Plano Independent School District

Mitchell Elementary

2026-2027 Campus Improvement Plan

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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

Summary

Mitchell Elementary is composed of a very diverse student population of 685 PreK- 5th grade scholars. Our campus will enter its fifth year of the one way dual language program in the 26-27 . Mitchell has experienced above normal growth and most of the campuses growth can be seen within our bilingual program. Mitchell Elementary is now the largest elementary and bilingual campus in Plano ISD. Our current demographic breakdown is 60% Hispanic, 24% African American, 10% White, 5% Two or more races,and 3% Asian. Our economically disadvantaged (67% of total students) percentage has increased by 15% in the two years, 6% in the last year. Our special education percentage is 10% and Mitchell has a 22.3% mobility rate. We currently have 90 staff members that support in various ways, teachers, paraprofessionals, counselors, instructional specialist, and speech pathologist. 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 interventionists to assist in closing instructional gaps and to advance scholars in the core content areas. Mitchell's attendance rate has been slowly improving as we work towards being at or above the state average. During the 25-26 school year Michell’s attendance rate improved from 92.5 to 93.3. Mitchell has worked to recruit and retain effective certified educators to support our instructional program. Our teacher student ratios on avg are 20:1.

Strengths

Mitchell's diversity is a strength and our scholars have multiple opportunities to experience learning through different lenses. Our diverse teaching staff remains committed to growing each student and engaging in professional growth opportunities as well. Our educators have increased their working knowledge in delivering effective Tier 1 instruction for all students. Our educators have worked to examine student data points to inform small group intervention. Our EOY MAP data shows an increase in the number of ED students who meet their growth goal for reading. MAP achievement levels increased for out ED students in the area of math (kinder, first, second, third, and fifth). Mitchell student groups participate in school-wide activities and showcases that allow for student collaboration and positive interactions. The number of families participating in extracurricular events increased this school year based on data collected by our campus and the PTA.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The campus attendance rate increased from 92.5% in 2024-2025 to 93.3% in 2025-2026; however, the campus remains below the attendance goal of 95.0%, indicating a continued need to improve student attendance and reduce chronic absenteeism.	Although attendance improvement strategies resulted in increased attendance rates, persistent student absences, chronic absenteeism, and barriers that impact consistent school attendance continue to prevent the campus from meeting its attendance goal of 95.0%. Continued monitoring, early intervention, and family engagement are needed to support further gains in attendance.

★ = Priority

Student Learning

Summary

During the 2025–2026 school year, Mitchell demonstrated strong academic growth, with students showing 8–10 point increases in both achievement and growth levels on MAP assessments in mathematics, reading, and science. Reading performance improved in both English and Spanish, while science growth met or exceeded expectations. These gains reflect the positive impact of focused instructional efforts and targeted support across grade levels. Despite this progress, campus data indicate a continued need to strengthen overall achievement levels in science, increase reading proficiency in both English and Spanish, and maintain a strong emphasis on mathematics achievement. To continue accelerating student success, the campus will focus on high-priority standards, process skills, data-driven instruction, and targeted interventions aligned to individual student needs. Additionally, intentional language supports for emergent bilingual students, particularly those in their first and second years of language acquisition, will remain a priority to ensure equitable access to rigorous instruction and continued academic growth.

Strengths

demonstrated significant academic growth during the 2025–2026 school year, as evidenced by strong MAP assessment results across multiple grade levels and student groups. Mathematics was a particular area of strength, with achievement and growth gains observed across all grade levels. Kindergarten and first-grade scholars excelled in MAP growth, demonstrating strong foundational skill development, while fourth-grade students exceeded projected growth expectations. Additionally, students identified under House Bill requirements showed notable progress, with many achieving growth of 10 points or more from the beginning to the end of the year. Reading Language Arts and Science also showed positive trends, with growth demonstrated in five of six grade levels. These results reflect the impact of focused instruction, data-driven decision-making, and targeted academic supports. While these accomplishments highlight strong student learning and growth, continued attention is needed to increase achievement levels for House Bill students and to further strengthen overall performance in mathematics, science, and reading to ensure all students reach grade-level proficiency and beyond.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Mitchell students demonstrated growth in mathematics; however, overall mathematics achievement remains below campus expectations. MAP assessment data indicate that 66% of students met achievement targets, which is below the campus goal of 75%, indicating a continued need to strengthen mathematics achievement and increase the number of students performing at grade level and above.	Analysis of MAP and STAAR data indicates a need for more consistent and effective use of small group instruction, differentiated strategies, monitoring of standards to provide timely interventions. Additionally improvement is needed in educators working knowledge of each individuals students growth areas.
2 ★	Reading achievement remains an area of focus for students in grades 2-5. End-of-Year MAP data indicate that fewer than 70% of students met their reading growth targets, demonstrating a need to increase both reading achievement and academic growth across grade levels. While students have shown progress, additional support is needed to ensure all scholars develop the literacy skills.	Analysis of MAP and STAAR data indicates a need for more consistent and effective use of small group instruction, differentiated strategies, monitoring of standards to provide timely interventions. Additionally improvement is needed in educators working knowledge of each individuals students growth areas. Improvement is needed in area of teacher's capacity to implement guided reading strategies.
3 ★	House Bill 1416 (High Focus) students demonstrated strong academic growth in reading, with many students showing double-digit gains on the End-of-Year MAP assessment. Despite this progress, overall reading achievement remains an area of need.	A continued focus on data-driven instruction, strategic intervention planning, progress monitoring, and differentiated literacy supports is necessary to address learning gaps and ensure students consistently demonstrate mastery of grade-level reading standards.

★ = Priority

School Processes & Programs

Summary

Mitchell Elementary has placed a great emphasis on building a strong culture. Each member of our community has a responsibility to support the culture of our campus and align themselves with our mission and vision. Our Positive Behavior and Intervention Systems team supports our campus wide systems. They support in planning morning routines and measuring student engagement through the implementation of Voice/Body/Time with the input of our educators. Our focus is creating an environment that scholars want to attend each day, creating conditions for their growth and development. Our counselors have been instrumental in championing our Character Strong program that focuses on specific character traits we want to instill in our kids. Our House system has strengthened our sense of community and continues to encourage our kids to grow socially and academically. 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. Identifying effective bilingual teachers will continue to be a focus for our campus. Professional development opportunities are provided by our district to support teaching and learning. PLC time is scheduled for each grade level with additional time for planning and intervention worked into our master schedule. With a Title I allotment of $269,000, we fund key staff who drive both teacher and student success. This investment supports our educators with coaching, modeling, and PLCs, while directly boosting student growth through targeted small-group lessons.

Strengths

Mitchell's mission and vision is student centered and focused on each member of our community showing growth.

Mitchell's PBIS team is teacher led and systems are in place to engage staff in decision making process.

Mitchell's House System encourages scholars to grow and builds community across the campus.

Mitchell's counselors are leaders in the Character Strong program implementation.

Mitchell has a strong PTA that provides multiple resources for teachers and our community.

Plano ISD provides multiple learning opportunities for our teachers to take advantage of as they grow in their practice.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Emergent Bilingual students demonstrated positive academic progress during the 2026 school year. Despite the growth there is still a need for students to grow in the area of TELPAS writing.	More targeted interventions, strategic language supports, and consistent progress monitoring are needed to address learning gaps and accelerate achievement. Strengthening these practices will help ensure that the growth demonstrated by emergent bilingual students translates into higher levels of reading proficiency and grade-level performance.
2 ★	Analysis of 2025-2026 campus data revealed a need to strengthen staff knowledge and implementation of Character Strong lessons and the district's Code of Civility. Insufficient professional development and consistency in implementation contributed to varying expectations and practices across the campus.	Staff have not received sufficient training, collaborative planning, and ongoing coaching to ensure consistent understanding and implementation of Character Strong programming and the district's Code of Civility.
3 ★	The campus attendance rate increased from 92.5% in 2024-2025 to 93.3% in 2025-2026; however, the campus remains below the attendance goal of 95.0%, indicating a continued need to improve student attendance and reduce chronic absenteeism.	Although attendance improvement strategies resulted in increased attendance rates, persistent student absences, chronic absenteeism, and barriers that impact consistent school attendance continue to prevent the campus from meeting its attendance goal of 95.0%. Continued monitoring, early intervention, and family engagement are needed to support further gains in attendance.

★ = Priority

Perceptions

Summary

Mitchell continues to believe the Mission and Vision statements that unify our mindsets. HRS educator and student surveys are used to make decisions that influence our campus instructional culture. Our office staff has adjusted to meet the needs of our growing community. Mitchell has staff members in place to support the enrollment process for our new families. Our parent liaison works alongside the PTA and community partners to support the needs of our campus. Parent surveys are provided to our community and used to enhance our programs. Staff feedback adds value to our program. It will be our goal to grow in this area and design additional ways for educators to add their input. Our PTA will continue to advocate for our needs. Through their diligent work Mitchell has increased their community partnerships. Administration will work to retain highly effective teachers to create consistency among our grade level teams.

Strengths

- PBIS systems are teacher led and influence our campus culture.
- HRS surveys show teachers are goal focused, and committed to growing in their practice.
- The faculty and staff perceive the school environment as safe and orderly.
- The academic success of our teachers and students is routinely recognized.
- Staff and students are recognized for their growth in the area of guidelines for success and staff bedrocks.
- Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.
- The Mitchell PTA excels in creating experiences for all students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	As measured by the 2026 PBIS audit, Mitchell Elementary demonstrated improvement in PBIS implementation compared to prior results; however, campus systems still require further strengthening to ensure consistent, campuswide application. Continued refinement is needed to fully align PBIS structures and practices to support high-quality teaching and learning across all settings.	Additional focus is needed on sustained staff training, consistent use of PBIS expectations and procedures, and ongoing monitoring of behavior data to guide decision-making.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The campus attendance rate increased from 92.5% in 2024-2025 to 93.3% in 2025-2026; however, the campus remains below the attendance goal of 95.0%, indicating a continued need to improve student attendance and reduce chronic absenteeism.	Although attendance improvement strategies resulted in increased attendance rates, persistent student absences, chronic absenteeism, and barriers that impact consistent school attendance continue to prevent the campus from meeting its attendance goal of 95.0%. Continued monitoring, early intervention, and family engagement are needed to support further gains in attendance.
2 ★	House Bill 1416 (High Focus) students demonstrated strong academic growth in reading, with many students showing double-digit gains on the End-of-Year MAP assessment. Despite this progress, overall reading achievement remains an area of need.	A continued focus on data-driven instruction, strategic intervention planning, progress monitoring, and differentiated literacy supports is necessary to address learning gaps and ensure students consistently demonstrate mastery of grade-level reading standards.
3 ★	Analysis of 2025-2026 campus data revealed a need to strengthen staff knowledge and implementation of Character Strong lessons and the district's Code of Civility. Insufficient professional development and consistency in implementation contributed to varying expectations and practices across the campus.	Staff have not received sufficient training, collaborative planning, and ongoing coaching to ensure consistent understanding and implementation of Character Strong programming and the district's Code of Civility.
4 ★	Reading achievement remains an area of focus for students in grades 2-5. End-of-Year MAP data indicate that fewer than 70% of students met their reading growth targets, demonstrating a need to increase both reading achievement and academic growth across grade levels. While students have shown progress, additional support is needed to ensure all scholars develop the literacy skills.	Analysis of MAP and STAAR data indicates a need for more consistent and effective use of small group instruction, differentiated strategies, monitoring of standards to provide timely interventions. Additionally improvement is needed in educators working knowledge of each individuals students growth areas. Improvement is needed in area of teacher's capacity to implement guided reading strategies.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**

- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Action research results**

Priorities

Priority 1

1.1 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.

Goal 1

By the end of the 2026-2027 school year, Mitchell Elementary will strengthen instructional systems through weekly professional learning communities to ensure consistent high-quality Tier 1 instruction, differentiation, and targeted interventions across all grade levels. As a result, all students will demonstrate measurable academic growth on district and state assessments, with increased percentages of students meeting or exceeding grade-level proficiency in all core content areas.

Performance Target: Mitchell Elementary will increase the percentage of all students attaining the Meets Grade Level standard in mathematics and reading from 42% in 2026 to 50% on 2027 STAAR mathematics assessment and 43% to 50% on the reading STAAR assessment.

Mitchell Elementary will increase the percentage of K-5 campus reading achievement by 10%, as measured by the 2027 EOY MAP assessment.

Expected Result: As a result of this goal we'll see our educators increase the use of process standards when teaching math, ensuring the use of problem solving within each lesson cycle. We expect to see increases in student achievement for all students with an emphasis on our economically disadvantaged students.

Strategy 1

Educators will engage in weekly professional learning communities to plan and align math instruction around high-priority standards, using weekly progress monitoring data and PLC discussions to address learning gaps and track student mastery.

Staff Responsible for Monitoring: MAP assessment, Unit assessment, and Common Formative Assessment data, will be evaluated to determine progress. Instructional Walkthrough Data will be collected to examine campus trends. Collaborative team agenda's and observations.

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 2

Teachers will provide targeted interventions during WIN time, supported by Title I staff, and design plans for identified subgroups, with student progress monitored through formative assessments and intervention tracking to increase achievement.

Staff Responsible for Monitoring: MAP assessment, Unit assessment, and Common Formative Assessment data, will be evaluated to determine progress. Instructional Walkthrough Data will be collected to examine campus trends. Collaborative team agenda's and observations. WIN time schedules will be developed and monitored weekly to support the implementation of our interventions.

Problem Statements: Student Learning 2

Funding Sources: Adult Temp 211 Title I, Part A, $20,000

Formative Reviews

November	February	June

Strategy 3

Instructional coaches and the math vertical team will provide biweekly job-embedded training to build teacher content knowledge and pedagogy, while teachers use differentiated resources like DreamBox to implement tiered instruction, monitored through classroom observations, student performance data, and weekly PLC check-ins.

Staff Responsible for Monitoring: MAP assessment, Unit assessment, and Common Formative Assessment data, will be evaluated to determine progress. Instructional Walkthrough Data will be collected to examine campus trends. Collaborative team agenda's and observations. Lesson plan design and student demonstrations of learning will be examined to access our effectiveness and support adjustments that may need to occur. Targeted Math assessments will be analyzed weekly to check for student progress.

Problem Statements: Student Learning 3

Funding Sources: Targeted Math 211 Title I, Part A, $5,400

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Reading achievement remains an area of focus for students in grades 2-5. End-of-Year MAP data indicate that fewer than 70% of students met their reading growth targets, demonstrating a need to increase both reading achievement and academic growth across grade levels. While students have shown progress, additional support is needed to ensure all scholars develop the literacy skills.	Analysis of MAP and STAAR data indicates a need for more consistent and effective use of small group instruction, differentiated strategies, monitoring of standards to provide timely interventions. Additionally improvement is needed in educators working knowledge of each individuals students growth areas. Improvement is needed in area of teacher's capacity to implement guided reading strategies.
3	House Bill 1416 (High Focus) students demonstrated strong academic growth in reading, with many students showing double-digit gains on the End-of-Year MAP assessment. Despite this progress, overall reading achievement remains an area of need.	A continued focus on data-driven instruction, strategic intervention planning, progress monitoring, and differentiated literacy supports is necessary to address learning gaps and ensure students consistently demonstrate mastery of grade-level reading standards.

Priority 2

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

Goal 1

For the 26-27 school year Mitchell Elementary will increase access and opportunities for all students to participate in extracurricular activities and increase optimal learning experiences and attendance for our scholars. Mitchell Elementary will continue to engage in PBIS practices that support the overall safety of the campus.

Performance Target: Mitchell Elementary will increase the attendance percentage from 92.4 during the 2026 school year to 95.5 for the 26-27 school year.

Expected Result: Mitchell expects to see and increase in our daily attendance rate. We also expect student interest in extracurricular activities to increase along with our attendance. Students level of achievement and growth should increase as well, as measured by demonstrations of learning, common formative assessments, and local assessments. The district PBIS audit will remain at the Tier 1 performance level.

Strategy 1

Mitchell Elementary will establish an attendance committee to review early warning sign data and work with families to provide resources and assistance based on individual needs. The committee will monitor progress through weekly attendance reports, track participation in "Meteors Here on Time" incentives, and measure family engagement through attendance at outreach events and instructional activities, encouraging families to be active partners in their student's learning. Mitchell will also engage in monthly PBIS trainings to ensure a safe and orderly learning environment.

Staff Responsible for Monitoring: Attendance Reports from Edugence, Early Warning Sign Reports, Attendance Committee Notes and Plans, Parent Outreach Activities.

Problem Statements: Demographics 1 - School Processes & Programs 3

Funding Sources: One Book One Community - Funding for the Activity 211 Title I, Part A, $5,859.4

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The campus attendance rate increased from 92.5% in 2024-2025 to 93.3% in 2025-2026; however, the campus remains below the attendance goal of 95.0%, indicating a continued need to improve student attendance and reduce chronic absenteeism.	Although attendance improvement strategies resulted in increased attendance rates, persistent student absences, chronic absenteeism, and barriers that impact consistent school attendance continue to prevent the campus from meeting its attendance goal of 95.0%. Continued monitoring, early intervention, and family engagement are needed to support further gains in attendance.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	The campus attendance rate increased from 92.5% in 2024-2025 to 93.3% in 2025-2026; however, the campus remains below the attendance goal of 95.0%, indicating a continued need to improve student attendance and reduce chronic absenteeism.	Although attendance improvement strategies resulted in increased attendance rates, persistent student absences, chronic absenteeism, and barriers that impact consistent school attendance continue to prevent the campus from meeting its attendance goal of 95.0%. Continued monitoring, early intervention, and family engagement are needed to support further gains in attendance.

Goal 2

By May 2027, the campus will strengthen a culture of respect, professionalism, and positive relationships by implementing the Plano ISD Code of Civility. The campus will have 85% of families responding to the annual campus climate survey indicating they feel respected, welcomed, and supported on campus.

Performance Target: Mitchell Elementary will have 85% of families responding to the annual campus climate survey indicating they feel respected, welcomed, and supported on campus.

Expected Result: Increase in parent interaction and engagement supporting the campus and community connection, leading to increases in student growth and achievement.

Strategy 1

Grade levels will provide weekly communication to families detailing learning objectives, progress monitoring, and ways our families can support learning goals at home. Weekly communication will be sent via email from grade levels. Administration will provide weekly updates through the community newsletter.

Staff Responsible for Monitoring: All staff

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Analysis of 2025-2026 campus data revealed a need to strengthen staff knowledge and implementation of Character Strong lessons and the district's Code of Civility. Insufficient professional development and consistency in implementation contributed to varying expectations and practices across the campus.	Staff have not received sufficient training, collaborative planning, and ongoing coaching to ensure consistent understanding and implementation of Character Strong programming and the district's Code of Civility.

Priority 3

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

Goal 1

By the end of the 2026-2027 school year, Mitchell Elementary teachers will strengthen Tier 1 instruction by consistently implementing high-yield instructional, intervention, and enrichment strategies to meet the diverse academic needs of all students, resulting in improved student achievement and outcomes across all content areas.

Performance Target: By the end of the 2026-2027 school year, at least 55% of students identified under HB 1416 will demonstrate measurable academic growth in reading and/or mathematics, as measured by district-approved assessments, progress monitoring data, and/or STAAR.

By May 2027, 100% of teachers will drive campus-wide AVID implementation by executing WICOR strategies, Focused Note-Taking, and common organizational systems, achieving at least 90% classroom fidelity on walkthroughs.

Expected Result: Administrators, Instructional Team members, and all educators will be responsible for this goal. We expect our students to have daily access to high quality instruction in all content areas. Our instruction will be aligned to state expectations and the use of district provided resources will be monitored. Our Title 1 Adult Temps will support interventions in the content areas of math and reading.

Strategy 1

Educators will engage in weekly professional learning communities to plan for and align writing opportunities for all students. Professional learning communities will focus on identified priority standards in the content area of language arts. Progress monitoring and data analysis will occur weekly to address learning gaps.

Staff Responsible for Monitoring: MAP assessment, Unit assessment, and Common Formative Assessment data, will be evaluated to determine progress. Instructional Walkthrough Data will be collected to examine campus trends. Collaborative team agenda's and observations.

Problem Statements: Student Learning 2, 3

Formative Reviews

November	February	June

Strategy 2

Mitchell Elementary will utilize differentiation, reteach, and intervention for students. This resource will allow educators an additional resource to apply when organizing students to collaborate and write in each content area. Mitchell Elementary will provide professional

development to support building our educators instructional capacity. Title 1 adult temps will be scheduled to support interventions in the areas of math and reading. Title one funds will be utilized to support intervention and lesson planning that aligns to our campus instructional snapshot focus areas.

Staff Responsible for Monitoring: MAP assessment, Unit assessment, and Common Formative Assessment data, will be evaluated to determine progress. Instructional Walkthrough Data will be collected to examine campus trends. Collaborative team agenda's and observations. Writing records and district assessments; examination of demonstrations of learning with a writing and revision focus.

Problem Statements: Student Learning 3

Funding Sources: Adult Temps 211 Title I, Part A, $25,400

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Reading achievement remains an area of focus for students in grades 2-5. End-of-Year MAP data indicate that fewer than 70% of students met their reading growth targets, demonstrating a need to increase both reading achievement and academic growth across grade levels. While students have shown progress, additional support is needed to ensure all scholars develop the literacy skills.	Analysis of MAP and STAAR data indicates a need for more consistent and effective use of small group instruction, differentiated strategies, monitoring of standards to provide timely interventions. Additionally improvement is needed in educators working knowledge of each individuals students growth areas. Improvement is needed in area of teacher's capacity to implement guided reading strategies.
3	House Bill 1416 (High Focus) students demonstrated strong academic growth in reading, with many students showing double-digit gains on the End-of-Year MAP assessment. Despite this progress, overall reading achievement remains an area of need.	A continued focus on data-driven instruction, strategic intervention planning, progress monitoring, and differentiated literacy supports is necessary to address learning gaps and ensure students consistently demonstrate mastery of grade-level reading standards.

Goal 2

By May 2027, 100% of teachers will drive campus-wide AVID implementation by executing WICOR strategies, Focused Note-Taking, and common organizational systems, achieving at least 90% classroom fidelity on walkthroughs.

Performance Target: 100% of Mitchell elementary educators will drive campus-wide AVID implementation by executing WICOR strategies, Focused Note-Taking, and common organizational systems, achieving at least 90% classroom fidelity on walkthroughs.

Expected Result: Expected results include increases in student organization and clarity of high priority standards. Teacher's capacity will increase and knowledge of students will support their overall growth and achievement. .

Strategy 1

lCassrooms will consistently implement campus-wide AVID organizational practices and common language, including grade-level appropriate use of planners or digital calendars, binders or interactive notebooks, organized learning materials, and posted agendas, as measured through instructional walkthroughs and implementation reviews.

Staff Responsible for Monitoring: All staff members, instructional coaches, campus administration

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Reading achievement remains an area of focus for students in grades 2-5. End-of-Year MAP data indicate that fewer than 70% of students met their reading growth targets, demonstrating a need to increase both reading achievement and academic growth across grade levels. While students have shown progress, additional support is needed to ensure all scholars develop the literacy skills.	Analysis of MAP and STAAR data indicates a need for more consistent and effective use of small group instruction, differentiated strategies, monitoring of standards to provide timely interventions. Additionally improvement is needed in educators working knowledge of each individuals students growth areas. Improvement is needed in area of teacher's capacity to implement guided reading strategies.

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Amna	Syed	Admin Intern	Admin Intern
Alanna	Bradley	Teacher	Teacher
Susan	Soledade	Teacher Leader	Instructional Support
Alphonso	Hidalgo	Parent	Parent/Community Member
Laura	Wagley	Title 1 Support Teacher	Instructional Support
Amna	Syed	Teacher	Teacher Leader
Emily	Paul	Parent	Parent
Michelle	Stack	Liaison	Parent Liaison
Shelise	Tillman	Counselor	School Counselor
Wendy	Dolman	Counselor	School Counselor
Bennett	Ruckle	Community Partner	Community Business Leader
Angela	Delgado	Teacher	Teacher
Julianna	Stephenson	Parent	Parent
Maggie	James	Principal	Administrator
Chad	Stoker	Principal	Administrator

Funding Summary

Funding Summary

211 Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Adult Temp	--	$20,000.00
1	1	3	Targeted Math	--	$5,400.00
2	1	1	One Book One Community - Funding for the Activity	--	$5,859.40
3	1	2	Adult Temps	--	$25,400.00
				Sub-Total	$56,659.40
				Budgeted Fund Source Amount	$49,225.00
				+/- Difference	**-$7,434.40**

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 4

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

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.
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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.

Reading

Grade 5

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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.

Reading

All Grades

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

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Math

Grade 3

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Math

Grade 4

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

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Math

Grade 5

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

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Science 5

Grade 5

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