Bryan Independent School District

Mitchell Elementary

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Mitchell Elementary will inspire and challenge EVERY learner, EVERY day, through meaningful learning, strong relationships, and high expectations.

Vision

Mitchell Elementary will instill a love of learning and empower every student to reach their full potential.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

At Mitchell, our Title I needs assessment goes beyond just looking at test scores—we take a comprehensive approach. We track trends in attendance and use district assessments across all content areas, along with ongoing formative assessments, to better understand how our students are doing.

Parent feedback plays a critical role in helping us understand and meet the needs of our students and families. Through fall and spring BISD surveys, and our monthly Bulldog Parent and Caregivers group (PAC, Mitchell's PTO), families share valuable insights, concerns, and suggestions. Their input helps us address needs directly and strengthen the educational experience for every student. By keeping these lines of communication open, we create a true partnership between home and school.

Our staff's voice is equally important in shaping our direction. Teachers and staff provide input through fall and spring BISD surveys, a January campus survey, and regular collaboration with our targeted leadership teams: Top Dogs = Academics; Hype Hounds= Community Engagement; Bulldog Boosters = Staff Engagement; and Guide D.O.G.S. = Foundations Team. The feedback from these committees highlights challenges and opportunities, helping us make informed decisions that support educators and, in turn, benefit our students. By valuing staff perspectives, we cultivate a positive, collaborative culture that drives continuous growth and improvement.

Needs Assessment Overview

Summary

The Mitchell CNA team met in the spring of 2026. The team first met on April 7, 2026 and again on May 14, 2026 to conduct a comprehensive needs assessment of the entire school including looking at student data, campus surveys and the vision and mission statements. Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included surveys (parent, student, and staff); behavior and attendance data; academic data from local assessments, MAP screener, STAAR scores, and TEA accountability ratings. As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Attendance continues to improve.
- STAAR scores in Reading are improving.
- Mitchell has an effective master schedule that protects instruction (processes & programs).
- Students feel safe and cared about at school (perceptions).
- Family engagement opportunities.

Needs

- ATTENDANCE:
  - Problem Statement: Mitchell's attendance rate is under 96%. Chronic absenteeism and a high number of late arrivals and early checkouts negatively impacts instruction.
  - Attendance has marginally improved each year since 2021-2022.
- STUDENT LEARNING:
  - Problem Statement: Academic gaps continue to exist between the highest performing student groups and the lowest.
  - Accountability Ratings are steady with an 86 (B). Regardless, we continue to see gaps between the highest- and lowest-performing student groups, beginning in primary grades (K-2). Possible reasons include: chronic absenteeism, inadequate Tier 1 Instruction, ineffective interventions, and lack of monitoring.
- SCHOOL PROCESSES & PROGRAMS:
  - Problem Statement: The majority of documented discipline issues occur in the classroom.
  - With increased pressures on teachers and increased social-emotional needs of students, tensions can be high. Although the district has invested in Safe and Civil Schools, some teachers still struggle implementing consistent classroom management protocols and successfully intervening early when issues arise in the classroom.
- PERCEPTIONS:
  - Problem Statement: Parent feedback indicates a desire for additional opportunities for students to participate in school clubs, organizations, and extracurricular activities that foster engagement, leadership, and a sense of belonging.
  - Time, staffing, and scheduling constraints have limited the number and variety of extracurricular opportunities available to students.

Secondary areas of need include:

- Grading Protocols
- Inequities for African American students
- Additional Social Emotional support

As a result of completing the CNA process, we will focus on the following goals:

- Mitchell will meet the academic needs of all students and equip them to achieve post-secondary success.
- Mitchell will foster a positive culture and climate in order to provide a safe and dynamic learning environment.
- Mitchell will employ, empower, and entrust a highly qualified staff to meet the physical, social, and academic needs of students.

We will continue to build on our strengths while adding the following objectives to continue to improve as a campus for the

2026-2027 school year:

- Increase Domain 1, Domain 2, and Domain 3 scores.
- Promote campus pride.
- Increase student attendance rate.
- Reduce the number of referrals.
- Continue to improve school-parent communication.
- Provide growth opportunities for staff.
- Increase opportunities for student connections within the school.

Demographics

Summary

Mitchell Elementary is an elementary school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are Black, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $49,181 with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

For the 2026-2027 school year, we have 404 students in grades PK-4. Of our 404 students, 101 (24.28%) are African American, 138 (33.17%) are Hispanic, and 139 (33.41%) are White. These percentages have remained stable over the past three years and mirror Bryan's ethnicity. In addition, 230 students (58.65%) are economically disadvantaged.

We serve 7 students (2%) who are identified as LEP, 29 students (7%) in Gifted and Talented, 11 students (3%) in 504, and 80 students (19%) in Special Education. These rates have remained steady over the past three years with the exception of Special Education. This increase is partially the result of all Dyslexia students moving from 504 to Special Education.

Mitchell Elementary has the following staff breakdown:

- Principal - 1
- Assistant Principal - 1
- Counselor - 1
- Librarian - 1
- Instructional Coaches - 1 full time
- Registered Nurse - 1
- Grade-Level Teachers - 19
- Specials Teachers - 3
- Special Education Teachers - 3
- Dyslexic Teachers - 1.5
- Instructional Paraprofessionals - 6
- Administrative Paraprofessionals - 2

Strengths

Mitchell Elementary continues to demonstrate positive growth and strong community support. Attendance improved from 95.49% in 2025–2026 to 95.6% in 2026–2027, placing the campus among the top five schools in the district for attendance. This achievement reflects our commitment to creating a welcoming, engaging learning environment and highlights the value families place on consistent school attendance.

With class sizes typically ranging from 20 to 25 students, teachers are able to build meaningful relationships with students and provide instruction that meets a variety of learning needs. These learning environments foster collaboration, engagement, and active participation, helping students reach their full potential.

Our campus is enriched by a diverse student population, with Hispanic (33.17%), White (33.41%), and Black (24.28%) students making up the majority of enrollment. This diversity strengthens our school community by providing students opportunities to learn from different perspectives and experiences. We remain committed to fostering an inclusive culture where every student feels valued, respected, and empowered to succeed.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Mitchell's class size hinders effective teaching due to large furniture in a limited space and limited time to manage small group instruction and interventions.	Class rosters are not always balanced by student need.
2	The campus continues to serve students with diverse learning needs, requiring ongoing professional development and targeted interventions to support academic success.	Increasing variability in student learning needs requires a more systematic approach to differentiated instruction, progress monitoring, and targeted intervention delivery.
3	Mitchell staff does not represent the diversity of students on campus.	Lack of applicants that represent POC and male population.

★ = Priority

Student Learning

Summary

Accountability data from 2026 STAAR was released. The Domain 1 score was a 78 (C).

Comparisons over the past 3 years based on the Domain 1 scores is listed below:

	Math				Reading				**Overall**			
	DNM	A P	M	M	DNM	A P	M	M	DNM	A P	M	M
Mitchel l 2024	31%	6 9%	4 2%	1 5%	21%	7 9%	5 6%	2 4%	26%	7 4%	4 9%	1 9%
Mitchel l 2025	34%	6 6%	4 4%	1 6%	11%	8 9%	6 1%	2 5%	22%	7 8%	5 3%	2 1%
Mitchel l 2026	37%	6 3%	4 7%	2 4%	17%	8 3%	5 8%	3 4%	27%	7 3%	5 2%	2 9%

Because of funding limitations, Mitchell will employ one additional part-time tutor during the entire 2026-27 school year. We will also use Title 1 funding to pay for one full Math Instructional Coach.

There continues to be a need for a comprehensive data program to assist with managing data from multiple sources so that the district can effectively monitor student performance and provide differentiated instruction. Additional professional development is needed to ensure all staff are able to effectively gather, analyze, and utilize the data.

Strengths

Mitchell's Math and Reading STAAR results are comparable to, and in some areas slightly exceed, district performance levels, demonstrating that our students are meeting district expectations. These results reflect the effectiveness of our curriculum, instructional practices, and targeted supports in preparing students to master grade-level standards. By maintaining alignment with district expectations, we provide students with a consistent, high-quality learning experience that supports academic growth and achievement.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	While the campus serves a diverse student population, achievement gaps remain among some student groups, indicating a need for targeted support and intervention	Lack of targeted interventions to support academic success.
2	Student grades do not align with standardized assessment data.	Lack of intentional grading policies fail to provide accurate and meaningful feedback to parents and students.

★ = Priority

School Processes & Programs

Summary

Mitchell Elementary works to hire, place, and train staff through a collaborative method. Applicants are first selected from a certified pool, and additional applicants are drawn from Alternative Certification Programs. Some teachers have previously been been hired through DOI and are currently working on their certification. Once hired, new employees are placed in the most appropriate area based on skill level, experience, and occasionally need. Throughout the year, administration and new hires engage in a review of the placement and discuss plans moving forward. Each new employee received support from their team, a mentor teacher, and the administration.

Staff are evaluated annually according to district policy. Support is provided to staff based on need.

Professional development is planned based on district initiatives, campus needs, observation results, student academic performance, etc. This year, Mitchell Elementary is participating in professional development with Capturing Kids Hearts in order, "to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior." Staff will also continue the use CHAMPS into classroom settings, and address behavioral concerns through Early Stage Interventions. Staff also received PD based on the three T-TESS Domains: Classroom Environment, Planning, and Instruction.

The discipline incidents have reduced from 189 incidents in 2024-2025 to 112 in the 2025-2026 school year. The frequent offenses at Mitchell were serious disruption (16%) and punching, hitting, kicking (41%). Discipline incidents occurred more frequently in the classroom (44%). Second, third, and fourth grades accounted for 88% of all referrals equally, and black students receive 62% of all referrals, which is an increase of 4% from 2025-2026. The most common actions were Phoned Parent (84%), Remove Privileges (40%), Social Skills (22%), and Lunch Detention (18%). Partial or full-day Discipline Management Class was used for 30% of referrals, primarily involving physical contact or aggression.

Strengths

At Mitchell, we have developed an effective master schedule that prioritizes and safeguards instructional time. This schedule is meticulously crafted to ensure that each subject receives the attention it deserves, minimizing disruptions and maximizing learning opportunities for our students. By protecting this time, we are able to maintain a consistent and focused educational environment that supports academic success.

Our master schedule has been adjusted to provide longer instructional blocks for students and includes time for in-class interventions. These extended periods give teachers more time to identify and address learning gaps, provide targeted support, and ensure students receive the focused attention they need to grow. This approach allows us to continue meeting the diverse needs of our learners and helps every student reach their full potential. In the spring, classroom teachers will offer additional tutoring opportunities outside of regular school hours to support student learning.

Recognizing the importance of physical health in overall student well-being, we ensure that our students receive 180 minutes of physical activity each week. This commitment to physical education not only promotes a healthy lifestyle but also enhances students' ability to concentrate and perform academically. By integrating regular physical activity into our curriculum, we support the development of well-rounded individuals.

Our instructional coach is integral to our educational approach, working closely with teachers to ensure that the diverse needs of our students are met. The coaches provide valuable guidance and support, helping teachers to refine their instructional strategies and implement best practices in the classroom. Through this collaborative effort, we are able to create a dynamic and responsive learning environment that fosters student achievement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The majority of documented discipline issues occur in the classroom.	Lack of appropriate strategies to support teachers in managing classroom behaviors.
2	Black students are overrepresented in discipline referrals and overrepresented in Special Education.	Lack of equitable learning environments and opportunities for all students.

★ = Priority

Perceptions

Summary

Mitchell Elementary uses a variety of tools to maintain consistent communication with families. Regular information and important updates are shared by campus administration through ParentSquare, Class Newsletters, Facebook, and school calendars. Teachers use ParentSquare and weekly calendars as their primary methods of communication with families. Daily folders are sent home as needed with information from the school day, while weekly folders provide updates about upcoming events, important reminders, and opportunities for family involvement.

Mitchell offered a variety of Parent and Family Engagement activities throughout the year. The principal partnered with PAC and offered campus information and asked for family feedback during monthly PAC meetings. Each grade hosted a Fine Arts night, highlighting music and art and after the program families were invited to classrooms for Student Led Conferences. Parent-Teacher conferences were held in September along with Grandpals lunches. Mitchell opened their doors for a Family Field Day, Trunk or Treat and Book Character Parade in October, Gratitude Lunch in November and a Santa Event in December. In the Spring, the campus hosted STREAM Night in January and various engagements (GT Showcase, Slimefest, Color Run, Class Parties, Kinder Celebration, 4th Grade Promotion, and Talent Show). Parents often attended Field Trips with their students.

Parents were pleased with the level of communication.

Parents are pleased with the education their child receives at Mitchell, and most students feel safe and accepted.

Strengths

The implementation of Bulldog Blasts has proven to be a highly effective communication tool for both students and staff. These regular shout outs foster a sense of community and shared purpose within our school. By celebrating our students following the Mitchell Mindset, we have been able to enhance the overall educational experience.

Our students consistently report feeling safe and cared for while at school, which is a testament to the nurturing environment we strive to maintain. This sense of security is crucial for their academic and personal development, allowing them to focus on their studies and participate fully in school activities without concern.

We have seen a notable increase in our staff retention rate, which reflects the positive and supportive work environment we have cultivated. By prioritizing professional development and recognizing the contributions of our educators, we have created a workplace where staff feel valued and motivated to continue their careers with us.

The general happiness of our staff is evident in their enthusiasm and dedication to their roles. A content and engaged faculty is essential for delivering high-quality education, and their positive attitude directly impacts student success and school morale.

Parents have expressed their enjoyment of being on campus and generally feel welcome, which strengthens the partnership between home and school. By fostering an inclusive and inviting atmosphere, we encourage parental involvement, which is vital for student achievement and community building.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Staff feedback indicates a need for continued support and professional learning in the areas of collaborative planning, data analysis, and instructional practices to ensure all students achieve high levels of academic success.	Teachers need additional structured opportunities for collaboration, data-driven planning, and professional development to consistently implement high-impact instructional practices.
2	Staff perceptions reflect a positive school climate; however, maintaining a safe, supportive, and orderly learning environment requires ongoing attention to behavior supports, safety practices, and social-emotional supports.	Staff perceptions indicate a need for more consistent counseling support and engagement with students who require behavioral, social-emotional, and executive functioning interventions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	While the campus serves a diverse student population, achievement gaps remain among some student groups, indicating a need for targeted support and intervention	Lack of targeted interventions to support academic success.
2 ★	The majority of documented discipline issues occur in the classroom.	Lack of appropriate strategies to support teachers in managing classroom behaviors.
3 ★	Mitchell's class size hinders effective teaching due to large furniture in a limited space and limited time to manage small group instruction and interventions.	Class rosters are not always balanced by student need.

★ = 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] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR 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] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

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] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 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] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [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] **Budgets/entitlements and expenditures data**

Goals

Goal 1

Mitchell will ensure all students receive the academic support and opportunities needed to achieve at high levels and build a strong foundation for future success.

Performance Objective 1

☑ **High Priority**

Increase Domain 1 (Student Achievement) score from scaled score 78% in 2026 to 80% in 2027: Approaches from 78% in 2026 to 83% in 2026, Meets from 53% in 2025 to 55% in 2026, and Masters from 21% in 2025 to 24% in 2026.

Evaluation Data Source: STAAR, Spring Benchmark, DBAs, Concept Quizzes

Strategy 1

Protect Tier 1 instruction by implementing a master schedule that facilitates uninterrupted learning in the least restrictive environment that results in student success.

Strategy's Expected Result/Impact: Protection of Tier 1 Instruction

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 2

Mitchell will provide opportunities for all students to meet state standards and address the needs of all students, particularly those at-risk of failing state standards, by continuing to increase the effectiveness of (1) phonics instruction in K-3, (2) guided reading or small group math lessons; (3) differentiated instruction for low- and high- achieving students; and (4) rigorous and aligned stations in language arts, math and science.

Strategy's Expected Result/Impact: Reduce academic gaps and provide individualized instruction

Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers

Funding Sources: Resources for small group intervention Title I, A, $3,989

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 3

Build reading stamina by providing independent reading for sustained periods of time. Incorporate activities and events that promote and celebrate reading from an early age. Expand library selections by purchasing primary grade books, nonfiction selections, culturally diverse titles, and popular books in a series. Promote reading at home by gifting every student with a book of their choice on their birthday and providing online access to Pebble Go.

Strategy's Expected Result/Impact: Enhanced comprehension due to extended reading

Staff Responsible for Monitoring: Administration, Instructional Coaches, Librarian, Teachers

Funding Sources: PebbleGo Title I, A, $1,260

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 ☑ High Priority

Maintain Domain 2A (School Progress-Academic Growth) scaled score of 90% in 2027.

Evaluation Data Source: STAAR, Spring Benchmark, DBAs, MAP

Strategy 1

Track student mastery at the beginning, middle, and end of the year for K-2 Reading and Math using MAP testing and 3-4 using Pretest District Assessment Data and STAAR. Increase achievement scores so that 80% of students score above the 40th percentile, and increase growth scores so that 80% of students meet their growth goals.

Strategy's Expected Result/Impact: Information necessary for remediation and extension

Staff Responsible for Monitoring: Instructional Coaches, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	June

Strategy 2

Conduct and document a parent conference at the end of each 6 weeks for any student failing or not showing academic progress.

Strategy's Expected Result/Impact: Effective communication and opportunities to partner for school success

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Performance Objective 3 ☑ High Priority

Increase Domain 3 (Closing the Gaps) scaled score from 78% in 2026 to 83% in 2027.

Evaluation Data Source: STAAR, Spring Benchmark, DBAs, MAP

Strategy 1

Analyze assessment data (MAP, mastery checks, Concept Quizzes, DBAs, and Spring Benchmark) to gauge progress toward student achievement goals and mastery of essential standards. Track achievement of Meets and Masters for All Students, Black, Hispanic, High Focus and Economically Disadvantaged.

Strategy's Expected Result/Impact: Monitor areas for extended remediation

Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 2

Provide increased learning time, a well-rounded education, and close the learning gap by offering individualized math and reading interventions led by teachers and tutor to support students at risk by utilizing research-based resources and strategies.

Strategy's Expected Result/Impact: Increase foundational skills

Staff Responsible for Monitoring: Instructional Coaches, Teachers, Tutor

Funding Sources: Tutor Title I, A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Provide after school tutoring and utilize in-class tutoring support for all student with academic needs, especially those at risk for dropping out of school, to target student expectations that benchmark data showed were not mastered by specific students in 3rd Math, 3rd RLA, 4th Math, and 4th RLA.

Strategy's Expected Result/Impact: Increased growth through targeted interventions by teachers

Staff Responsible for Monitoring: Instructional Coaches, Teachers, Tutors

Funding Sources: Afterschool Tutoring Title I, A, $30,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Goal 2

Mitchell will foster a positive and supportive school environment through ongoing activities and consistent behavior expectations that build student pride, strengthen relationships, promote positive behavior, and reinforce the campus vision and goals.

Performance Objective 1

Throughout the year, engage in ongoing activities to foster pride and reinforce shared vision, mission, and goals.

Evaluation Data Source: Sign-in sheets from events, parent feedback from emails and surveys, staff surveys

Strategy 1

Cultivate a strong sense of responsibility, leadership, and purpose through morning video announcements that highlight the Mitchell Vision and Mission, Essential 8, and Mitchell Mindset.

Strategy's Expected Result/Impact: Positive Mitchell culture

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Foster a positive and supportive campus culture by recognizing and celebrating staff and students through Bulldog Blasts, walkthrough feedback, birthday celebrations, special events/ celebrations that strengthen school pride and belonging, monthly morale boosters, and ongoing acknowledgements of accomplishments and contributions.

Strategy's Expected Result/Impact: Positive Mitchell culture

Staff Responsible for Monitoring: Administration

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Provide regular students recognitions: Student Character of the Month, Student Athlete of the Month, Principal's Top Dog, Bulldog Blasts, Perfect Attendance, Top Dog, Outstanding Academic Performance.

Strategy's Expected Result/Impact: Positive Mitchell culture

Staff Responsible for Monitoring: Administration, Counselor, Teachers

Funding Sources: Prizes for Recognitions Local Funds - Campus, $3,000

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Increase opportunities for students to participate in campus jobs and school organizations that promote engagement, leadership, and a sense of belonging.

Strategy's Expected Result/Impact: Positive connection between student and school

Staff Responsible for Monitoring: Administration, Counselor, Teachers

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2 ☑ High Priority

By June 2027, Mitchell will increase student attendance rate from 95.4% in 2025-2026 to 95.6% in 2026-2027 .

Evaluation Data Source: Attendance data: late arrivals, early check outs, grade level/daily/YTD percentages

Strategy 1

Collect data related to absences, late arrival, and early checkouts. Target strategies for chronic absences. Contact parents of students with chronic absences (less than 90%).

Strategy's Expected Result/Impact: Improve attendance

Staff Responsible for Monitoring: Administration, Attendance Team, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 2

Assemble the Attendance Team each six weeks to monitor chronic absenteeism and implement attendance plans.

Strategy's Expected Result/Impact: Improve attendance

Staff Responsible for Monitoring: Administration, Attendance Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 3

Implement a layered system of incentives that celebrates attendance at the student, grade level, and campus-wide levels.
Students will be recognized weekly and monthly through certificates and small prizes for maintaining strong or improved attendance. The teachers will utilize their attendance wheel to randomly select students with perfect attendance.
At the grade level, attendance competitions will foster teamwork with rewards such as extra recess, parties, and a traveling trophy dog for the highest attendance. Additional recognition for classrooms: each day a class had all students present at attendance time, the class earns a point. When the class reaches 30 days of perfect attendance, the class receives a pizza party and starts over.
Grade level attendance competitions will foster teamwork and pride with rewards
Campus-wide celebrations--including Attendance Matters BEST Day of the Month celebration

with monthly prize for all students in attendance for the day, weekly prize raffles, and principal-led challenges--will provide excitement and unify the school around a shared goal.

Strategy's Expected Result/Impact: Improved Attendance

Staff Responsible for Monitoring: Administration, Attendance Team, Teacher

Funding Sources: Attendance Rewards Local Funds - Campus, $3,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Performance Objective 3

By June 2027, Mitchell will reduce the number of classroom referrals to fewer than 115 in 2026-2027 school year.

Evaluation Data Source: Skyward Discipline Data review by incident, grade, location, special program, and ethnicity.

Strategy 1

Continue implementation of the Foundations program to establish clear schoolwide expectations, routines, and procedures that promote a positive learning environment. Continue with using CHAMPS structures, Mitchell Mindset, CKH Social Contracts, safe place and morning meetings with good things. Evaluate classroom management approach using S.T.O.I.C.

Strategy's Expected Result/Impact: Improve classroom management in order to increase learning time

Staff Responsible for Monitoring: Administration, Instructional Coaches, Guide DOGS, Teachers

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Utilize the MTSS Framework to track and monitor students' behavior in Branching Minds, including triggers, behaviors, interventions, and parent contacts.

Strategy's Expected Result/Impact: More efficient documentation and interventions

Staff Responsible for Monitoring: Administration, Teachers

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Classroom teachers in grades K-4 will receive professional learning on the Capturing Kids' Hearts process to strengthen relationship-building, student connectedness, and a positive campus culture. Capturing Kids' Hearts equips educators with strategies for building meaningful relationships, establishing safe and supportive learning environments, and fostering student ownership through social contracts, affirmations, and intentional communication.

Strategy's Expected Result/Impact: Consistent implementation supports improved student behavior, increased engagement, and stronger connections between students and staff, creating conditions that promote both academic and social-emotional success.

Staff Responsible for Monitoring: Administration, Teachers

Funding Sources: Professional Learning Title I, A, $8,000

Formative Reviews

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Performance Objective 4

By June 2027, Mitchell Elementary will foster strong school-family partnerships by providing timely communication, welcoming engagement opportunities, and responsive support to ensure every family has the opportunity to build a meaningful connection with the school.

Evaluation Data Source: Sign In Sheets; Parent Square reports;

Strategy 1

Streamline and maintain school to parent communication using Bulldog Bulletin (parent newsletter), monthly calendar highlighting campus events, and Parent Square to build positive relationships and address concerns.

Strategy's Expected Result/Impact: Increased and improved communication

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 2

Hold Title 1 Meetings two times per year. Provide a copy of the CIP and the Parent and Family Engagement Policy. Parents can request to have the CIP translated into Spanish.

Strategy's Expected Result/Impact: Understanding of goals

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 3

Provide opportunities for parent and community feedback on programs, campus events, the family engagement policy, parent-school compact, and CNA through surveys, parent meetings, CPIC, and email to build program capacity. Policy and compacts are distributed at meetings, on the website, and in the front office. Policies and compacts are available in the parent's native language upon request if other than English.

Strategy's Expected Result/Impact: Quality feedback to impact change

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Host family engagement and parent support events once a month that provide fun and engaging learning activities, games and resources focused on how to support their child's academic progress at home. Plan events to specifically meet the needs of various demographics and offer opportunities at a variety of settings and times.

Strategy's Expected Result/Impact: Positive parent and family relationships

Staff Responsible for Monitoring: Administration, Teachers

Funding Sources: Materials for STREAM Night, Birthday Books Title I, A, $2,052

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Goal 3

Mitchell will employ, empower, and entrust a highly qualified staff to meet the physical, social, and academic needs of students.

Performance Objective 1

☑ **High Priority**

By June 2027, 100% of staff will demonstrate growth in effective lesson planning, classroom management, instructional strategies, and data analysis.

Evaluation Data Source: Walkthroughs, observations, assessment data, behavior data, PLC discussions

Strategy 1

Provide effective and consistent staff communication through the HUB, Mitchell Memo, Bulldog Bulletin, and ParentSquare.

Strategy's Expected Result/Impact: Increase awareness

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	March	June

Strategy 2

Provide professional development based on CNA, district initiatives, and individual teacher and student needs throughout the year during weekly PLC meetings, collaboratives, planning meetings, after school sessions, and/or faculty meetings. Provide ongoing support for new teachers.

Strategy's Expected Result/Impact: Improved instruction and classroom management

Staff Responsible for Monitoring: Administration, Instructional Coaches, Mentor Teacher(s), District Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	March	June

Strategy 3

Engage in the evaluation process as a tool for growth. Select and track professional goals and student learning objectives throughout the year and reflect on feedback from walkthroughs and observations. Provide coaching for teachers struggling with learning environment, planning, instruction, or professional practices.

Strategy's Expected Result/Impact: Increase academic achievement

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

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Performance Objective 2 ✅ High Priority

During the 2026-2027 school year, there will be zero breaches of security measures in order to ensure a safe learning environment.

Evaluation Data Source: Weekly data charts and monthly safety meetings

Strategy 1

Teach the Standard Response Protocol to students and staff using materials from I Love You Guys.

Strategy's Expected Result/Impact: Student and staff safety

Staff Responsible for Monitoring: Administration, Office Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November **March** **June**

Strategy 2

Adhere to the following safety protocols: monitor visitors through the Raptor system; conduct daily and weekly exterior door sweeps; and practice monthly emergency drills, including two lockdown drills, in both morning and afternoon classes. Follow up with monthly Safety & Security meetings to discuss procedures and concerns.

Strategy's Expected Result/Impact: Student and staff safety

Staff Responsible for Monitoring: Administration, Receptionist, Security Guard, Lead Custodian, Teachers, Bryan PD, Safety and Security Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November **March** **June**

Strategy 3

Meet security expectations during an annual intruder drill for the BISD safety audit.

Strategy's Expected Result/Impact: Student and staff safety

Staff Responsible for Monitoring: Administration, ESC 6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November **March** **June**

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Prizes for Recognitions	--	$3,000.00
2	2	3	Attendance Rewards	--	$3,000.00
				Sub-Total	$6,000.00

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Resources for small group intervention	--	$3,989.00
1	1	3	PebbleGo	--	$1,260.00
1	3	2	Tutor	--	$0.00
1	3	3	Afterschool Tutoring	--	$30,000.00
2	3	3	Professional Learning	--	$8,000.00
2	4	4	Materials for STREAM Night, Birthday Books	--	$2,052.00
				Sub-Total	$45,301.00

MITCHELL ELEMENTARY
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.