

# **Plano Independent School District**

## **Mitchell Elementary**

### **2023-2024 Improvement Plan**



**Board Approval Date:** October 3, 2023

# 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.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs. 1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning. 1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students. 1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis. 1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom. 1.7 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 ELAR from 2022 baseline to 2024. 1.8 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 baseline to 2024. 1.9 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 baseline to 2024. 1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.	13
Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways. Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests. Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future. Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system). DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students. DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.	21
Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students. Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position. Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth. Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.	23
Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging. Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events. Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment. Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community. Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication. DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.	25
Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff. Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences. Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes. Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. DIP - 5.4 Federal and State Mandates	33



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mitchell Elementary is composed of a very diverse student population of 725 PreK- 5th grade scholars. Our campus initiated a new bilingual program for the 22-23 school year, and this year will be our second year of implementation. Our student enrollment has almost doubled in one year, allowing our staff and educators to make an even greater impact. Our current demographic breakdown is 55% Hispanic, 26% African American, 12% White, 5% Two or more races, and 3% Asian. Our student groups comprise students that are economically disadvantaged (67% of total students) and our special education percentage is 9%. We have a 19.3% mobility rate. We currently have a staff of 85, and our teacher numbers have increased with the addition of the bilingual program. Our teacher to student ratios in grades K-4 are 1-24 and 5th grade ratios are 1-26. Mitchell utilizes paraprofessional support and Title 1 teachers to assist in closing instructional gaps and to advance scholars in the core content areas. Mitchell's attendance rate is consistently at or above the state average.

### 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 23-24 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. A focus on rigor, organizing scholars to collaborate and write, engaging in complex task, and asking in depth questions will support the needs of each learner.

# Student Learning

## Student Learning Summary

Mitchell Elementary has an overall grade of a B rating from the Texas Education Agency. The new accountability rating for the 22-23 school year will be released in late September of 2023. Mitchell has seen growth in the area of ELA and Math on recent MAP assessments. Mitchell 5th graders have shown growth in the area of Science MAP as well. 3rd and 5th grade reading scores have been steady on recent years STAAR exams. Unit assessments for grades 3-5 have met or exceeded the district averages in RLA and Math. Our 5th grade bilingual scholars have shown tremendous growth in reading and math, some of these learners were new to the country and have excelled. Third grade bilingual students showed growth in the areas of RLA and Math as well. Our targeted grade level of opportunity is our fourth and first grade students. We've identified specific standards and skills, and have worked to provide individual targeted support for each learner. 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 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):** Mitchell has an discrepancy in the achievement percentage of ELL and AA students, when compared to White students. Sub groups are not meeting the target goal for meeting grade level performance on STAAR (ELL/AA) **Root Cause:** The lack of growth within the campus professional learning community, in the area of targeted interventions and data tracking for scholars. The need to grow in or ability to goal set and effectively monitor student progress during targeted interventions.

**Problem Statement 2 (Prioritized):** Teachers and instructional leaders did not utilize data analysis protocols with fidelity, when determining instructional gaps and next steps for student improvement. **Root Cause:** Inconsistent use of data protocols to ensure a well defined look into gaps in the areas of RLA/Math led to student interventions being less effective.

**Problem Statement 3 (Prioritized):** Grades 3-5 overall Math STAAR scores decreased during the 2023 administration. ELL and AA subgroups meets percentages dropped during this administration of STAAR. **Root Cause:** The lack of consistently collaborating and planning with intention. Failure to lean on viable resources, such as lead4ward as a guide to improve instructional practices. Lack of teacher understanding in the area of aligning problem solving process into each lesson cycle.

# 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:** Mitchell's collaborative teams/grade level teams still lack consistency in implementing our PLC protocols. The instructional snapshot for the campus is newly designed and growth is needed from teachers in the knowledge of best practices. **Root Cause:** Inconsistency with purposeful planning and implementing collaborative team framework among grade levels.

**Problem Statement 2:** Mitchell teams are not accurately monitoring the WIN time interventions for each scholar; although WIN time intervals have been designed the progress and milestone assessment systems can be improved. **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):** Mitchell elementary will need to increase community partnerships and student/cultural knowledge: these actions align to our ever growing and diverse student population. **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 1:** Mitchell has an discrepancy in the achievement percentage of ELL and AA students, when compared to White students. Sub groups are not meeting the target goal for meeting grade level performance on STAAR (ELL/AA)

**Root Cause 1:** The lack of growth within the campus professional learning community, in the area of targeted interventions and data tracking for scholars. The need to grow in or ability to goal set and effectively monitor student progress during targeted interventions.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Teachers and instructional leaders did not utilize data analysis protocols with fidelity, when determining instructional gaps and next steps for student improvement.

**Root Cause 2:** Inconsistent use of data protocols to ensure a well defined look into gaps in the areas of RLA/Math led to student interventions being less effective.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Grades 3-5 overall Math STAAR scores decreased during the 2023 administration. ELL and AA subgroups meets percentages dropped during this administration of STAAR.

**Root Cause 3:** The lack of consistently collaborating and planning with intention. Failure to lean on viable resources, such as lead4ward as a guide to improve instructional practices. Lack of teacher understanding in the area of aligning problem solving process into each lesson cycle.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Mitchell elementary will need to increase community partnerships and student/cultural knowledge: these actions align to our ever growing and diverse student population.

**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

# 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
- 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:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

## **Performance Objective 1: K-5 READING LANGUAGE ARTS**

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 53% in 2023 to 60% by June 2024. The Special Education student group performance will increase at the approaching or better performance level from 60% in 2023 to 63% by June 2024. The Economically Disadvantaged student group performance will increase at the approaching or better performance level from 68% in 2023 to 71% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 36% in 2023 to 46% by June 2024. The Special Education student group performance will increase at the approaching or better performance level from 47% in 2023 to 51% by June 2024. The Economically Disadvantaged student group performance will increase at the meets or better performance level from 26% in 2023 to 35% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 58% in 2023 to 63% by June 2024. The Special Education student group performance will increase at the approaching or better performance level from 50% in 2023 to 55% by June 2024. The Economically Disadvantaged student group performance will increase at the meets or better performance level from 46% in 2023 to 51% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** 2024 STAAR Reading Language Arts

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Mitchell grade level teams will meet weekly to collaborate and plan for intentional instructional design (instructional snapshot/PISD instructional Model) to meet the needs of each learner. Extended planning times will be scheduled to support unpacking of standards, data analysis, and progress monitoring of each scholar.  <b>Strategy's Expected Result/Impact:</b> Weekly data analysis of scholar progress within each grade level; utilize data to develop targeted intervention plans for Tiers 1-3, monitor and adjust instruction based on student needs, we expect each scholar to grow make a years growth academically; Each teacher leader will be impacted as well, growing in our knowledge of best instructional practices. Our Win time plans and practices will be monitored by our instructional coaches to ensure students are receiving targeted instruction  <b>Staff Responsible for Monitoring:</b> Administration, Team Leaders, All Educators  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>  <b>Problem Statements:</b> Student Learning 1, 2		Formative		Summative
		Nov	Feb	June

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Increase student achievement through the effective use of the Mitchell Instructional Snapshot and a commitment to the implementation of guaranteed and viable curriculum that enriches the learning process. <b>Strategy's Expected Result/Impact:</b> Implement systematic use of Targeted Reading/MATH resources to advance student levels of achievement; ensure WICOR and High Order Thinking opportunities are presented to each learner. Align teacher goals to the designated instructional elements of focus for the 23-24 school year. <b>Staff Responsible for Monitoring:</b> Administration, Team Leaders, All Educators; monitor and ensure instructional plans incorporate classroom expectations for appropriate levels of rigor.  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Targeted Reading and Math - 211 Title I, Part A		Formative		Summative
		Nov	Feb	June
Strategy 3 Details		Reviews		
<b>Strategy 3:</b> Utilize highly qualified instructional tutors to support targeted interventions in grades K-5. Honor our campus designed intervention block, focusing on guided reading and math groups. <b>Strategy's Expected Result/Impact:</b> Scholar achievement levels and academic growth will be an expected result; the use of small group intervention will allow scholars to receive purposeful interventions that will aid in closing achievement gaps. Adult temps and instructional support personnel will be on campus weekly to provide targeted intervention. <b>Staff Responsible for Monitoring:</b> Administration, Team Leaders, All Educators  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> - 211 Title I, Part A - \$13,640		Formative		Summative
		Nov	Feb	June

Strategy 4 Details		Reviews		
<b>Strategy 4:</b> Design and cultivate a community of educators dedicated to professional growth, through the implementation of intentional professional development, coaching sessions, and strategic goal setting. <b>Strategy's Expected Result/Impact:</b> The growth of each instructor will increase effectiveness in all classrooms; educators will enhance leadership skills and the quality of instruction will be positively impacted. These actions should also result in academic growth for each scholar. Weekly classroom walkthroughs and feedback sessions will support teacher capacity. Weekly PLC groups will provide professional learning opportunities as well. <b>Staff Responsible for Monitoring:</b> Administrators, Team Leaders, Instructional Coaches, All Educators  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Ongoing Instructional Leadership Development - 211 Title I, Part A - \$1,390		Formative		Summative
		Nov	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Mitchell has an discrepancy in the achievement percentage of ELL and AA students, when compared to White students. Sub groups are not meeting the target goal for meeting grade level performance on STAAR (ELL/AA) <b>Root Cause:</b> The lack of growth within the campus professional learning community, in the area of targeted interventions and data tracking for scholars. The need to grow in or ability to goal set and effectively monitor student progress during targeted interventions.
<b>Problem Statement 2:</b> Teachers and instructional leaders did not utilize data analysis protocols with fidelity, when determining instructional gaps and next steps for student improvement. <b>Root Cause:</b> Inconsistent use of data protocols to ensure a well defined look into gaps in the areas of RLA/Math led to student interventions being less effective.



**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

## **Performance Objective 2: K-5 MATHEMATICS**

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 50% in 2023 to 55% by June 2024. The Special Education student group performance will increase at the approaching or better performance level from 80% in 2023 to 83% by June 2024. The Economically Disadvantaged student group performance will increase at the approaching or better performance level from 50% in 2023 to 55% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 27% in 2023 to 40% by June 2024. The Special Education student group performance will increase at the approaching or better performance level from 27% in 2023 to 35% by June 2024. The Economically Disadvantaged student group performance will increase at the approaching or better performance level from 41% in 2022 to 47% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 41% in 2023 to 47% by June 2024. The Special Education student group performance will increase at the meets or better performance level from 38% in 2023 to 40% by June 2024. The Economically Disadvantaged student group performance will increase from 32% in 2023 to 40% by 2024.

### HB3 Goal

#### Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
<p><b>Strategy 1:</b> Mitchell grade level teams will meet weekly to collaborate and plan for intentional instructional design (instructional snapshot/PISD instructional Model) to meet the needs of each learner. Extended planning times will be scheduled to support unpacking of standards, data analysis, and progress monitoring of each scholar.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly data analysis of scholar progress within each grade level; utilize data to develop targeted intervention plans for Tiers 1-3, monitor and adjust instruction based on student needs, we expect each scholar to grow make a years growth academically; Each teacher leader will be impacted as well, growing in our knowledge of best instructional practices. Our Win time plans and practices will be monitored by our instructional coaches to ensure students are receiving targeted instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Team Leaders, All Educators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>			
Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
<p><b>Strategy 2:</b> Increase student achievement through the effective use of the Mitchell Instructional Snapshot and a commitment to the implementation of guaranteed and viable curriculum that enriches the learning process.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement systematic use of Targeted Reading/MATH resources to advance student levels of achievement; ensure WICOR and High Order Thinking opportunities are presented to each learner. Align teacher goals to the designated instructional elements of focus for the 23-24 school year</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Team Leaders, All Educators; monitor and ensure instructional plans incorporate classroom expectations for appropriate levels of rigor.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>			

Strategy 3 Details		Reviews		
<b>Strategy 3:</b> Utilize highly qualified instructional tutors to support targeted interventions in grades K-5. Honor our campus designed intervention block, focusing on guided reading and math groups. <b>Strategy's Expected Result/Impact:</b> Scholar achievement levels and academic growth will be an expected result; the use of small group intervention will allow scholars to receive purposeful interventions that will aid in closing achievement gaps. Adult temps and instructional support personnel will be on campus weekly to provide targeted intervention. <b>Staff Responsible for Monitoring:</b> Administration, Team Leaders, All Educators  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Ongoing professional and leadership development, supporting teacher and scholar growth. - 211 Title I, Part A - \$1,390		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Teachers and instructional leaders did not utilize data analysis protocols with fidelity, when determining instructional gaps and next steps for student improvement. <b>Root Cause:</b> Inconsistent use of data protocols to ensure a well defined look into gaps in the areas of RLA/Math led to student interventions being less effective. <b>Problem Statement 3:</b> Grades 3-5 overall Math STAAR scores decreased during the 2023 administration. ELL and AA subgroups meets percentages dropped during this administration of STAAR. <b>Root Cause:</b> The lack of consistently collaborating and planning with intention. Failure to lean on viable resources, such as lead4ward as a guide to improve instructional practices. Lack of teacher understanding in the area of aligning problem solving process into each lesson cycle.

**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.





1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

### **Performance Objective 3: K-5 SCIENCE**

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 17% in 2023 to 30% by June 2024. The Special Education student group performance will increase from 13% in 2023 to 17% by June 2024. The Economically Disadvantaged student group performance will increase from 12% in 2023 to 23% by 2024.

**Evaluation Data Sources:** 2024 STAAR Science

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Weekly data analysis of scholar progress within each grade level; utilize data to develop targeted intervention plans for Tiers 1-3, monitor and adjust instruction based on student needs, we expect each scholars to grow academically; Each teacher leader will be impacted as well, growing in our knowledge of best instructional practices. <b>Strategy's Expected Result/Impact:</b> Scholar achievement levels and academic growth will be an expected result; the use of small group intervention will allow scholars to receive purposeful interventions that will aid in closing achievement gaps. <b>Staff Responsible for Monitoring:</b> Administration, Team Leaders, All Educators  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Teachers and instructional leaders did not utilize data analysis protocols with fidelity, when determining instructional gaps and next steps for student improvement. <b>Root Cause:</b> Inconsistent use of data protocols to ensure a well defined look into gaps in the areas of RLA/Math led to student interventions being less effective.

**Goal 2:** Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).





DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

**Performance Objective 1:** Mitchell Elementary will support providing access to extra-curricular activities for scholars to engage in varied activities of interest. The Mitchell staff will engage in career focused objectives that educate students on varied career pathways.

**Evaluation Data Sources:** Student surveys and sign-ups. Student learning objectives and demonstrations of learning, focused on career pathways.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Our campus educators will participate and plan for multiple college and career readiness opportunities, through information sessions, lessons, and special presenters. Extra curricular opportunities will be made available to our students based on their interest. <b>Strategy's Expected Result/Impact:</b> Mitchell scholars will engage in various activities that peak their interest and get them excited about school. Students will begin to develop ideas of future success through career exploration. <b>Staff Responsible for Monitoring:</b> All educators, community members, counselors  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** Mitchell elementary will need to increase community partnerships and student/cultural knowledge: these actions align to our ever growing and diverse student population. **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.

**Goal 3:** Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.





Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

**Performance Objective 1:** Mitchell will continue our Mentor Program for first and second year educators. This mentorship will include small group learning opportunities and district provided resources to support onboarding, growth, and development.

**Evaluation Data Sources:** New teacher surveys, HRS staff data collection, and staff feedback

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Mentors will be assigned to new teachers within the first week of onboarding. Monthly mentor meetings will be held to support teacher growth. <b>Strategy's Expected Result/Impact:</b> New teachers will grow in their pedagogy as teachers; form networks of support among colleagues; increase in student achievement and growth. <b>Staff Responsible for Monitoring:</b> Administration/Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Formative		Summative
	Nov	Feb	June



Strategy 2 Details		Reviews		
<b>Strategy 2:</b> The leadership team will build capacity in our instructional leaders to support their leadership growth and development. <b>Strategy's Expected Result/Impact:</b> Our teacher leaders will grow in their capacity to lead teams through planning, data analysis, and intervention <b>Staff Responsible for Monitoring:</b> Administration/ILT Team Members  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Mitchell has an discrepancy in the achievement percentage of ELL and AA students, when compared to White students. Sub groups are not meeting the target goal for meeting grade level performance on STAAR (ELL/AA) <b>Root Cause:</b> The lack of growth within the campus professional learning community, in the area of targeted interventions and data tracking for scholars. The need to grow in or ability to goal set and effectively monitor student progress during targeted interventions.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 1:** The all student and individual student group attendance rates will be maintained at 96% or higher.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Mitchell's attendance committee will monitor attendance and tardies every three weeks through Pinnacle reports. Parents will be contacted through community in schools representative to identify areas of needs. <b>Strategy's Expected Result/Impact:</b> We expect the number of tardies and absences to decrease, with the increase of family support resources. <b>Staff Responsible for Monitoring:</b> Mitchell Attendance Committee  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** Mitchell elementary will need to increase community partnerships and student/cultural knowledge: these actions align to our ever growing and diverse student population. **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.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.





Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 2:** The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Incorporate positive behavior support strategies in common areas and across classrooms. This includes our House System, guidelines for success, and positive interaction ratios. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals across campus. Increase in student achievement across grade levels. <b>Staff Responsible for Monitoring:</b> Administration/PBIS Committee  <b>Problem Statements:</b> Perceptions 1		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Mitchell elementary will need to increase community partnerships and student/cultural knowledge: these actions align to our ever growing and diverse student population. <b>Root Cause:</b> 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.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 3:** The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol ( PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Mitchell's red ribbon week will support the education and promotion of a healthy lifestyle. Daily lessons will be presented to our scholars through school wide announcements and activities. <b>Strategy's Expected Result/Impact:</b> Increase scholar awareness of making healthy choices and remaining drug free. <b>Staff Responsible for Monitoring:</b> Counselors, Administration, All Educators  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	Formative		Summative
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Performance Objective 3 Problem Statements:**

## Perceptions

**Problem Statement 1:** Mitchell elementary will need to increase community partnerships and student/cultural knowledge: these actions align to our ever growing and diverse student population. **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.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.





Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 4:** The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
<b>Strategy 1:</b> Mitchell will implement the Character Strong program across grade levels to educate scholars on positive character traits. Counselors will lead each grade level through ongoing anti bullying lessons that focus on scholar's being upstanders. <b>Strategy's Expected Result/Impact:</b> Scholars demonstrating positive characteristics in all areas of the campus. A reduction of discipline/bullying referrals. <b>Staff Responsible for Monitoring:</b> Counselors, Admin. All Educators  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1			

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Mitchell's House System will support scholars in learning the campus Guidelines for Success. The House System promotes unity and connection across grade levels. <b>Strategy's Expected Result/Impact:</b> Campus will build a mindset of one community; scholar interactions will be positive; lower number of office referrals. <b>Staff Responsible for Monitoring:</b> Counselors, All Educators  <b>Problem Statements:</b> Perceptions 1		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

#### Performance Objective 4 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Mitchell elementary will need to increase community partnerships and student/cultural knowledge: these actions align to our ever growing and diverse student population. <b>Root Cause:</b> 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.



**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.





Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 5:** All incidents requiring a threat assessment will be completed per District policy.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Administration and threat assessment team will engage in ongoing training for threat assessments. Threat assessment team will meet and determine the need for threat assessments as they arise. <b>Strategy's Expected Result/Impact:</b> Our campus will complete threat assessments as appropriate to remain compliant  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 5 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Mitchell elementary will need to increase community partnerships and student/cultural knowledge: these actions align to our ever growing and diverse student population. <b>Root Cause:</b> 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.

**Goal 5:** Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.





Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

**Performance Objective 1:** Mitchell will engage with our community partners to elevate student learning outcomes and experiences. Mitchell will strategically use campus funding to support the needs of our campus

**Evaluation Data Sources:** Community partner surveys/ Community feedback

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Utilize campus funding to bring on adult temps, tutors, and paraprofessionals to assist learners in closing instructional gaps. <b>Strategy's Expected Result/Impact:</b> Increases in student achievement. Mitchell will close achievement gaps in the areas of Math and Reading <b>Staff Responsible for Monitoring:</b> All Educators, Administration  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2	Formative		Summative
	Nov	Feb	June

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Mitchell will continue to build relationships with community partners and incorporate these partners in the mission and vision of our campus. <b>Strategy's Expected Result/Impact:</b> Our campus expects to grow in our partnerships and include community members in our campus activities; student connections will be made and additional support for student learning will positively impact our campus <b>Staff Responsible for Monitoring:</b> Community Liaison, Administration, Counselors  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Mitchell has an discrepancy in the achievement percentage of ELL and AA students, when compared to White students. Sub groups are not meeting the target goal for meeting grade level performance on STAAR (ELL/AA) <b>Root Cause:</b> The lack of growth within the campus professional learning community, in the area of targeted interventions and data tracking for scholars. The need to grow in or ability to goal set and effectively monitor student progress during targeted interventions.
<b>Problem Statement 2:</b> Teachers and instructional leaders did not utilize data analysis protocols with fidelity, when determining instructional gaps and next steps for student improvement. <b>Root Cause:</b> Inconsistent use of data protocols to ensure a well defined look into gaps in the areas of RLA/Math led to student interventions being less effective.
Perceptions
<b>Problem Statement 1:</b> Mitchell elementary will need to increase community partnerships and student/cultural knowledge: these actions align to our ever growing and diverse student population. <b>Root Cause:</b> 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.

# 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	2	Targeted Reading and Math		\$0.00
1	1	3			\$13,640.00
1	1	4	Ongoing Instructional Leadership Development		\$1,390.00
1	2	3	Ongoing professional and leadership development, supporting teacher and scholar growth.		\$1,390.00
Sub-Total					\$16,420.00
Budgeted Fund Source Amount					\$222,700.00
+/- Difference					\$206,280.00
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					\$16,420.00
+/- Difference					\$216,288.00

# 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
<b>2022 # of Students</b>	28	18	11	0	3	0	13	37	1	9	42	23	65
<b>2022</b>	54	72	91		100		15	59	100	67	74	57	68
<b>2023</b>	56	74	92		100		18	61	100	69	75	58	69
<b>2024</b>	58	76	92		100		21	63	100	71	75	60	69
<b>2025</b>	60	78	93		100		25	65	100	74	76	62	70
<b>2026</b>	64	82	95		100		31	69	100	78	78	65	72
<b>2027</b>	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
<b>2022 # of Students</b>	28	25	26	0	4	0	13	40	2	13	58	30	88
<b>2022</b>	50	48	85		75		38	42	100	62	62	63	62
<b>2023</b>	52	50	86		76		41	44	100	64	63	64	63
<b>2024</b>	54	52	86		76		44	46	100	66	63	66	63
<b>2025</b>	56	54	87		77		48	48	100	69	64	68	64
<b>2026</b>	60	58	89		79		54	52	100	73	66	71	66
<b>2027</b>	64	62	90		80		61	56	100	78	67	74	67



## 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 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
<b>2022 # of Students</b>	27	15	17	0	4	0	10	35	2	5	47	23	70
<b>2022</b>	56	87	88		75		30	60	100	100	81	48	70
<b>2023</b>	58	89	89		76		33	62	100	100	82	49	71
<b>2024</b>	60	91	89		76		36	64	100	100	82	51	71
<b>2025</b>	62	93	90		77		40	66	100	100	83	53	72
<b>2026</b>	66	97	92		79		46	70	100	100	85	56	74
<b>2027</b>	70	100	93		80		53	74	100	100	86	59	75

## 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												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
<b>2022 # of Students</b>	83	58	54	0	11	0	36	112	5	27	147	76	223
<b>2022</b>	53	66	87		82		28	54	100	70	71	57	66
<b>2023</b>	55	68	88		83		31	56	100	72	72	58	67
<b>2024</b>	57	70	88		83		34	58	100	74	72	60	67
<b>2025</b>	59	72	89		84		38	60	100	77	73	62	68
<b>2026</b>	63	76	91		86		44	64	100	81	75	65	70
<b>2027</b>	67	80	92		87		51	68	100	86	76	68	71

## 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.

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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.

### 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
<b>2022 # of Students</b>	28	18	11	0	3	0	13	37	1	9	42	23	65
<b>2022</b>	21	78	91		100		23	38	100	78	62	48	57
<b>2023</b>	24	80	92		100		26	40	100	80	63	50	58
<b>2024</b>	27	83	94		100		29	43	100	82	65	52	60
<b>2025</b>	30	87	96		100		33	47	100	85	67	55	62
<b>2026</b>	36	91	98		100		38	51	100	89	69	59	64
<b>2027</b>	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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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.

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
<b>2022 # of Students</b>	28	25	26	0	4	0	13	40	2	13	58	30	88
<b>2022</b>	39	28	85		75		38	28	100	31	57	43	52
<b>2023</b>	42	30	86		76		41	30	100	33	58	45	53
<b>2024</b>	45	33	88		78		44	33	100	35	60	47	55
<b>2025</b>	48	37	90		80		48	37	100	38	62	50	57
<b>2026</b>	54	41	92		82		53	41	100	42	64	54	59
<b>2027</b>	60	47	95		85		60	47	100	47	67	59	62

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

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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.

### 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
<b>2022 # of Students</b>	27	15	17	0	4	0	10	35	2	5	47	23	70
<b>2022</b>	37	40	76		75		20	26	50	80	55	30	47
<b>2023</b>	40	42	77		76		23	28	51	82	56	32	48
<b>2024</b>	43	45	79		78		26	31	53	84	58	34	50
<b>2025</b>	46	49	81		80		30	35	55	87	60	37	52
<b>2026</b>	52	53	83		82		35	39	57	91	62	41	54
<b>2027</b>	58	59	86		85		42	45	60	96	65	46	57

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

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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.

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

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

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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
<b>2022 # of Students</b>	27	15	17	0	4	0	10	35	2	5	47	23	70
<b>2022</b>	22	13	71		75		0	20	50	40	51	4	36
<b>2023</b>	25	15	72		76		3	22	51	42	52	6	37
<b>2024</b>	28	18	74		78		6	25	53	44	54	8	39
<b>2025</b>	31	22	76		80		10	29	55	47	56	11	41
<b>2026</b>	37	27	78		82		15	34	58	51	58	15	43
<b>2027</b>	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	<b>Bullying</b> <b>Staff Prevention</b> <ul style="list-style-type: none"> <li>Identify high risk areas</li> <li>Monitor high risk areas</li> <li>Follow campus rules/expectations</li> </ul> <b>Staff Education</b> <ul style="list-style-type: none"> <li>Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>Review referral process</li> </ul> <b>Staff Intervention</b> <ul style="list-style-type: none"> <li>Establish recommended intervention strategies for classroom/campus</li> <li>Implement campus referral plan</li> <li>Utilize Discipline Management strategies</li> </ul> <b>Student Prevention</b> <ul style="list-style-type: none"> <li>Clearly state student expectations/campus rules/citizenship</li> <li>Monitor high risk areas</li> </ul> <b>Student Education</b> <ul style="list-style-type: none"> <li>Explain referral process/contacts</li> <li>Anonymous Tip Line</li> </ul> <b>Student Intervention</b> <ul style="list-style-type: none"> <li>Apply classroom interventions</li> </ul>	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"> <li>• Employ discipline interventions</li> <li>• Use other intervention strategies as necessary/appropriate</li> <li>• Conference with parents/students</li> </ul>		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• 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.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• 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.</li> <li>• K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>• K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		

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