Plano Independent School District

Mitchell Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 20, 2020

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 644 PreK- 5th graders. Our student groups comprise students that are economically disadvantaged (44% of total students), African American (39% of total students), Hispanic (24% of total students), White (22% of total students), Asian (7% of total students), and Two or more races (8% 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 who lives in our boundaries.

4. In most STAAR areas we are within the state and district range and we are proven to go up in areas we focus on 4. We are equally free/reduced vs. non

5. diverse populations

6. Within ranges for sped, GT, ELL and 504.

7. We are above state in attendance

8. Similar st/teacher ratio to district/state

9. Requiring proof of residency

10. Have an experienced staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Excessive tardies and absences are not enforced. **Root Cause:** Lack of procedures and accountability, students are not consistently actively participating in virtual instruction, and lack of WIFI access

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:** Understanding State Accountability growth goals, lack of real-world experiences, Interruption of Learning due to COVID, and COVID causing school closures

Problem Statement 2 (Prioritized): Utilizing all data sources to create a targeted, strategic, and equitable instructional practices. **Root Cause:** Inconsistency utilizing data, creating student mastery exit tickets within collaborative planning,

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 (Prioritized): 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:** We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

Problem Statement 2: Need continued input from teachers, parents, and community regarding optimal programs, processes, and safety measures. **Root Cause:** Communication and collaboration between school and community needs to be strengthened.

Problem Statement 3: Our staff is not as diverse as our student population. **Root Cause:** Need more diverse candidates.

Perceptions

Perceptions Summary

Campus worked in creating Mission and Vision statements to unify beliefs. Staff also worked on focusing on our individual mission statements. School administrators implemented a book of the month that recognizes and brings in different cultures and aspects of life. School staff creates intentional connections with students to recognize to develop a supportive and positive environment.

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.

5. Provided Trauma and the Brain Professional Development.

6. Uniformed with behavior expectations.

7. Established procedures and routines.

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 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 Behavior Systems as it relates to learning and achievement.

Priority Problem Statements

Problem Statement 1: 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 1: Understanding State Accountability growth goals, lack of real-world experiences, Interruption of Learning due to COVID, and COVID causing school closures

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Utilizing all data sources to create a targeted, strategic, and equitable instructional practices.

Root Cause 2: Inconsistency utilizing data, creating student mastery exit tickets within collaborative planning,

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 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 3: We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: In order to strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural 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 Behavior Systems as it relates to learning and achievement.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

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

- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- Prekindergarten Self-Assessment Tool

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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Goals

Revised/Approved: September 25, 2020

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 and Writing from 2019 to 2021

Performance Objective 1: HB3 - The percent of Mitchell 3rd grade students that score meets grade level or above on STAAR Reading will increase from 56% in 2019 to 58% by June 2021. The Eco. Dis. student group performance will increase from 49% in 2019 to 54% in 2021. The Hispanic student group performance will increase from 44% in 2019 to 49% in 2021.

HB3 Goal

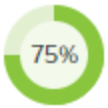
Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teachers will receive training and implement a comprehensive balanced literacy approach to address the academic performance in the areas of reading and writing. The model carefully qualifies specific time blocks related to the necessary time to address model components like: Phonics, Read Aloud, Shared Reading, Mini-lessons, and Small Group Instruction in K-2 and 3-5 grade configurations. **Strategy's Expected Result/Impact:** Students will show growth in IRI, MAP, and STAAR. **Staff Responsible for Monitoring:** Admin, Instructional Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	30%	35%	50%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Mitchell Elementary will create a Reading Instructional Planning Calendar that prioritizes state standards and supports the pacing of when and how long to teach standards by leveraging PISD Curriculum Planner and Lead4ward content. The IPC development will be ongoing all year. **Strategy's Expected Result/Impact:** Purposeful Planning Survey Results **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Team Leaders, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%	65%	75%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers will track student reading growth goals 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. **Strategy's Expected Result/Impact:** Growth in MAP, STAAR, and District Assessments **Staff Responsible for Monitoring:** Mitchell Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Phonics Program will be implemented in K-2 classrooms and teachers will utilize Touch Phonics and Fountas and Pinnell Phonics programs as intervention based on data . **Strategy's Expected Result/Impact:** Students will show growth in IRI, MAP, and STAAR **Staff Responsible for Monitoring:** Admin, Instructional Leadership Team, Primary Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

 No Progress Accomplished Continue/Modify Discontinue

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 and Writing from 2019 to 2021

Performance Objective 2: The percent of Mitchell students that score Meets grade level or above on STAAR Reading 3-5 will increase from 57% in 2019 to 59% by June 2021. The Econ. Dis. student group performance will increase from 46% in 2019 to 51% in 2021. The Hispanic student group performance will increase from 48% in 2019 to 53% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

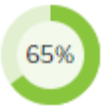
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teacher will plan ELAR collaboratively each week using a PLC protocol including PLC 4 questions that promotes the development of an aligned lesson objective and student outcome. **Strategy's Expected Result/Impact:** High Reliability Survey Results Campus PLC self-reflections Embedded the 4 questions into daily practices: 1. What do we expect our students to learn? 2. How will you know they are learning? 3. How will we respond when they don't learn? 4. How will we respond if they already know it? **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Team Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**	55%	55%	65%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will receive training and implement a comprehensive balanced literacy approach to address the academic performance in the areas of reading and writing. The model carefully qualifies specific time blocks related to the necessary time to address model components like: Phonics, Read Aloud, Shared Reading, Mini-lessons, and Small Group Instruction in K-2 and 3-5 grade configurations. **Strategy's Expected Result/Impact:** Students will show growth in IRI, MAP, and STAAR. **Staff Responsible for Monitoring:** Admin, Instructional Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	30%	35%	45%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Mitchell Elementary will create a Reading Instructional Planning Calendar that prioritizes state standards and supports the pacing of when and how long to teach standards by leveraging PISD Curriculum Planner and Lead4ward content. The IPC development will be ongoing all year. **Strategy's Expected Result/Impact:** Purposeful Planning Survey Results **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Team Leaders, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Teachers will track student reading growth goals 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. **Strategy's Expected Result/Impact:** Growth in MAP, STAAR, and District Assessments **Staff Responsible for Monitoring:** Mitchell Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Phonics Program will be implemented in K-2 classrooms and teachers will utilize Touch Phonics and Fountas and Pinnell Phonics programs as intervention based on data . **Strategy's Expected Result/Impact:** Students will show growth in IRI, MAP, and STAAR **Staff Responsible for Monitoring:** Admin, Instructional Leadership Team, Primary Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Monitor and use differentiated instruction strategies to close the achievement gap in ELAR with the SPED, ELL, and ED population. **Strategy's Expected Result/Impact:** Measure the average growth of SPED/ED/ELL population using district current data. Ellevation Monitoring Adult Temp to work with EL/Immigrant Students Measure the average growth of ELL population using district current data. Implement Lead4ward to focus on campus leadership. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 7: Monitor strategies to promote continuous improvement in ELAR for GT, Dyslexic, and 504 students. **Strategy's Expected Result/Impact:** Measure the average growth of special population using district current data. Implement Lead4ward to focus on campus leadership. **Staff Responsible for Monitoring:** Mitchell Staff, Dyslexia Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

 No Progress Accomplished Continue/Modify Discontinue

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 and Writing from 2019 to 2021

Performance Objective 3: The percent of Mitchell students that score Meets grade level or above on STAAR Writing 4 will increase from 47% in 2019 to 49% by June 2021. The Af. American student group performance will increase from 35% in 2019 to 39% in 2021. The Econ. Dis. student group performance will increase from 26% in 2019 to 31% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teachers will receive training on a comprehensive balanced literacy approach to address the academic performance in the areas of reading and writing. The model carefully qualifies specific time blocks related to the necessary time to address model components like: Mini-lessons, Small Group Instruction, Modeled Writing, Shared/Interactive Writing, Independent Writing in K-2 and 3-5 grade configurations. **Strategy's Expected Result/Impact:** Students will show growth in IRI, MAP, and STAAR. **Staff Responsible for Monitoring:** Admin, Instructional Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

 No Progress Accomplished Continue/Modify Discontinue

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 2019 to 2021.

Performance Objective 1: HB3 - The percent of Mitchell 3rd grade students that score meets grade level or above on STAAR Math will increase from 68% in 2019 to 69% by June 2021. The Eco. Dis. student group performance will increase from 64% in 2019 to 68% in 2021. The African American student group performance will increase from 50% in 2019 to 54% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Mitchell Elementary will create a Math Instructional Planning Calendar that prioritizes state standards and supports the pacing of when and how long to teach standards by leveraging PISD Curriculum Planner and Lead4ward content. The IPC development will be ongoing all year. **Strategy's Expected Result/Impact:** Purposeful Planning Survey Results **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Team Leaders, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%	65%	70%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** Growth in MAP, STAAR, and District Assessments **Staff Responsible for Monitoring:** Mitchell Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%	70%	80%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Monitor and use differentiated instruction strategies to close the achievement gap in Math with the SPED, ELL, and ED population. **Strategy's Expected Result/Impact:** Measure the average growth of SPED/ED/ELL population using district current data. Ellevation Monitoring Adult Temp to work with EL/Immigrant Students Measure the average growth of ELL population using district current data. Implement Lead4ward to focus on campus leadership. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	50%	60%	60%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 2019 to 2021.

Performance Objective 2: The percent of Mitchell students that score Meets grade level or above on STAAR Math 3-5 will increase from 63% in 2019 to 64% by June 2021. The Econ. Dis. student group performance will increase from 51% in 2019 to 55% in 2021. The Hispanic student group performance will increase from 51% in 2019 to 54% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teacher will plan math collaboratively each week using a PLC protocol including PLC 4 questions that promotes the development of an aligned lesson objective and student outcomes. **Strategy's Expected Result/Impact:** High Reliability Survey Results Campus PLC self-reflections Embedded the 4 questions into daily practices: 1. What do we expect our students to learn? 2. How will you know they are learning? 3. How will we respond when they don't learn? 4. How will we respond if they already know it? **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Team Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**	50%	55%	60%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Mitchell Elementary will create a Math Instructional Planning Calendar that prioritizes state standards and supports the pacing of when and how long to teach standards by leveraging PISD Curriculum Planner and Lead4ward content. The IPC development will be ongoing all year. **Strategy's Expected Result/Impact:** Purposeful Planning Survey Results **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Team Leaders, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%	65%	70%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Growth in MAP, STAAR, and District Assessments **Staff Responsible for Monitoring:** Mitchell Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%	70%	75%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Monitor and use differentiated instruction strategies to close the achievement gap in Math with the SPED, ELL, and ED population. **Strategy's Expected Result/Impact:** Measure the average growth of SPED/ED/ELL population using district current data. Ellevation Monitoring Adult Temp to work with EL/Immigrant Students Measure the average growth of ELL population using district current data. Implement Lead4ward to focus on campus leadership. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	50%	60%	65%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Monitor strategies to promote continuous improvement in Math for GT, Dyslexic, and 504 students. **Strategy's Expected Result/Impact:** Measure the average growth of special population using district current data. Implement Lead4ward to focus on campus leadership. **Staff Responsible for Monitoring:** Mitchell Staff, Dyslexia Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	50%	60%	65%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 2019 to 2021.

Performance Objective 1: The percent of Mitchell students that score Meets grade level or above on STAAR Science 5 will increase from 51% in 2019 to 53% by June 2021. The EL student group performance will increase from 53% in 2019 to 55% in 2021. The Hispanic student group performance will increase from 52% in 2019 to 56% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teachers will track student growth goals in 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. **Strategy's Expected Result/Impact:** Growth in MAP, STAAR, and District Assessments **Staff Responsible for Monitoring:** Mitchell Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%	70%	70%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Monitor and use differentiated instruction strategies to close the achievement gap in Science with the SPED, ELL, and ED population. **Strategy's Expected Result/Impact:** Measure the average growth of SPED/ED/ELL population using district current data. Ellevation Monitoring Adult Temp to work with EL/Immigrant Students Measure the average growth of ELL population using district current data. Implement Lead4ward to focus on campus leadership. Provide hands on learning for students. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	50%	60%	65%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Monitor strategies to promote continuous improvement in Science for GT, Dyslexic, and 504 students. **Strategy's Expected Result/Impact:** Measure the average growth of special population using district current data. Implement Lead4ward to focus on campus leadership. **Staff Responsible for Monitoring:** Mitchell Staff, Dyslexia Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

 No Progress Accomplished Continue/Modify Discontinue

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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 **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. **Staff Responsible for Monitoring:** Administration and Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	50%	50%	55%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide ongoing PBIS/SEL professional development and supports based on implementation year. **Strategy's Expected Result/Impact:** Walkthrough data Decrease in discipline **Staff Responsible for Monitoring:** PBIS/SEL Chairs, Mitchell Staff, Admin	70%	75%	75%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide parent engagement activities and learning workshops to build and strengthen the connection between home and school. **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. **Staff Responsible for Monitoring:** Administration, Parent Liaison, Counselors, SEL **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** - 211 Title I, Part A - $2,024	40%	50%	65%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Provide students skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce. **Strategy's Expected Result/Impact:** Increase the amount of opportunities to make real world connections through field trips and programs throughout the year. Increase 1 field trip for each grade level. **Staff Responsible for Monitoring:** Administrator, Team Leaders, Parent Liaison **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

 No Progress Accomplished Continue/Modify Discontinue

Site-Based Improvement Committee Members

Committee Role	Name	Position
Administrator	Lariza Liner	Principal
Administrator	Chad Stoker	Assistant Principal
Classroom Teacher	Bridgett Prather	Upper Classroom Teacher
Classroom Teacher	Carla Vogel	Upper Classroom Teacher
Classroom Teacher	Whitney Garza	Primary Classroom Teacher
Non-classroom Professional	Chris Martin	Title 1 Specialist
Non-classroom Professional	Anna Myatt	SPED Teacher
Non-classroom Professional	Jill Maclaughlin	ESL Teacher
Non-classroom Professional	Tangela Spencer	Counselor
District-level Professional	Clair Song	District Professional
Parent	Veronica Zapata	Parent-Selected by Principal
Parent	Jeannette Ellefson	Parent-Selected by PTA
Parent	Elizabeth Isreal	Parent
Parent	Jennifer Hays	Parent
Parent	Rikki Koetter	Parent
Parent	Courtney Rai	Parent
Community Representative	Tracy Cook	Community Member
Community Representative	Bill Hoyt	Community Member
Business Representative	Lisa Divine	Business Member
Business Representative	Casey Lepley	Business Member

Addendums

Mitchell - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 47% in 2019 to 49% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
48% 2019 Baseline: 47%	49%	51%	53%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	35	24	89	*	*	*	50	20	26	*	8	47	47	47
2020	36	26	89	*	*	*	51	21	28	*	9	47	48	48
2021	39	28	90	*	*	*	52	22	31	*	11	48	50	49
2022	42	32	90	*	*	*	54	24	35	*	14	48	52	51
2023	46	36	91	*	*	*	56	27	40	*	17	49	55	53
2024	51	42	93	*	*	*	59	30	46	*	22	51	58	55
2019-2021	4	4	1	*	*	*	2	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Mitchell - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 51% in 2019 to 53% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
52% 2019 Baseline: 51%	53%	54%	55%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	33	52	64	*	*	*	78	44	37	60	53	58	41	51
2020	34	53	64	*	*	*	78	45	38	61	54	58	42	52
2021	37	56	64	*	*	*	79	46	41	62	55	58	43	53
2022	40	58	65	*	*	*	80	48	44	64	56	59	45	54
2023	44	62	65	*	*	*	82	51	48	66	58	59	47	55
2024	49	67	66	*	*	*	84	54	53	69	61	60	50	56
2019-2021	4	4	0	*	*	*	1	2	4	2	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Mitchell

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	38	25	31		14		6	12	55		20	88	26	114
2019	45	44	71		86		33	25	49		45	63	35	56
2020	47	46	71		86		34	26	51		47	63	36	57
2021	49	49	72		87		36	28	54		49	64	38	58
2022	52	52	73		88		37	30	58		51	65	40	60
2023	56	57	74		89		40	32	63		55	66	43	62
2024	61	62	75		90		43	35	69		59	67	47	64

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Mitchell

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	38	25	31		14		6	12	55		20	88	26	114
2019	50	68	81		100		50	25	64		80	74	50	68
2020	52	70	81		100		51	26	66		81	74	51	69
2021	54	72	82		100		52	28	68		82	75	52	69
2022	57	75	82		100		53	30	71		84	75	54	70
2023	61	79	83		100		54	32	75		86	76	56	72
2024	66	84	84		100		56	35	80		89	77	59	73

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	45	48	77		86		48	40	46	90	40	61	50	57
2020	47	50	77		86		49	41	48	91	42	61	51	58
2021	49	53	78		87		51	43	51	93	44	62	53	59
2022	52	56	79		88		52	45	55	95	46	63	55	61
2023	56	61	80		89		55	47	60	98	50	64	58	63
2024	61	66	81		90		58	50	66	100	54	65	62	65

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	47	51	82		100		76	35	51	90	56	67	54	63
2020	49	53	82		100		77	36	53	91	57	67	55	64
2021	51	55	83		100		78	38	55	92	58	68	56	64
2022	54	58	83		100		79	40	58	94	60	68	58	65
2023	58	62	84		100		80	42	62	96	62	69	60	67
2024	63	67	85		100		82	45	67	99	65	70	63	68

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
Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● 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. ● K-8 Measure MVPA and physical activity time	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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	**Parent Involvement** ● 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 ● 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		

Student Growth Summary Report

Aggregate by School

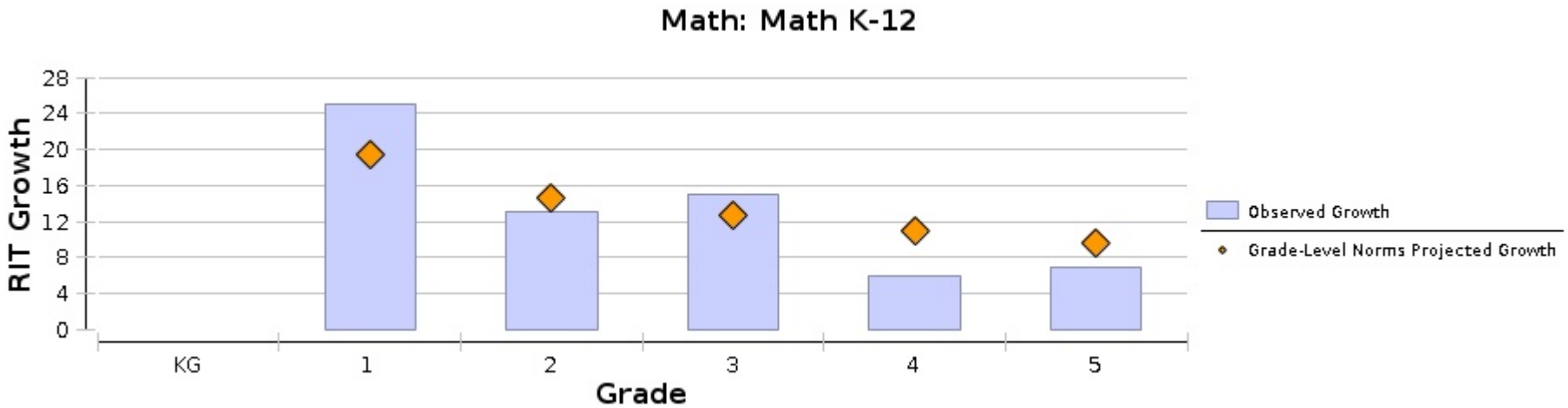
Term: Winter 2020-2021
District: Plano Independent School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2020 - Winter 2021
Weeks of Instruction: Start - 16 (Winter 2020)
End - 16 (Winter 2021)
Grouping: None
Small Group Display: No

Mitchell Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Winter 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
KG	0	**			**			**					**			
1	68	146.2	16.2	39	170.9	16.8	70	25	1.7	19.4	2.79	99	68	45	66	65
2	65	172.2	17.3	77	184.7	15.1	68	13	1.3	14.6	-1.22	11	65	27	42	32
3	89	186.9	14.9	80	202.3	15.1	90	15	1.1	12.7	1.69	95	89	61	69	63
4	71	201.7	14.0	88	207.4	15.7	66	6	0.9	10.9	-3.49	1	71	20	28	22
5	85	211.7	16.4	85	218.7	18.3	76	7	0.9	9.6	-1.56	6	85	32	38	36



Explanatory Notes
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

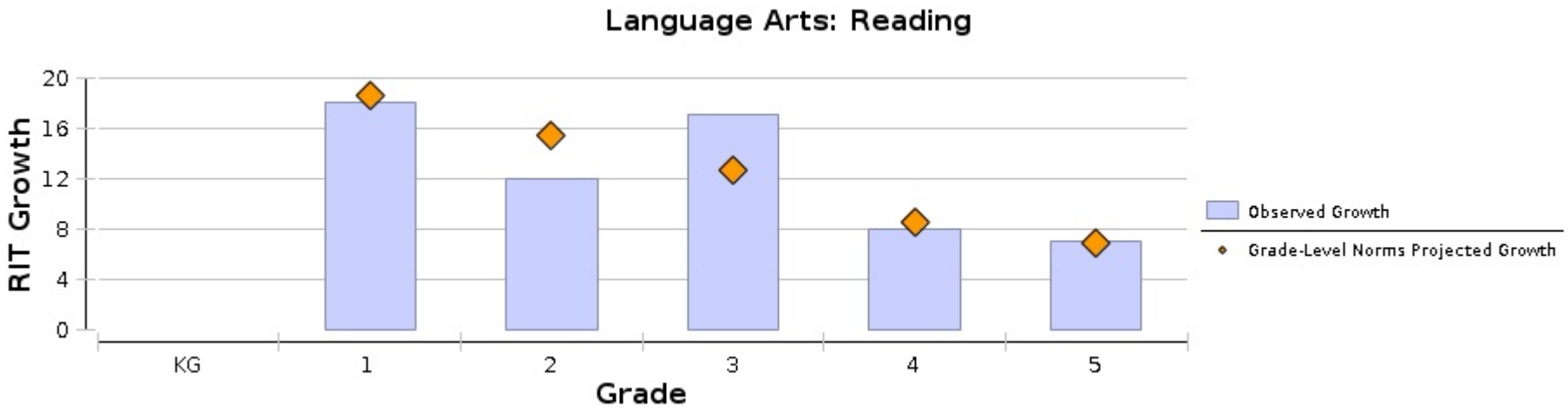
Term: Winter 2020-2021
District: Plano Independent School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2020 - Winter 2021
Weeks of Instruction: Start - 16 (Winter 2020)
End - 16 (Winter 2021)
Grouping: None
Small Group Display: No

Mitchell Elementary

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Winter 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
KG	0	**			**			**					**			
1	70	147.0	12.3	72	165.1	15.9	60	18	1.3	18.5	-0.20	42	70	33	47	42
2	66	166.9	13.5	72	178.8	18.6	47	12	1.5	15.4	-1.72	4	66	28	42	34
3	91	184.0	17.4	76	201.2	16.4	89	17	1.2	12.7	2.83	99	91	62	68	75
4	64	199.5	19.8	84	207.0	17.9	79	8	1.1	8.5	-0.76	22	64	32	50	44
5	83	205.0	16.1	70	211.6	18.6	69	7	1.2	6.9	-0.21	42	83	45	54	52



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Student Growth Summary Report

Aggregate by School

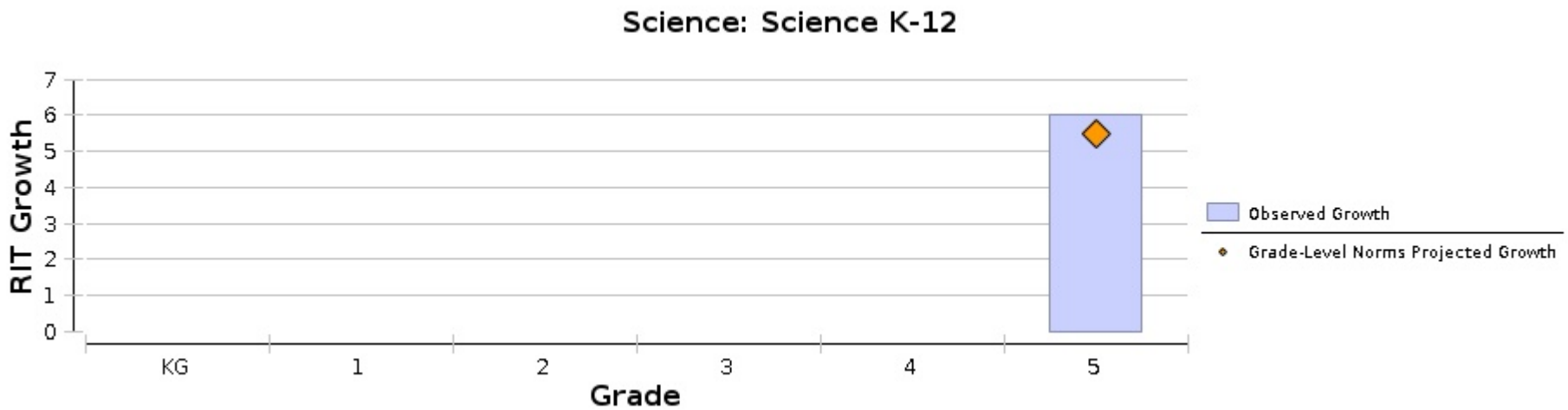
Term: Winter 2020-2021
District: Plano Independent School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2020 - Winter 2021
Weeks of Instruction: Start - 16 (Winter 2020)
End - 16 (Winter 2021)
Grouping: None
Small Group Display: No

Mitchell Elementary

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Winter 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
KG	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	1	*			*			*					*			
5	82	203.4	11.9	82	209.5	12.6	85	6	0.7	5.5	0.41	66	82	52	63	60



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