will assist our campus goals to support each scholar

Student Learning

Student Learning Summary

Mitchell Elementary has an overall grade of a B rating from the Texas Education Agency. We saw growth in the following areas: 3rd grade Meets expectations and Masters in Reading, 4th grade Approaches in reading, 5th grade Masters in reading, All areas of 3rd grade Math, Approaches and Masters in 4th grade Math, All areas of 5th grade math, Masters in 4th grade Writing, All areas of 5th grade Science. Using resources such as Lead4ward and the collaborative planning protocol allowed us to focus on essential TEK mastery. We will continue the collaborative planning protocol and the implementation of guided reading and math in all classrooms to help guide targeted instruction.

Student Learning Strengths

Summary of Strengths-

1. Students at approaching and ME standard showed growth for the entire campus.
2. Showed progress with our economically disadvantaged students.
3. ELA/Reading
4. Inputting district assessments into Edugence to pull campus reports and subgroups.
5. Implemented Data Meeting protocol and reviewed data and created targeted action reateach plans.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, AA, ED, SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2. **Root Cause:** Growth within the campus professional learning community, in the area of targeted interventions and data tracking for scholars. Goal setting and effective monitoring practices will support scholar growth

Problem Statement 2 (Prioritized): Utilizing all data sources to create a targeted, strategic, and equitable instructional practices. **Root Cause:** Inconsistency utilizing data, ensuring our creation of student mastery checks align to the appropriate level of mastery; deeper instructional conversations within collaborative planning will support teacher capacity and knowledge of best practices.

Problem Statement 3 (Prioritized): Improve STAAR Math in all grade levels by strengthening Tier 1 instruction and strategically planning intervention time. **Root Cause:** Ensure collaborative planning framework is implemented with fidelity with benchmarks set to track our progress; build on our implementation of our campus instructional model for Math instruction.

School Processes & Programs

School Processes & Programs Summary

One of the large focuses this year at Mitchell Elementary is our student culture. Planning morning routines and measuring student engagement through the implementation of Voice/Body/Time will help to build a student culture that is safe and nurturing. We want to ensure that we have an environment that scholars want to attend each day. The campus emphasis on community circles, morning meetings, calm down corners, Positive Behavior Intervention Support (PBIS), Zones, Settle your Glitter Implementation in PK-1 will help support the success of all students. Mitchell Elementary follows standard hiring protocol for PISD which utilizes a committee approach during the interview asking all applicants the same set of questions. We continually look for candidates that share our mission and values.

School Processes & Programs Strengths

- 1) Grade level teams are empowered to collaborate and implement plans and procedures for their classrooms that create positive and successful student outcomes.
- 2) Morning meetings are implemented daily in every classroom.
- 3) Safety and emergency procedures are clear and responsive.
- 4) Campus implements a diverse range of extra-curricular activities, events, and resources designed to engage families and meet student needs.
- 5) Implementation of morning routine that ensures every student is greeted by face and name daily.
- 6) Recognition of students, staff, and community through daily announcements and through WOW Wednesday.
- 7) Creating a collaborative team agenda

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause:** Inconsistency with purposeful planning and implementing collaborative team framework among grade levels.

Problem Statement 2: The Master Schedule reflects designated blocks for Intervention and Extension in each grade level, but Intervention and Extension time is not consistently meeting the needs of all learners. **Root Cause:** Opportunity to be more intentional and strategic to plan for Interventionist push in time and WIN (What I Need) time to address intervention and extension during designated times; lack of support staff affected intervention; we now have support to assist student interventions

Perceptions

Perceptions Summary

Campus worked in creating Mission and Vision statements to unify beliefs. Staff also worked on focusing on our individual mission statements. HRS surveys and parent feedback has been analyzed by administration; we've take the feedback from parents and utilized it to formulate actions steps for our campus Community in Schools will support our scholars and families this year.

Perceptions Strengths

Summary of Strengths:

1. Students, staff, and parents perceive school as safe and orderly.
2. School is managed in a supportive and reflective way that benefits staff, students, and parents
3. Parents and students enjoy all the events held at Mitchell.
4. Staff's priority is building relationships with students through the knowledge of each scholar .
5. Scholars see our campus as a safe place to learn and grow.
6. Campus-wide behavior expectations are communicated daily.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In order to strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural, PBIS strategies-framework, and social emotional needs is necessary in order to establish a strong school culture. **Root Cause:** Per staff feedback there is a need and desire to learn more about student diversity in education, SEL, and PBIS as it relates to learning and achievement. Lack of knowledge of students and their background and interest can lead to ineffective instructional practices; additional supports from district leadership will build teacher capacity in this area

Priority Problem Statements

Problem Statement 2: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, AA, ED, SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2.

Root Cause 2: Growth within the campus professional learning community, in the area of targeted interventions and data tracking for scholars. Goal setting and effective monitoring practices will support scholar growth

Problem Statement 2 Areas: Student Learning

Problem Statement 4: In order to strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural, PBIS strategies-framework, and social emotional needs is necessary in order to establish a strong school culture.

Root Cause 4: Per staff feedback there is a need and desire to learn more about student diversity in education, SEL, and PBIS as it relates to learning and achievement. Lack of knowledge of students and their background and interest can lead to ineffective instructional practices; additional supports from district leadership will build teacher capacity in this area

Problem Statement 4 Areas: Perceptions

Problem Statement 1: Utilizing all data sources to create a targeted, strategic, and equitable instructional practices.

Root Cause 1: Inconsistency utilizing data, ensuring our creation of student mastery checks align to the appropriate level of mastery; deeper instructional conversations within collaborative planning will support teacher capacity and knowledge of best practices.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Improve STAAR Math in all grade levels by strengthening Tier 1 instruction and strategically planning intervention time.

Root Cause 3: Ensure collaborative planning framework is implemented with fidelity with benchmarks set to track our progress; build on our implementation of our campus instructional model for Math instruction.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: DIP- Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.

Performance Objective 1: The percent of Mitchell students that score Meets grade level or above on STAAR Reading 3-5 will increase from 66% in 2022 to 67% by June 2023. The Econ. Dis. student group performance will increase from 55% in 2022 to 56% in 2023. The African American student group performance will increase from 53% in 2022 to 55% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize campus instructional snapshot to guide Tier 1 instruction; grade levels will focus on Shared Reading, Shared Writing, Guided Reading and Writing, and targeted interventions for each scholar. Targeted Reading and Writing as well as online reading intervention resource (MyPath) will continue to be applied to support spiraling of standards.</p> <p>Strategy's Expected Result/Impact: Students will show growth in IRI, MAP, and STAAR. Utilization of Spiraling District Curriculum and Target Reading in grades 3-5. Academic growth within identified sub groups.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Target Reading, Writing, and Math - 211 Title I, Part A - \$5,246</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will engage in the collaborative team planning framework and design effective lessons and demonstrations of learning based on our campus model for instruction; within the collaborative planning framework teachers will examine student data and track student progress, and develop plans to address learning gaps</p> <p>Strategy's Expected Result/Impact: Growth in MAP, STAAR, and District Assessments; teacher effectiveness will increase.</p> <p>Staff Responsible for Monitoring: Mitchell Instructional Staff, teachers, and academic specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Instructional leaders and educators will use lead4ward data reports to access trends and target reading standards; a professional development plan will be created to support teachers ability to effectively teach essential reading standards.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, STAAR, and Districtwide Assessments; increase in teacher pedagogy, increase in overall student achievement.</p> <p>Staff Responsible for Monitoring: Mitchell Instructional staff, teachers, specialist, administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	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: DIP- Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.

Performance Objective 2: HB3 - The percent of Mitchell 3rd grade students that score meets grade level or above on STAAR Reading will increase from 68% in 2022 to 69% by June 2023. The Eco. Dis. student group performance will increase from 59% in 2022 to 61% in 2023. The African American student group performance will increase from 54% in 2022 to 56% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize campus instructional snapshot to guide Tier 1 instruction; grade levels will focus on Shared Reading, Shared Writing, Guided Reading and Writing, and targeted interventions for each scholar. Targeted Reading will continue to be applied to support spiraling of standards.</p> <p>Strategy's Expected Result/Impact: Students will show growth in IRI, MAP, and STAAR. Utilization of Spiraling District Curriculum and Target Reading in grades 2-5.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Target Reading, Writing, and Math - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will track student reading growth goals after each district assessment and reading levels to help determine if students are on track to meet their projected student growth goals related to the current state accountability system and MAP.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, STAAR, and District Assessments</p> <p>Staff Responsible for Monitoring: Mitchell Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will engage in the collaborative team planning framework and design effective lessons and demonstrations of learning based on our campus model for instruction; within the collaborative planning framework teachers will examine student data and track student progress, and develop plans to address learning gaps</p> <p>Strategy's Expected Result/Impact: Growth in MAP, STAAR, and Districtwide Assessments</p> <p>Staff Responsible for Monitoring: Mitchell Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
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Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 1: The percent of Mitchell students that score Meets grade level or above on STAAR Math 3-5 will increase from 52% in 2022 to 53% by June 2023. The Econ. Dis. student group performance will increase from 30% in 2022 to 32% in 2023. The African American student group performance will increase from 33% in 2022 to 36% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize campus instructional snapshot to guide Tier 1 instruction; grade levels will focus on teaching with the process standards, problem solving, and targeted interventions for each scholar. Targeted Math will continue to be applied to support spiraling of standards.</p> <p>Strategy's Expected Result/Impact: Students will show growth in IRI, MAP, and STAAR. Utilization of Spiraling District Curriculum and Target Math in grades 2-5.</p> <p>Math stations align to the needs of individual students</p> <p>Increase in teacher pedagogy</p> <p>Staff Responsible for Monitoring: Admin, Instructional Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Target Math - 211 Title I, Part A - \$5,246</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will track student growth goals in Math after each district assessment to help determine if students are on track to meet their projected student growth goals related to the current state accountability system and MAP.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, STAAR, and District Assessments</p> <p>Staff Responsible for Monitoring: Mitchell Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will engage in the collaborative team planning framework and design effective lessons and demonstrations of learning based on our campus model for instruction; within the collaborative planning framework teachers will examine student data and track student progress, and develop plans to address learning gaps.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, STAAR, and Districtwide Assessments</p> <p>Aligned lessons that support student mastery.</p> <p>Increase in the overall student achievement in math</p> <p>Staff Responsible for Monitoring: Mitchell administration, academic specialist, and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	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: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 2: HB3 - The percent of Mitchell 3rd grade students that score meets grade level or above on STAAR Math will increase from 57% in 2022 to 58% by June 2023. The Eco. Dis. student group performance will increase from 38% in 2022 to 40% in 2023. The African American student group performance will increase from 21% in 2022 to 24% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize campus instructional snapshot to guide Tier 1 instruction; grade levels will focus on teaching with the process standards, problem solving, and targeted interventions for each scholar. Targeted Math will continue to be applied to support spiraling of standards.</p> <p>Strategy's Expected Result/Impact: Students will show growth in IRI, MAP, and STAAR. Utilization of Spiraling District Curriculum and Target Math in grades 2-5.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Leadership Team, teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Target Math - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will track student growth goals in Math after each district assessment to help determine if students are on track to meet their projected student growth goals related to the current state accountability system and MAP.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, STAAR, and District Assessments</p> <p>Staff Responsible for Monitoring: Mitchell Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will engage in the collaborative team planning framework and design effective lessons and demonstrations of learning based on our campus model for instruction; within the collaborative planning framework teachers will examine student data and track student progress, and develop plans to address learning gaps.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, STAAR, and Districtwide Assessments</p> <p>Teachers will have a working knowledge of each student's academic ability.</p> <p>Instructional Gaps will close within the designated sub groups</p> <p>Staff Responsible for Monitoring: Administration, academic specialist, and our teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	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 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

Performance Objective 1: The percent of Mitchell students that score Meets grade level or above on STAAR Science 5 will increase from 36% in 2022 to 37% by June 2023. The Economically Disadvantaged student group performance will increase from 20% in 2022 to 22% in 2023. The African American student group performance will increase from 22% in 2022 to 25% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will track student growth goals in 5th Grade Science after each district assessment to help determine if students are on track to meet their projected student growth goals related to the current state accountability system and MAP.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, STAAR, and District Assessments</p> <p>Staff Responsible for Monitoring: Mitchell Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will engage in the collaborative team planning framework utilizing district resources to create effective lessons; teachers will apply campus instructional model for science and monitor student demonstrations of learning for all students</p> <p>Strategy's Expected Result/Impact: Implement Lead4ward to focus documents to narrow our instructional focus .</p> <p>Provide hands on learning opportunities for all students.</p> <p>Increase in student achievement in the area of science.</p> <p>Academic gaps will begin to close due to effective teaching and learning</p> <p>Staff Responsible for Monitoring: Administration, academic specialist, and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will collaborate within extra PLC time and develop individual plans for students based on needs; campus will utilize academic specialist to provide targeted intervention for students.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in the area of science Teacher effectiveness will increase due to intentional planning and preparation Instructional gaps will close within sub groups</p> <p>Staff Responsible for Monitoring: Administration, academic specialist, and teachers</p>	Formative		
	Nov	Feb	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: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

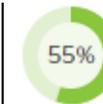
Performance Objective 1: Implement a systematic approach to develop new and existing programming for special student services to ensure quality instruction and service supports for ALL students.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be trained and will implement Student Management (Voice, Body, and Time) and Instructional methods and practices including Checks for Understanding, Demonstration of Learning, Monitor Aggressively [Pen in Hand, Create A Pathway, Monitor Student Work] identified in Get Better Faster by Paul Bambrick</p> <p>Strategy's Expected Result/Impact: 100% of the admin team will provide feedback to teachers which will lead to 85% or more proficiency on T-TESS.</p> <p>Staff Responsible for Monitoring: Administration and Leadership Team</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide ongoing PBIS/SEL support for our campus through the implementation of Second Steps (K-5) and our campus-wide House System (Ron Clark Academy inspired) to build a sense of community and belonging for each scholar; our PBIS systems will also increase student motivation and lead to student success</p> <p>Strategy's Expected Result/Impact: Walkthrough data for PBIS look fors and Second Steps implementation.</p> <p>Decrease in student discipline referrals</p> <p>Increase in positive discipline referrals</p> <p>Increase in overall student achievement</p> <p>Staff Responsible for Monitoring: PBIS/SEL Chairs, Administration, teachers, all staff</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide parent engagement activities and learning workshops to build and strengthen the connection between home and school.</p> <p>Strategy's Expected Result/Impact: Increase the amount of volunteers in the building, 50% of families will attend a family event throughout the year, implement 1 book 1 community to engage families in literacy and best practices.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Administration, Parent Liaison, Counselors, SEL

Funding Sources: - 211 Title I, Part A



0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Chadavid Stoker	Principal
Classroom Teacher	Linzy Mathew	Instructional coach
Classroom Teacher	Sherri Breard	Instructional coach
Administrator	Magdalena James	Assistant principal
Business Representative	Lisa Devine	Community Rep.
District-level Professional	Claire Song	District Rep
Classroom Teacher	Melissa Trujillo	Teacher
Classroom Teacher	Angela Delgado	Classroom Teacher
Parent	Wendy Dolman	Parent
Parent	Courtney Rai	Parent
Non-classroom Professional	Michelle Stack	Parent Liaison

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,480.00
+/- Difference					\$2,480.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$378.00
+/- Difference					\$378.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Target Reading, Writing, and Math		\$5,246.00
1	2	1	Target Reading, Writing, and Math		\$0.00
2	1	1	Target Math		\$5,246.00
2	2	1	Target Math		\$0.00
4	1	3			\$0.00
Sub-Total					\$10,492.00
Budgeted Fund Source Amount					\$222,700.00
+/- Difference					\$212,208.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,150.00
+/- Difference					\$7,150.00
Grand Total Budgeted					\$232,708.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$10,492.00
				+/- Difference	\$222,216.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	28	18	11	0	3	0	13	37	1	9	42	23	65
2022	54	72	91		100		15	59	100	67	74	57	68
2023	56	74	92		100		18	61	100	69	75	58	69
2024	58	76	92		100		21	63	100	71	75	60	69
2025	60	78	93		100		25	65	100	74	76	62	70
2026	64	82	95		100		31	69	100	78	78	65	72
2027	68	86	96		100		38	73	100	83	79	68	73

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	28	25	26	0	4	0	13	40	2	13	58	30	88
2022	50	48	85		75		38	42	100	62	62	63	62
2023	52	50	86		76		41	44	100	64	63	64	63
2024	54	52	86		76		44	46	100	66	63	66	63
2025	56	54	87		77		48	48	100	69	64	68	64
2026	60	58	89		79		54	52	100	73	66	71	66
2027	64	62	90		80		61	56	100	78	67	74	67

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	27	15	17	0	4	0	10	35	2	5	47	23	70
2022	56	87	88		75		30	60	100	100	81	48	70
2023	58	89	89		76		33	62	100	100	82	49	71
2024	60	91	89		76		36	64	100	100	82	51	71
2025	62	93	90		77		40	66	100	100	83	53	72
2026	66	97	92		79		46	70	100	100	85	56	74
2027	70	100	93		80		53	74	100	100	86	59	75

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

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Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	83	58	54	0	11	0	36	112	5	27	147	76	223
2022	53	66	87		82		28	54	100	70	71	57	66
2023	55	68	88		83		31	56	100	72	72	58	67
2024	57	70	88		83		34	58	100	74	72	60	67
2025	59	72	89		84		38	60	100	77	73	62	68
2026	63	76	91		86		44	64	100	81	75	65	70
2027	67	80	92		87		51	68	100	86	76	68	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

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Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	28	18	11	0	3	0	13	37	1	9	42	23	65
2022	21	78	91		100		23	38	100	78	62	48	57
2023	24	80	92		100		26	40	100	80	63	50	58
2024	27	83	94		100		29	43	100	82	65	52	60
2025	30	87	96		100		33	47	100	85	67	55	62
2026	36	91	98		100		38	51	100	89	69	59	64
2027	42	97	100		100		45	57	100	94	72	64	67

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

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Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	28	25	26	0	4	0	13	40	2	13	58	30	88
2022	39	28	85		75		38	28	100	31	57	43	52
2023	42	30	86		76		41	30	100	33	58	45	53
2024	45	33	88		78		44	33	100	35	60	47	55
2025	48	37	90		80		48	37	100	38	62	50	57
2026	54	41	92		82		53	41	100	42	64	54	59
2027	60	47	95		85		60	47	100	47	67	59	62

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Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	27	15	17	0	4	0	10	35	2	5	47	23	70
2022	37	40	76		75		20	26	50	80	55	30	47
2023	40	42	77		76		23	28	51	82	56	32	48
2024	43	45	79		78		26	31	53	84	58	34	50
2025	46	49	81		80		30	35	55	87	60	37	52
2026	52	53	83		82		35	39	57	91	62	41	54
2027	58	59	86		85		42	45	60	96	65	46	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

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2022 # of Students	83	58	54	0	11	0	36	112	5	27	147	76	223
2022	33	47	83		82		28	30	80	56	58	41	52
2023	36	49	84		83		31	32	81	58	59	43	53
2024	39	52	86		85		34	35	83	60	61	45	55
2025	42	56	88		87		38	39	85	63	63	48	57
2026	48	60	90		89		43	43	87	67	65	52	59
2027	54	66	93		92		50	49	90	72	68	57	62

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	27	15	17	0	4	0	10	35	2	5	47	23	70
2022	22	13	71		75		0	20	50	40	51	4	36
2023	25	15	72		76		3	22	51	42	52	6	37
2024	28	18	74		78		6	25	53	44	54	8	39
2025	31	22	76		80		10	29	55	47	56	11	41
2026	37	27	78		82		15	34	58	51	58	15	43
2027	43	33	81		85		22	40	62	56	61	19	46

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Principal, Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<p>Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local 		

	<ul style="list-style-type: none">● Utilize social media to keep parents and community informed. Funding source: State and Local● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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