Houston Independent School District

264 Mitchell Elementary School

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The main need identified from the prioritized list for professional development by the team is high-quality tier I instruction in core subjects and increased student engagement through multiple response strategies. The rationale for selecting these needs was based on student achievement data, namely STAAR and interim assessments. After extensive data analysis, the team concluded that students in third through fifth grade are not meeting grade level standards by the end of the school year for the past five years. Thus, by training teachers to implement high quality instructional materials with fidelity and increase student engagement in their lessons we aim to directly impact student learning and improve academic achievement.

The goal of this professional development plan is to build teacher capacity to implement rigorous grade level curriculum with fidelity and incorporate multiple response strategies into teachers' lesson delivery to maintain student engagement. The success of the plan will be determined by the benchmark and interim assessments (NWEA MAP) and spring STAAR student achievement data in Reading and Math as well as teachers' T-TESS summative ratings.

Transition directions
Non-verbal communication
[Copy of QSSSA Template Spanish.pdf](#)
Classroom student leaders - managers
[Students track their own progress](#)

Gradual release of instruction
[Implementing LSAE model for differentiated instruction](#)
[LSAE Documentation Log.pdf](#)

Backwards planning:
Module and Unit Internalization protocol
[Lesson internalization protocol](#)
[Unit Internalization Protocol](#)
Instructional planning in [PLC unpacking the standard](#)
[GRADE LEVEL DATA FILES](#) used to complete BOY DDI protocol and teacher action plans [BOY Data Dig 3-5](#), [BOY Data Dig K-2](#)
[Math data tracking by Module and TEK](#) we are tracking mastery of each TEK by the daily DOLs and using that data to inform instruction for reteaching,

scaffolds and supplemental aids for students (i.e: [Place value charts by grade level](#) [Word problem organizer.pdf](#))
We also reflect back on the data to determine misconceptions that need to be addressed.

Based on the MAP data we determined a list of priority 50 students to receive reading by design
intervention. We also added corrective reading to 2nd-5th grade schedules and trained teachers.
And tested 89 students for GT in 2022-23.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Focusing on 4th grade STAAR data in English over the past six years we see the percentage of students at Did Not Meet decreased between 2021 and 2023. Growing from 66% at Did Not Meet in 2021 to 52% in 2023. This means there were gains in Domain IIa (growth) between 2021 and 2023. We had the percentage of students at "approaches" grade level grow from 34% (in 2021) to 46% (in 2022) to 48% in 2023. The data indicates that the instructional focus has been on Tier III -urgent intervention students. DOL Tracking everyday by class. 4th grade reading in English and Spanish are strong areas, where we saw significant growth in the percentage of students moving from did not meet to approaches growing from 43% in 2022 to 71% in Spring 2023

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: The significant problem of practice that our campus instructional team has identified is the persistently low percentage of student achievement at the Meets and Masters levels in the STAAR Test for the 6 years past . This issue is particularly concerning when we examine the 6-year average, which reveals that about 22.2% of our students earned the Meets level, and a 10% have attained masters level   **Root Cause:** Quality of Instruction starting with tier 1 instruction.

School Culture and Climate

School Culture and Climate Summary

Our campus promotions student and staff ownership. We seek the input of all stakeholders, so they have an opportunity to display their genius. Overall, 81% of students thought the school displayed positive energy. Restorative Justice has allowed us to address root causes of behaviors so that we can minimize conflict and disruptions before it escalates. By focusing on replacement behaviors and repairing the harm, we see fewer instances of a behavior. 84% of the student population indicated that 84% of the rules were fair and just. They also reported to have strong student-teacher relationships. 81% reported that when they felt like giving up, their teacher encouraged them to continue trying. According to our Classroom Climate survey, the data indicated that the majority of behaviors displayed in the classroom were positive and did not hurt the learning a tremendous amount.

School Culture and Climate Strengths

he teachers who exhibited a strong command of TEACH nonverbal ques and Engagement strategies produced a higher response of positive student-teacher relationship and overall engagement**.** The areas that garnered the highest percentages include being fair, positive, and encouraging students to continue in spite of adversity and encouraging their best. These strong relationships had an overall positive effect on student disruption and student effort.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Even though we do not have a high number of discipline indicators of suspensions, many students still need support in their behaior and making positive choices.   **Root Cause:** Systems for procedures and expectations of students and staff is not followed through.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Opportunity culture - 2 MCLs one reading one math During PLC's teachers are provided with opportunities to collaborate with colleagues during planning. Teachers are trained to develop and revise questions that are STAAR aligned. Teachers also have the opportunity to rehearse lessons so that they can be provided with feedback in order to best fit the needs of the students. New Teacher cohort monthly meetings and book study of **The First-Year Teacher's Survival Guide: Ready-to-Use Strategies, Tools & Activities for Meeting the Challenges of Each School Day (J-B Ed: Survival Guides)** 4th Edition by Julia G. Thompson (Author)

Mitchell Prioritized List of Professional Development for the 2023 - 2024 School Year

Topic	Student Data Source	Description
High-Quality Tier 1 Instruction in Reading Math and Science	Universal Screener (NWEA Map, DIBLES and Lectura) 2023 STAAR scores Exit Ticket Tracker Unit and Module Assessments T-TESS Walkthroughs	Campus Curriculum deep dives with Amplify and Eureka Math (Summer 2 day sessions) Guided Module and lesson internalization protocols Lesson Rehearsals in PLC
Student Engagement	Daily Exit tickets Student Response cards T-TESS walkthroughs	Train teachers on Multiple Response strategies to increase student engagement during Tier I instruction
Data-Driven Instruction	Math assessment KPI tracker for Mid-Module and End-of-Module assessments Reading unit assessment tracker Exit Ticket class trackers	How to analyze and disaggregate different levels of data to inform and adjust instruction. Summative and Formative Data Action Planning
Scaffolding and Differentiation	Small group tracker T-TESS Ratings 2023 STAAR scores	LSAE model of instruction: Reteach standard based on exit ticket data on the same day
Behavior Intervention	RtI Behavior Data IAT Meeting notes T-TESS walkthroughs and ratings	PBIS Overview Strategies for De-escalating Student Behavior in the Classroom

Topic	Student Data Source	Description
Emergent Bilingual ESL best practices	2023 TELPAS scores 2023 STAAR Summit K-12 English Development Assessments	Tactile approach to TELPAS Dual Language Best Practices Preview, View, Review and Cross-Linguistic connections
Writing across the curriculum	Universal Sceener (nwea Map) 2023 STAAR Data Extended Constructed Response student samples TELPAS Writing samples	Embed writing in math, Science, and social studies using higher-order thinking questioning and MRS strategies

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- Adopted Career Pathways program allowing teacher leaders to be developed on the campus and provided a career path progression where 25% of staff participated in developing their leadership;
- Initiated Opportunity Culture which extends the reach of teachers to colleagues and students and currently impacts 63% of the student population; Supports two Aspiring Teachers
- Trained and developed future teachers through University teacher programs resulting in approximately 30 certified trained teachers from the University of Houston, Texas Southern University, and Prairie View A&M University

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: 50% of the staff are new teachers- 1 year and 2 years of experience.   **Root Cause:** Lack of beginning of the year support as well as intensive training.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Engagement Distinction moving from Gold to Diamond with Diamond being the highest rating based on establish and maintaining an active Parent Organization Group (PTA/PTO), conduct a Family Friendly School Walkthrough; Back to the Basics Workshop; Completed a minimum of 5 Parent Workshops

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Strengthened relationships with parents and the local community through outreach and involvement by hosting monthly parent sessions focused on academics and school involvement through Academic Parent Teacher Teams. Workshops focused on activities that can be done at home to strengthen skills. Workshops on digital resources.

Counselor	Wraparound	CIS	Assurance
Services Provided: Responsive Counseling Individual Counseling Group Counseling Crisis Team Lead	**Services Provided:** Basic Needs School Supplies	**50 consents** **Groups:** Anger Management Social Skills Girl Group 4th & 5th Sources of Strength ESL Learners support group	T & W for mentorship 6 male students 5 African American 1 Hispanic
Community Partners McCarthy Builders Kids Hope Family Matters	**Community Partners** Covenant of Faith Church Collective Assurance	**Community Partners** Foster grandparent program Girls Empowerment Women's Fund TSU-BSW student intern	
Career Day Red Ribbon Week Navidad en el Barrio Mental Health Day		School Wide Events Painting Party K-2 Painting Party 3-5 Girls Empowerment Cong	

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Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Many parents are complaining about bullying and other incidents.   **Root Cause:** Lack of communication on our systems and expectations to the parents.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Key Actions

Key Action 1: Based on our Needs Assessment, we will monitor student performance daily in Tier I instruction to ensure implementation of high-quality, rigorous practices to increase the levels of student achievement resulting in an increase in performance on district and state assessments by achieving 1.8 years growth in MAP and student achievement 80% approaches, 60% meets, 25% masters.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 100% of students will be measured by at least 10% increase in proficiency on each of the two NWEA MAP assessments administered in the middle of the year and in May 2024 in both reading and math.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Step 1 - Develop a campus formula for writing an effective and rigorous student learning objective and provide open labs for additional support as needed. Step 2 - During department and grade level planning, campus leaders will train and model to teachers on lesson/unit internalization protocol. Step 3 -During department and grade level planning, campus leaders will provide coaching and feedback during lesson rehearsals to monitor the quality of purposeful instruction and student engagement. . . Step 4 - During daily instructional walkthroughs, we will monitor and track student growth by the teacher LSAE documentation log. Step 5 - Monitor instruction by conducting T-Tess observations on a daily basis and providing feedback and coaching to teachers at least twice a week. Step 6 - During PLC and grade level meetings, we will conduct data analysis meetings to review data from daily DOLs and unit assessments with teachers to track student growth and drive instruction.				
Staff Actions				
All teachers will attend training to understand the unit and lesson internalization protocols development In addition to district training, teachers will attend campus training to help support with lesson annotation and lesson rehearsals using a template. During department and grade level planning, core teachers will provide annotated lessons to receive feedback from peers and administration. During department and grade level planning, core teachers will rehearse and receive feedback from peers and leaders. Teachers attend weekly PLCs to plan effective reading, math,and science lessons using the following PLCs Cycle: (1) Lesson Internalization (2) Lesson Rehearsals (3) IAT/Data Analysis (4) Responsive (based on T-TESS trends) Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on T-Tess observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement. Teachers review and track student growth on the Demonstration of Learning on a daily basis using the LSAE Documentation log and student tracking binders. During grade level and department planning, teachers will analyze student data, specifically quizzes, unit assessments, and MAP assessments to track student growth and drive instruction. Based on data from 2023 STAAR and MAP assessments, teachers will create individual student learning plan to track the progress of skills ready to be developed.				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Key Action 1: Based on our Needs Assessment, we will monitor student performance daily in Tier I instruction to ensure implementation of high-quality, rigorous practices to increase the levels of student achievement resulting in an increase in performance on district and state assessments by achieving 1.8 years growth in MAP and student achievement 80% approaches, 60% meets, 25% masters.

Indicator of Success 2: 80% of teachers will receive Proficient or higher on T-TESS observations in instruction by December 2023 and 90% of teachers will receive Proficient or higher by May 2024.

Specific Action 1 Details			Reviews	
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Step 1 - Develop a campus formula for writing an effective and rigorous student learning objective and provide open labs for additional support as needed. Step 2 - During department and grade level planning, campus leaders will train and model to teachers on lesson/unit internalization protocol. Step 3 -During department and grade level planning, campus leaders will provide coaching and feedback during lesson rehearsals to monitor the quality of purposeful instruction and student engagement. . . Step 4 - During daily instructional walkthroughs, we will monitor and track student growth by the teacher LSAE documentation log. Step 5 - Monitor instruction by conducting T-Tess observations on a daily basis and providing feedback and coaching to teachers at least twice a week. Step 6 - During PLC and grade level meetings, we will conduct data analysis meetings to review data from daily DOLs and unit assessments with teachers to track student growth and drive instruction. **Staff Actions** All teachers will attend training to understand the unit and lesson internalization protocols development In addition to district training, teachers will attend campus training to help support with lesson annotation and lesson rehearsals using a template. During department and grade level planning, core teachers will provide annotated lessons to receive feedback from peers and administration. During department and grade level planning, core teachers will rehearse and receive feedback from peers and leaders. Teachers attend weekly PLCs to plan effective reading, math,and science lessons using the following PLCs Cycle: (1) Lesson Internalization (2) Lesson Rehearsals (3) IAT/Data Analysis (4) Responsive (based on T-TESS trends) Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on T-Tess observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement. Teachers review and track student growth on the Demonstration of Learning on a daily basis using the LSAE Documentation log and student tracking binders. During grade level and department planning, teachers will analyze student data, specifically quizzes, unit assessments, and MAP assessments to track student growth and drive instruction. Based on data from 2023 STAAR and MAP assessments, teachers will create individual student learning plan to track the progress of skills ready to be developed.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 1: Based on our Needs Assessment, we will monitor student performance daily in Tier I instruction to ensure implementation of high-quality, rigorous practices to increase the levels of student achievement resulting in an increase in performance on district and state assessments by achieving 1.8 years growth in MAP and student achievement 80% approaches, 60% meets, 25% masters.

Indicator of Success 3: 70% of students will score proficient or higher on the demonstration of learning (DOL), every day in Math, Reading, and 5th grade Science by December 2023, and 80% of students will score proficient or higher on daily DOL's by May 2024.

Specific Action 1 Details			Reviews	
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Step 1 - Develop a campus formula for writing an effective and rigorous student learning objective and provide open labs for additional support as needed. Step 2 - During department and grade level planning, campus leaders will train and model to teachers on lesson/unit internalization protocol. Step 3 -During department and grade level planning, campus leaders will provide coaching and feedback during lesson rehearsals to monitor the quality of purposeful instruction and student engagement. . . Step 4 - During daily instructional walkthroughs, we will monitor and track student growth by the teacher LSAE documentation log. Step 5 - Monitor instruction by conducting T-Tess observations on a daily basis and providing feedback and coaching to teachers at least twice a week. Step 6 - During PLC and grade level meetings, we will conduct data analysis meetings to review data from daily DOLs and unit assessments with teachers to track student growth and drive instruction. **Staff Actions** All teachers will attend training to understand the unit and lesson internalization protocols development In addition to district training, teachers will attend campus training to help support with lesson annotation and lesson rehearsals using a template. During department and grade level planning, core teachers will provide annotated lessons to receive feedback from peers and administration. During department and grade level planning, core teachers will rehearse and receive feedback from peers and leaders. Teachers attend weekly PLCs to plan effective reading, math,and science lessons using the following PLCs Cycle: (1) Lesson Internalization (2) Lesson Rehearsals (3) IAT/Data Analysis (4) Responsive (based on T-TESS trends) Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on T-Tess observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement. Teachers review and track student growth on the Demonstration of Learning on a daily basis using the LSAE Documentation log and student tracking binders. During grade level and department planning, teachers will analyze student data, specifically quizzes, unit assessments, and MAP assessments to track student growth and drive instruction. Based on data from 2023 STAAR and MAP assessments, teachers will create individual student learning plan to track the progress of skills ready to be developed.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Key Action 1: Based on our Needs Assessment, we will monitor student performance daily in Tier I instruction to ensure implementation of high-quality, rigorous practices to increase the levels of student achievement resulting in an increase in performance on district and state assessments by achieving 1.8 years growth in MAP and student achievement 80% approaches, 60% meets, 25% masters.

Indicator of Success 4: 60% of students will perform at the Meets level or higher on campus, district and state assessments(STAAR) in Reading, Math, and Science.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Step 1 - Develop a campus formula for writing an effective and rigorous student learning objective and provide open labs for additional support as needed. Step 2 - During department and grade level planning, campus leaders will train and model to teachers on lesson/unit internalization protocol. Step 3 -During department and grade level planning, campus leaders will provide coaching and feedback during lesson rehearsals to monitor the quality of purposeful instruction and student engagement. . . Step 4 - During daily instructional walkthroughs, we will monitor and track student growth by the teacher LSAE documentation log. Step 5 - Monitor instruction by conducting T-Tess observations on a daily basis and providing feedback and coaching to teachers at least twice a week. Step 6 - During PLC and grade level meetings, we will conduct data analysis meetings to review data from daily DOLs and unit assessments with teachers to track student growth and drive instruction. **Staff Actions** All teachers will attend training to understand the unit and lesson internalization protocols development In addition to district training, teachers will attend campus training to help support with lesson annotation and lesson rehearsals using a template. During department and grade level planning, core teachers will provide annotated lessons to receive feedback from peers and administration. During department and grade level planning, core teachers will rehearse and receive feedback from peers and leaders. Teachers attend weekly PLCs to plan effective reading, math,and science lessons using the following PLCs Cycle: (1) Lesson Internalization (2) Lesson Rehearsals (3) IAT/Data Analysis (4) Responsive (based on T-TESS trends) Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on T-Tess observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement. Teachers review and track student growth on the Demonstration of Learning on a daily basis using the LSAE Documentation log and student tracking binders. During grade level and department planning, teachers will analyze student data, specifically quizzes, unit assessments, and MAP assessments to track student growth and drive instruction. Based on data from 2023 STAAR and MAP assessments, teachers will create individual student learning plan to track the progress of skills ready to be developed.				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Key Action 2: Based on our Needs Assessment, we will increase the level of student engagement during Tier 1 instruction by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective with 90% competency by May 2024.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores on T-tess Observations on the Instructional component conducted by administration will be Proficient by November 2023 and that percentage will increase to 80% by February 2024, and increase to 90% by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions				

Step 1 - Set expectations with teachers on the implementation of multiple response strategies, MRS. This includes how the feedback cycle will be implemented - (1) feedback, (2) coaching time, (3) implementation follow-up. Step 2 - Train teachers on specific multiple response strategies, MRS, during preservice. Step 3- Review lesson plans every Thursday to ensure implementation of the MRS strategies and provide feedback. Step 4 - Administration will generate a calendar with weekly scheduled walkthroughs. School leaders and tier 2 leaders will conduct weekly spot-on observations of every teacher on a weekly basis. Step 5 - Provide on-the-spot coaching regularly and written feedback on a weekly basis for every teacher using the Spot Observation form. Step 6 - Follow up with the teacher to coach and model on the spot, and follow up the next day to ensure that is being implemented. Step 7 - Conduct effective PLCs that focus on 1-2 multiple response strategies, MRS, at every PLC. Review lesson plans for annotated MRS strategies and data, specifically DOLs for learning objective mastery, during PLC with teachers. Step 8 - Review trends from Spot Observation forms to hold teachers accountable for implementing multiple response strategies, and provide support to teachers in need.

Staff Actions

Core content teachers will attend training to understand the unit and lesson internalization protocol. During department and grade level planning, core teachers will provide annotated lessons to receive feedback from peers and administration. During department and grade level planning, core teachers will rehearse and receive feedback from peers and leaders. Teachers attend weekly PLCs to plan effective reading and/or math lessons with rigorous student learning objectives, while planning with the end in mind. Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on SPOT observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement. Teachers review and track student growth on the demonstration of learning on a daily basis using the LSAE Documentation log and student tracking binders. . During grade level and department planning, teachers will analyze student data, specifically quizzes, unit assessments, and MAP assessments to track student growth and drive instruction. Based on data from 2023 STAAR and MAP assessments, teachers will create individual student learning plan to track the progress of skills ready to be developed.

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Key Action 2: Based on our Needs Assessment, we will increase the level of student engagement during Tier 1 instruction by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective with 90% competency by May 2024.

Indicator of Success 2: Teachers will annotate the number of times a MRS strategy will be used during Tier 1 instruction in their lesson plans . 70% of the lesson plans will indicate a minimum of 10 MRS by October 2023. 80% of the lesson plans will indicate a minimum of 12 MRS by November 2023. 100% of the lesson plans will indicate a minimum of 15 MRS by December 2023.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Step 1 - Set expectations with teachers on the implementation of multiple response strategies, MRS. This includes how the feedback cycle will be implemented - (1) feedback, (2) coaching time, (3) implementation follow-up. Step 2 - Train teachers on specific multiple response strategies, MRS, during preservice. Step 3- Review lesson plans every Thursday to ensure implementation of the MRS strategies and provide feedback. Step 4 - Administration will generate a calendar with weekly scheduled walkthroughs. School leaders and tier 2 leaders will conduct weekly spot-on observations of every teacher on a weekly basis. Step 5 - Provide on-the-spot coaching regularly and written feedback on a weekly basis for every teacher using the Spot Observation form. Step 6 - Follow up with the teacher to coach and model on the spot, and follow up the next day to ensure that is being implemented. Step 7 - Conduct effective PLCs that focus on 1-2 multiple response strategies, MRS, at every PLC. Review lesson plans for annotated MRS strategies and data, specifically DOLs for learning objective mastery, during PLC with teachers. Step 8 - Review trends from Spot Observation forms to hold teachers accountable for implementing multiple response strategies, and provide support to teachers in need. **Staff Actions** Core content teachers will attend training to understand the unit and lesson internalization protocol. During department and grade level planning, core teachers will provide annotated lessons to receive feedback from peers and administration. During department and grade level planning, core teachers will rehearse and receive feedback from peers and leaders. Teachers attend weekly PLCs to plan effective reading and/or math lessons with rigorous student learning objectives, while planning with the end in mind. Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on SPOT observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement. Teachers review and track student growth on the demonstration of learning on a daily basis using the LSAE Documentation log and student tracking binders. . During grade level and department planning, teachers will analyze student data, specifically quizzes, unit assessments, and MAP assessments to track student growth and drive instruction. Based on data from 2023 STAAR and MAP assessments, teachers will create individual student learning plan to track the progress of skills ready to be developed.				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Key Action 2: Based on our Needs Assessment, we will increase the level of student engagement during Tier 1 instruction by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective with 90% competency by May 2024.

Indicator of Success 3: Teachers will use a MRS strategy every four minutes during Tier 1 instruction to check for student understanding and promote active engagement. By the end of September 2023, 80% of students will participate during MRS strategies every four minutes to demonstrate learning, by the end of October 2023 90% of students will engage in MRS strategies, and by the end of November 2023, 100% of students will actively engage in MRS strategies.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?	**Formative**			**Summative**
	Feb	Mar	Apr	June
School Leaders' Actions Step 1 - Set expectations with teachers on the implementation of multiple response strategies, MRS. This includes how the feedback cycle will be implemented - (1) feedback, (2) coaching time, (3) implementation follow-up. Step 2 - Train teachers on specific multiple response strategies, MRS, during preservice. Step 3- Review lesson plans every Thursday to ensure implementation of the MRS strategies and provide feedback. Step 4 - Administration will generate a calendar with weekly scheduled walkthroughs. School leaders and tier 2 leaders will conduct weekly spot-on observations of every teacher on a weekly basis. Step 5 - Provide on-the-spot coaching regularly and written feedback on a weekly basis for every teacher using the Spot Observation form. Step 6 - Follow up with the teacher to coach and model on the spot, and follow up the next day to ensure that is being implemented. Step 7 - Conduct effective PLCs that focus on 1-2 multiple response strategies, MRS, at every PLC. Review lesson plans for annotated MRS strategies and data, specifically DOLs for learning objective mastery, during PLC with teachers. Step 8 - Review trends from Spot Observation forms to hold teachers accountable for implementing multiple response strategies, and provide support to teachers in need. **Staff Actions** Core content teachers will attend training to understand the unit and lesson internalization protocol. During department and grade level planning, core teachers will provide annotated lessons to receive feedback from peers and administration. During department and grade level planning, core teachers will rehearse and receive feedback from peers and leaders. Teachers attend weekly PLCs to plan effective reading and/or math lessons with rigorous student learning objectives, while planning with the end in mind. Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on SPOT observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement. Teachers review and track student growth on the demonstration of learning on a daily basis using the LSAE Documentation log and student tracking binders. . During grade level and department planning, teachers will analyze student data, specifically quizzes, unit assessments, and MAP assessments to track student growth and drive instruction. Based on data from 2023 STAAR and MAP assessments, teachers will create individual student learning plan to track the progress of skills ready to be developed.				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Key Action 2: Based on our Needs Assessment, we will increase the level of student engagement during Tier 1 instruction by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective with 90% competency by May 2024.

Indicator of Success 4: Students will demonstrate mastery of the learning objective and demonstrate growth by 70% by October 2023, and that percentage will increase by 80% by February 2024, and the percentage will increase to 90% by May 2024 as measured by daily D.O.L in the AllinLearning platform.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?	**Formative**			**Summative**
	Feb	Mar	Apr	June
School Leaders' Actions Step 1 - Set expectations with teachers on the implementation of multiple response strategies, MRS. This includes how the feedback cycle will be implemented - (1) feedback, (2) coaching time, (3) implementation follow-up. Step 2 - Train teachers on specific multiple response strategies, MRS, during preservice. Step 3- Review lesson plans every Thursday to ensure implementation of the MRS strategies and provide feedback. Step 4 - Administration will generate a calendar with weekly scheduled walkthroughs. School leaders and tier 2 leaders will conduct weekly spot-on observations of every teacher on a weekly basis. Step 5 - Provide on-the-spot coaching regularly and written feedback on a weekly basis for every teacher using the Spot Observation form. Step 6 - Follow up with the teacher to coach and model on the spot, and follow up the next day to ensure that is being implemented. Step 7 - Conduct effective PLCs that focus on 1-2 multiple response strategies, MRS, at every PLC. Review lesson plans for annotated MRS strategies and data, specifically DOLs for learning objective mastery, during PLC with teachers. Step 8 - Review trends from Spot Observation forms to hold teachers accountable for implementing multiple response strategies, and provide support to teachers in need. **Staff Actions** Core content teachers will attend training to understand the unit and lesson internalization protocol. During department and grade level planning, core teachers will provide annotated lessons to receive feedback from peers and administration. During department and grade level planning, core teachers will rehearse and receive feedback from peers and leaders. Teachers attend weekly PLCs to plan effective reading and/or math lessons with rigorous student learning objectives, while planning with the end in mind. Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on SPOT observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement. Teachers review and track student growth on the demonstration of learning on a daily basis using the LSAE Documentation log and student tracking binders. . During grade level and department planning, teachers will analyze student data, specifically quizzes, unit assessments, and MAP assessments to track student growth and drive instruction. Based on data from 2023 STAAR and MAP assessments, teachers will create individual student learning plan to track the progress of skills ready to be developed.				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Key Action 3: Based on our Needs Assessment, we will implement a systematic approach to differentiate instruction for students by using the LSAE model in order to ensure we are accelerating learning as well as closing gaps for all students so that students achieve 1.8 years growth in MAP and student achievement 80% approaches, 60% meets, 25% masters by May 2024.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By May 2024, 70% of students in 1st-5th grade will obtain a scaled score at grade level range (within standard deviation) on the MAP assessment in both reading and math. Progress monitoring will be assessed by Lexile range in Amplify Boost (growth will be indicated at 8 points every 3 weeks) and Zearn (lesson completion of 7 lessons every 3 weeks). Progression of goal: 45% of students by the end of October, 55% of students by the end of December, 60% by the end of March and 70% by the end of May.

Specific Action 1 Details		Reviews			
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?		**Formative**			**Summative**
		Feb	**Mar**	**Apr**	**June**
School Leaders' Actions					

Step 1 - Train teachers on the LSAE model during preservice, and model how to effectively score the student pathway. Step 2 - Develop a main schedule prior to the beginning of the school year to implement the LSAE model. Share the main schedule with teachers. Step 3 - During grade level planning, leaders will train teachers on how to identify students needing intervention during designated small group time and how to effectively implement intervention within the LSAE. Step 4 - Monitor the implementation of the LSAE model in every classroom by conducting Spot observations daily and follow up with written and verbal feedback. Step 5 - Review data tracking tools every three weeks to determine student progress and meet with teachers to discuss student progress monitoring as part of the PLC cycle. Step 6 - Conduct data analysis meetings monthly with teachers during PLC to track student growth on D.O.Ls, Amplify Boost Lexile scores and Zearn lesson completion to monitor progress towards MAP and Dibels growth goal of .2 levels every 3 weeks.

Staff Actions

Specific actions - staff (What specific action steps will the staff take to accomplish the objective?) Teachers attend the training on the LSAE model during preservice and complete a survey with feedback. Teachers assess students with D.O.L, implement a flexible grouping system, and complete the LSAE tracking log daily. Teachers follow the main schedule and implement the LSAE model. Teachers will internalize reading and math LSAE documents to support Learning and Securing students. Teachers will use the Science of Reading and monitor Zearn to differentiate instruction and target the needs Teachers implement the feedback from the Spot Observation form provided by administration the day after the form is provided to the teacher. Teachers attend data meetings and bring student data (test reports, work samples, grades). Teachers use a data binder to take daily anecdotal notes, track student growth, and plan small group lessons. Teachers review anecdotal notes to plan effective small group lessons in K-2 and LSAE pullouts. Teachers analyze student data on MAP and Dibels assessments and track student growth in a spreadsheet with individual performance goals per student.

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Key Action 3: Based on our Needs Assessment, we will implement a systematic approach to differentiate instruction for students by using the LSAE model in order to ensure we are accelerating learning as well as closing gaps for all students so that students achieve 1.8 years growth in MAP and student achievement 80% approaches, 60% meets, 25% masters by May 2024.

Indicator of Success 2: By May 2024, 90% of teachers will be at proficiency or higher on ratings of the LSAE model during each SPOT observation. Progression will be monitored by teachers reaching these proficiency benchmarks: 60% by November 2023 75% by February 2024. Additionally, student achievement progress will be monitored through daily demonstrations of learning (DOLs) in the AllinLearning platform.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Step 1 - Train teachers on the LSAE model during preservice, and model how to effectively score the student pathway. Step 2 - Develop a main schedule prior to the beginning of the school year to implement the LSAE model. Share the main schedule with teachers. Step 3 - During grade level planning, leaders will train teachers on how to identify students needing intervention during designated small group time and how to effectively implement intervention within the LSAE. Step 4 - Monitor the implementation of the LSAE model in every classroom by conducting Spot observations daily and follow up with written and verbal feedback. Step 5 - Review data tracking tools every three weeks to determine student progress and meet with teachers to discuss student progress monitoring as part of the PLC cycle. Step 6 - Conduct data analysis meetings monthly with teachers during PLC to track student growth on D.O.Ls, Amplify Boost Lexile scores and Zearn lesson completion to monitor progress towards MAP and Dibels growth goal of .2 levels every 3 weeks. **Staff Actions** Specific actions - staff (What specific action steps will the staff take to accomplish the objective?) Teachers attend the training on the LSAE model during preservice and complete a survey with feedback. Teachers assess students with D.O.L, implement a flexible grouping system, and complete the LSAE tracking log daily. Teachers follow the main schedule and implement the LSAE model. Teachers will internalize reading and math LSAE documents to support Learning and Securing students. Teachers will use the Science of Reading and monitor Zearn to differentiate instruction and target the needs Teachers implement the feedback from the Spot Observation form provided by administration the day after the form is provided to the teacher. Teachers attend data meetings and bring student data (test reports, work samples, grades). Teachers use a data binder to take daily anecdotal notes, track student growth, and plan small group lessons. Teachers review anecdotal notes to plan effective small group lessons in K-2 and LSAE pullouts. Teachers analyze student data on MAP and Dibels assessments and track student growth in a spreadsheet with individual performance goals per student.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Key Action 3: Based on our Needs Assessment, we will implement a systematic approach to differentiate instruction for students by using the LSAE model in order to ensure we are accelerating learning as well as closing gaps for all students so that students achieve 1.8 years growth in MAP and student achievement 80% approaches, 60% meets, 25% masters by May 2024.

Indicator of Success 3: By May 2024, 90% of students in Kindergarten and 1st grade will be proficient on Dibels

Specific Action 1 Details			Reviews			
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?			**Formative**			**Summative**
			Feb	Mar	Apr	June
School Leaders' Actions Step 1 - Train teachers on the LSAE model during preservice, and model how to effectively score the student pathway. Step 2 - Develop a main schedule prior to the beginning of the school year to implement the LSAE model. Share the main schedule with teachers. Step 3 - During grade level planning, leaders will train teachers on how to identify students needing intervention during designated small group time and how to effectively implement intervention within the LSAE. Step 4 - Monitor the implementation of the LSAE model in every classroom by conducting Spot observations daily and follow up with written and verbal feedback. Step 5 - Review data tracking tools every three weeks to determine student progress and meet with teachers to discuss student progress monitoring as part of the PLC cycle. Step 6 - Conduct data analysis meetings monthly with teachers during PLC to track student growth on D.O.Ls, Amplify Boost Lexile scores and Zearn lesson completion to monitor progress towards MAP and Dibels growth goal of .2 levels every 3 weeks. **Staff Actions** Specific actions - staff (What specific action steps will the staff take to accomplish the objective?) Teachers attend the training on the LSAE model during preservice and complete a survey with feedback. Teachers assess students with D.O.L, implement a flexible grouping system, and complete the LSAE tracking log daily. Teachers follow the main schedule and implement the LSAE model. Teachers will internalize reading and math LSAE documents to support Learning and Securing students. Teachers will use the Science of Reading and monitor Zearn to differentiate instruction and target the needs Teachers implement the feedback from the Spot Observation form provided by administration the day after the form is provided to the teacher. Teachers attend data meetings and bring student data (test reports, work samples, grades). Teachers use a data binder to take daily anecdotal notes, track student growth, and plan small group lessons. Teachers review anecdotal notes to plan effective small group lessons in K-2 and LSAE pullouts. Teachers analyze student data on MAP and Dibels assessments and track student growth in a spreadsheet with individual performance goals per student.						
0% No Progress	100% Accomplished		Continue/Modify		Discontinue	

Key Action 4: Based on our Needs Assessment, teachers will implement academic scaffolding during Tier I instruction and targeted interventions during LSAE model for subpopulations of emergent bilingual students, special education students, and the 20% of students identified as being the most striving students in 1st through 5th based on the BOY MAP and STAAR data.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By May 2024, identified students will demonstrate 50% growth in the mastery of TEKS based on their DOL and unit/module assessments data in AllinLearning in reading and math. By December 2023, identified students (EBs, SPED, and targeted striving students, will demonstrate 10% growth on the TEK mastery.

Specific Action 1 Details			Reviews		
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?			**Formative**		**Summative**
			Feb	Mar	Apr	June
School Leaders' Actions Step 1 - Administer NWEA BOY and identify students who will be a part of the Most Striving Students program, EBs, and SPED students who will be monitored. Step 2 - Create a learning plan based on the NWEA BOY data. Step 3- Train staff on specific learning strategies such as sheltered instruction and effective intervention practice such as Preview, View, Review. Step 4 - Create a schedule for the LSAE model to service students in reading and math. Step 5 - Implement a tracking system to ensure students are being serviced in reading and math and proficiency tracking system in all domains. Step 6 - Monitor the implementation of the student's plan with Spot observations and provide on-the-spot coaching and written feedback. Step 7 - Follow-up observation on the implementation of feedback provided to teacher/interventionist (feedback cycle model) the next school day. Step 8 - Create a device/hot spot check out system to offer students. Step 9- Monitor digital resources and mastery for student progress, specifically Zearn and Boost. Step 10 - Review and track student progress on the demonstration of learning on a weekly basis during PLC meetings. Step 11 - Conduct data analysis meetings with teachers/interventionists during PLC for progress **Staff Actions** Teachers implement the student's learning plan to support student learning. Teachers conduct LSAE model/schedule with fidelity for math and reading. Teachers implement the feedback from the Spot Observation form provided by administration the day after the form is provided. Teachers review and track student growth on the demonstration of learning on a daily basis. Teachers analyze student data, specifically quizzes, unit assessments, and MAP assessments to track student progress and drive instruction. Teachers will track EB students in all domains. Teachers will utilize sheltered instruction strategies within their lessons in all classrooms.						

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Key Action 4: Based on our Needs Assessment, teachers will implement academic scaffolding during Tier I instruction and targeted interventions during LSAE model for subpopulations of emergent bilingual students, special education students, and the 20% of students identified as being the most striving students in 1st through 5th based on the BOY MAP and STAAR data.

Indicator of Success 2: Students will score in the 85% percentile of growth on each of the two NWEA MAP assessments administered at the end of the year. Progress monitoring will be assessed by Lexile range in Amplify Boost (growth will be indicated at 8 points every 3 weeks) and Zearn (lesson completion of 7 lessons every 3 weeks). Progression of goal: 45% of students by the end of October, 55% of students by the end of December, 60% by the end of March and 70% by the end of May.

Specific Action 1 Details		Reviews			
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?		**Formative**			**Summative**
		Feb	Mar	Apr	June
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0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for 264 Mitchell Elementary School

Total SCE Funds: $100,928.00
Total FTEs Funded by SCE: 1.35
Brief Description of SCE Services and/or Programs

$92205 funds positions $8723 General Supplies Funds 1.35 personnel

Personnel for 264 Mitchell Elementary School

Name	Position	FTE
Kristal Peterson		1
Yoeli Collier		0.35

Title I

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Erin Spencer	Teacher Class Size Reduction Teacher	Class Reduction	1