



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Mitchell Elementary School

Principal: Bob Farris

Mission Statement: **The Mitchell Elementary School Community will provide an excellent education for all students. Our goal is to develop students who:**

- ★ Are responsible, respectful, and resilient
- ★ Recognize and value individual differences and diversity
- ★ Participate in meaningful school community activities
- ★ Strive to reach their potential



Approved by DBIC - 2016-2017

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Wednesday, October 05, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 26, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 31, 2017**

2016-2017 Campus Status

Check all that apply

Title III English Learner Campus

Non-Title I Campus

Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$180,000	Total Funding for 2.5 Title I Support Teachers	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$6,000	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kathy Tripp	Faculty Member	2016-17	X	X	
Aimee Edwards	Faculty Member	2016-17	X		X
Anna Myatt	Faculty Member	2016-17	X	X	X
Jennifer Warrington	Faculty Member	2015-16			X
Ashia Bell	Faculty Member	2015-16		X	X
Katy Matthews	Faculty Member, Special Education	2016-17	X	X	X
Bob Farris	Principal	2016-17	X	X	X
Dina Rowe	District Professional	2016-17		X	
Cinnamon Thompson	Campus Professional, Non-teaching	2015-16	X	X	X
Diane Mathis	Support Staff Member	2016-17	X	X	X
Teresa Knox	Parent-Selected by PTA	2016-17		X	
Mike Newland	Parent-Selected by Principal	2015-16	X	X	X
Sarah Long	Parent	2015-16		X	X
Paige Clark	Parent	2015-16			X
Latoya Stuart	Parent	2015-16	X	X	
Michelle Mecca	Parent	2015-16	X	X	X
Megan Grout	Community Member	2016-17			
<i>Committee member search still in progress</i>	Community Member				
Billy Lane	Business Representative	2016-17			
Julie Kolp	Business Representative	2016-17			

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions

1. Promote strategies and build structures and schedules to support behavior management in the classroom.
2. Increase the number of African American and economically disadvantaged students achieving Level II on STAAR Science.
3. Study and use the district's written curriculum. (PPPA SW #1)
4. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (PPPA SW #17)
5. Implement AVID program to help students improve their organizational skills both mentally and physically to learn and practice skills of time management and goal-setting.

Critical Action 1

Critical Action: Promote strategies and build structures and schedules to support behavior management in the classroom.

Project Lead:	Campus Administrators							
Staff, Title I Staff:	All Mitchell Staff; Social-Emotional Learning PLC							
Materials and Resources:	Mind UP Curriculum; brain-focused strategies for learning and living; The Momentous Institute; "Restorative Practices Handbook."							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Study a set of strategies that can be integrated within the classroom that will enable teachers to maximize instruction and student learning. The strategies will create an optimistic classroom that promotes and develops mindful attention to oneself and others, tolerance of differences, and the capacity of each member of the community to grow as a human being and a learner. The strategies will also help students learn about the brain and how it functions, in the process gaining insight into their own minds and behaviors as well as those of the people around them.</p> <ul style="list-style-type: none"> Monthly PLC meetings to discuss and plan strategies to share with teams. Continued updates from Momentous Institute. <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Monthly PLC Meeting	First Wednesday of every month throughout the school year.	<p>Formative Notes: Each classroom developed a "cool down" spot for students to go if they were frustrated with any given situation. Breathing techniques are taught and reviewed regularly by classroom teachers and the parts of the brain and what they control are reviewed regularly. Restorative circles are starting to be used to bring resolution to difficult situations.</p> <p>Summative Notes: We have collected data on office referrals this year to use as a baseline as these structures and strategies to support behavior management are continued in the upcoming school year.</p>
<p>Implement lessons and optimistic classrooms that foster social and emotional awareness, enhance psychological well-being, and promote academic success.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	As the need arises.	Review at monthly staff and team leader meetings	As part of the "No Place For Hate" designation earned by Mitchell Elementary this year, a lesson was delivered school-wide in March on social and emotional awareness. Counselors' provided social emotional awareness lessons throughout the year in their regular visits to each classroom.
<p>Provide extensive support for the development of strategies, structures, and schedules that support behavior management and enhances teaching and learning.</p> <p>(Components 1, 2, 4) Funding source: Title I, SCE, State and Local</p>	As the need arises.	Review at monthly staff and team leader meetings	Each classroom teacher took the first two weeks of the school year to develop relationships with students, establish routines and procedures, and teach about the social-emotional awareness for one's surroundings. Members of the Social Emotional PLC visited the Momentous Institute to observe SEL strategies at work.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Conduct a book study with all staff on “Restorative Practices Handbook for Teachers, Disciplinarians and Administrators: Building a Culture of Community in Schools” by Costello, Wachtel, and Wachtel.</p> <p>(Components 1, 2, 4)</p> <p>Funding source: Title I, SCE, State and Local</p>	<p>During monthly staff meetings during second semester.</p>	<p>Groups presented their findings on specific parts of the book at staff meetings in March, April, and May. Individual written reflections were completed by all staff members.</p>	<p>Formative Notes: Staff members were given book in January and teams were assigned to present specific parts of the book to the rest of the staff.</p> <p>Summative Notes: Reports were given in staff meetings in March, April, and May.</p>

Critical Action 2

Critical Action: Increase the number of African American students and economically disadvantaged students achieving Level II on STAAR Science.

Project Lead:	Campus Administrators							
Staff, Title I Staff:	5 th Grade Team; Instructional Intervention Specialists; 5 th Grade Special Education teacher							
Materials and Resources:	District Curriculum and resources, Motivation Science, STEMScopes; Daily Science Reinforcers							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input checked="" type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Follow district curriculum and use all available district resources to foster a deep understanding of the Science TEKS and be able to apply them in many different ways.</p> <ul style="list-style-type: none"> 5th Grade Science teachers have begun using district provided Daily Science Reinforcers and Motivation Science STEMScopes is being implemented in weekly science lesson plans 	Weekly fifth grade team planning meetings	Daily Science lessons	<p>Formative Notes: Actual minutes of science instruction have increased by 30 minutes daily as to include daily science interventions for all African American and economically disadvantaged students. Stemscores, a comprehensive online K-12 science curriculum, was implemented to augment the PISD curriculum and to support teaching of the science TEKS.</p> <p>Summative Notes: The percentage of students in these two subgroups who performed satisfactorily on the Science STAAR decreased slightly. In the African American subgroup, 57% achieved the Level II distinction last year, while only 55% did this year. In the Economically Disadvantaged group, 58% last year and 55% this year. Of the 22 students who did not perform satisfactorily on the STAAR, 69% of them increased their Science MAP scores this year showing growth.</p>
Targeted Interventions during class times. Science class time has been extended to 90 minutes per day to allow for 30 minutes of intervention/enrichment time	Daily	Daily Lesson Plans; formal and informal assessments	
Weekly after-school science tutoring targeting African American and Economically Disadvantaged students whose MAP scores show them to be in the RIT ranges that predict a 50%-69% chance of passing the STAAR	Beginning 3 rd week in January and running through the first week in May	Tutoring Attendance Logs beginning in January	

Critical Action 3

Critical Action: Study and use the district’s written curriculum. (PPPA SW #1)

Project Lead:	Campus Administrators, Team Leaders							
Staff, Title I Staff:	All academic support, classroom and special education teachers.							
Materials and Resources:	District Curriculum and resources; TEKS; Lead4Ward Snapshots and Field Guides; MAP scores; released STAAR questions; district assessments							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Follow district curriculum and use all available district resources to foster a deep understanding of the TEKS and be able to apply them in many different ways.	Weekly team planning meetings Monthly Team Leader meetings Monthly PLC meetings	Discussion of curriculum during weekly planning meetings and monthly TL and PLC meetings Attendance at all district curriculum training by members of our different teams	Formative Notes: Actual minutes of science instruction have increased by 30 minutes daily as to include daily science interventions for all African American and economically disadvantaged students. Stemscores, a comprehensive online K-12 science curriculum, was implemented to augment the PISD curriculum and to support teaching of the science TEKS. Summative Notes: The percentage of students in these two subgroups who performed satisfactorily on the Science STAAR decreased slightly. In the African American subgroup, 57% achieved the Level II distinction last year, while only 55% did this year. In the Economically Disadvantaged group, 58% last year and 55% this year. Of the 22 students who did not perform satisfactorily on the STAAR, 69% of them increased their Science MAP scores this year showing growth.
Use the Lead4ward Snapshots and Field Guides to better understand and break apart the TEKS to plan for more efficient delivery of material during regular lessons and daily Brain Time interventions.	Weekly during lesson planning	More thorough and targeted lessons	

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Use MAP scores, released STAAR questions, and classroom assessments to determine the areas of weakness for student groups and apply this knowledge in the lesson planning process to develop lessons that differentiate and address areas of needed student growth during daily Brain Time interventions	Weekly during lesson planning	More thorough and targeted lessons	

Critical Action 4

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. School-wide

Project Lead:	Campus Administrators; Leadership Team							
Staff, Title I Staff:	All Grade Level Teachers; All Special Education Teachers; All Academic Support Teachers and paraprofessionals							
Materials and Resources:	TEKS; PISD Curriculum Planner; UbD Lesson Design; Edugence; MAP, CogAt and previous STAAR Results; PES Reports							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Develop intervention plan for students performing below grade level.</p> <ul style="list-style-type: none"> Beginning in September Instructional Specialists analyze data and determine which students are performing below grade level and establish a schedule to serve those students <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Academic support teachers developed a roster within the first two weeks of school for those students needing targeted support.	<p>Academic support specialists meet with students who need targeted support at least three times per week.</p> <p>Monthly CMIT meetings to discuss students who need targeted support.</p>	<p>Formative Notes: Students are provided Tier I, II, and III supports in their classrooms based upon student performance on BOY MAP. Instructional specialists in all grade levels have pull-out groups and push in to some classes to deliver targeted support. MOY MAP scores were used to re-adjust groups. Fifth grade students who were unsuccessful on the first administration of STAAR were provided with intensive pull-out interventions before the 2nd administration.</p> <p>Summative Notes:</p>
Work with campus PACE teacher to design learning opportunities and activities (Logic Matrices) for these students who demonstrate early mastery of curriculum as possible evidence for referral to the PACE program. All teachers to complete the annual PACE update requirement for professional development.	Additional Team Meetings as determined by Grade Level Team Leads with campus PACE Teacher.	<p>Campus PACE specialist meets with GT students once per week for enrichment activities.</p> <p>Campus PACE specialist has identified the next level of students who are</p>	<p>Formative Notes: Students who have mastered curriculum objectives are given extended lessons in each grade level by the classroom teacher. PACE specialist meets with teams regularly to discuss students who have mastered curriculum objectives and who need extensions to the curriculum. PACE specialists provides materials and activities for teachers who choose to take advantage of the resource. All teachers completed the annual PACE update requirement.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
		close to qualifying for PACE and provides classroom teachers with targeted enrichment activities for them.	
Use 30 minutes every day of "Brain Time" for focused, purposeful interventions. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	Daily "Brain time"	Brain Time implemented during the first week of school and is continuing every day	Leveled "Brain Time" was implemented all year matching students at the same skill levels for targeted instruction.
Use after-school tutoring beginning in the 2 nd semester to supplement the Brain Time and classroom interventions. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	January-June After School Tutoring	Targeted tutoring rosters will be complete in early December and we will begin tutoring January 10, 2017.	After school tutoring began in January and continued through May.

Critical Action 5

Critical Action: Implement AVID program to help students improve their organizational skills both mentally and physically to learn and practice skills of time management and goal-setting.

Project Lead:	Bridgett Prather, Ashia Bell							
Staff, Title I Staff:	Campus administrators; 4 th and 5 th grade teachers and support staff							
Materials and Resources:	AVID binders and program materials							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input checked="" type="checkbox"/> 4 th grade	<input checked="" type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 5:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Introduce AVID program to all 4th and 5th grade students and staff with the first-year focus being on the organizational aspect of the program.</p> <ul style="list-style-type: none"> Ms. Prather and Ms. Bell attended training during the summer and presented that training to all staff during professional development in August. 4th and 5th grade students were given AVID binders at the beginning of the school year and taught how to keep them up. Ms. Prather and Ms. Bell will attend the AVID National Conference in December. <p>(Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	August Campus PDH	MLP Login	<p>Formative Notes: The AVID program was introduced at August PDH.</p> <p>Summative Notes: The first year of AVID was focused in 4th and 5th grade on the WICOR component "organization." Students are able to keep a neat binder with all of their information placed in a specific place for easy access.</p>
During April and May, plan for implementation of other WICOR (Writing, Inquiry, Collaboration, Organization, Reading) elements for 4 th and 5 th grade by purposefully inserting these elements into lesson plans if they are not already evident.	April-May, 2017	Lesson Plans will include WICOR elements other than organization	
When ordering AVID supplies for next school year, be sure to include the count for 3 rd grade which will be added to the program for the 2017-18 school year.	May 2017	Order forms	

Health, Fitness and Attendance

Critical Action:

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Formative Notes: School Nurse Kathleen McDonald has been designated as Campus Wellness Captain and is in the process of organizing her team. Wellness team met twice in first semester and twice in second semester, including emergency response drills involving the AED.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	There was no parent on this year's team.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	All components of the Coordinated School Health curriculum were delivered in the physical education classroom, the fitness room, or in grade-level classrooms.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Bulletin boards with fitness tips, exercise suggestions, and healthy food choices were on display in the gym.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Campus Enews was used to notify parents of campus health initiatives and district supplied facts about drug usage and addiction.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Fitnessgram scores are used to determine health and fitness objectives for each student.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through	P.E. Teacher	Fitnessgram Student Report	All fitness report cards were distributed and Health/PE grades entered every 9-weeks with the academic report cards.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. (Required)			
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Students are active more than 50% of the PE or Fitness class periods. This has been observed through lesson plans, observations and walkthroughs.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Heart rate monitors and pedometers were used during fitness time.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Physical education staff is using district-approved PE curriculum.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	All students receive 30 minute recess periods each day.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	All classroom teaches employed brain breaks on a daily basis using music, dance, or video breaks.
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Parent Liaison and Assistant Principal are responsible for contacting parents in various stages of the Truancy process. The Parent Liaison calls early in the process and the Assistant Principal calls later in the process and if there is a need to go to Truancy Court.

Violence Prevention and Bullying

Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	This was discussed during weekly team planning meetings and at monthly team leader and PLC meetings.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Before- and after-school duties were adjusted as necessary to include more staff in high-risk areas. Also lunch and recess coverage was adjusted to provide extra support.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Staff Handbook refresher was given to each staff member at the beginning of the year.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	All staff members were trained on bullying during the August Professional Development. All staff completed online sexual harassment training prior to the start of school.
	Review referral process. (Required)	Principal or designee	Campus referral plan	This was reviewed by AP and counselors in professional development sessions in August.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Assistant principal, CMIT team and 504 team discussed intervention strategies for violence prevention and bullying.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Assistant principal, CMIT team and 504 team discussed intervention strategies for violence prevention and bullying.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Assistant principal, CMIT team and 504 team discussed intervention strategies for violence prevention and bullying.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	Positive support system and new social emotional strategies provide positive results for a majority of students.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	All staff monitored hallways, lunch, recess and transitions carefully.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Assistant principal, CMIT team and 504 team discussed intervention strategies for violence prevention and bullying.
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	Use Momentous Institute's "Mind Up" curriculum through designated Team Time in classroom for teaching of social skills. Implementation of Mitchell Meteors positive behavior support.	Assistant principal, CMIT team and 504 team discussed intervention strategies for violence prevention and bullying. Strategies from the Momentous Institute such as breathing techniques, brain breaks, and restorative circles were implemented in classrooms.
	Employ discipline interventions: (Required)	Designated staff	Weekly "Kid Talk" at grade level team meetings. CMIT/504/SpEd Accommodations for Tier III Behavioral Needs students according to campus	Assistant principal, CMIT team and 504 team discussed intervention strategies for violence prevention and bullying. Strategies from the Momentous Institute such as breathing techniques, brain breaks, and restorative circles were implemented in classrooms.

			discipline plan in compliance with state/district mandates	
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Lunch groups with counselors	Counselors implemented a mentoring program which provided adults to have lunch with students chosen by their need for intervention strategies. A switch-it-up lunch in the spring semester allowed older students to have lunch with younger ones.
	Conference with parents/students. (Required)	Teachers or other staff	As the need arises	Assistant principal, CMIT team and 504 team discussed intervention strategies for violence prevention and bullying. Assistant principal and principal conferenced with parents as needed.
Staff and Students	Implementation of the Anti-Defamation League's "No Place For Hate" program at Mitchell.	Counselors	Use ADL materials for one staff meeting in November and for three student activities in the second semester.	Mitchell earned the "No Place for Hate" Banner by implementing the program. Our tasks completed this year included a school-wide lesson on conflict resolution and the switch-it-up lunch, and a writing assignment with kids. Dr. Warren from the Anti-Defamation League provided all staff with a 1-hour professional development about the program.

Parent Involvement

Critical Action:

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Parent Liaison; secretary	August 2016, and as the need arises	Parent Liaison demonstrates parent portal to all new families and urges them to sign up. Secretary also reminds new families of Parent Portal. Reminders are included in Campus e-News periodically.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Parent Liaison	Parent Liaison talks to all new families about computer/internet access.	Our Parent Liaison identified four families who were unable to access the internet because of no computer at home and got them involved in the computers at home program.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Campus librarian and CTA	Campus website updated before the first week of school and checked monthly.	Our campus librarian maintains the campus website, updating it as needed.
Communicate information through eNews. Funding source: state & local	Principal, Office Manager	Campus eNews to be sent weekly beginning in August	Enews is distributed periodically.
Utilize social media to keep parents and community informed. Funding source: state & local	All staff	Postings to Twitter and Facebook occur when the need arises	This was not accomplished this year.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal	Monthly meetings of the PTA Board attended by principal. Other meetings with PTA president as the need arises.	PTA President and Principal meet regularly.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	PTA Community Outreach Chair and Campus Parent Liaison	Two parent programs have been planned for each semester.	PTA President and Principal meet monthly to discuss programs and presentations for Mitchell. Parent Liaison and Community Outreach chair meet monthly to discuss programs and presentations. Principal and Parent Liaison meet weekly to discuss parent programs and involvement.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Completed by PISD HR Department
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	Completed by PISD HR Department
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Completed by PISD HR Department
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	Staff members participated in all required campus and district professional development. In addition, all staff members gathered 7.5 hours of extra professional development on their own time in order to compensate for having April 17 off.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	Completed by PISD HR Department

Transition***Title I –School-wide Elementary Campuses Only*****Critical Action Step:**

The Transition from early childhood to elementary school is supported by the district and campus.

Project Lead:	Campus administrators, special education team leader, school counselors
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	Coordinated time to meet; special education open houses

Strategies for Accomplishing Transition Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	As the need arises beginning in Sept. 2016 through June 2017	Collaboration with pre-K staff occurred in the Special Education setting when our SPED team leader would participate in ARD meetings for pre-K students who are coming to Mitchell. There was also collaboration between administrators and Mitchell and Beaty concerning transportation issues of students who live in the Mitchell boundary and attend Beaty.
Parent orientations are held to explain the kindergarten program to parents.	Kindergarten orientation was held on August 23, 2016	Kindergarten round-up was held in April and Ramp up was held in August. Back-to-School nights in August were also used to explain K program to parents.
Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local	As the need arises as determined through ARD/CMIT/504 meetings	We will continue to work on this goal.
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	Portfolios will arrive in June 2017 for the 2017-18 school year.	Portfolios have not currently arrive on our campus as of 6-15-17.
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.	RAMP-Up meetings for incoming Kindergarten parents will be scheduled by the end of May.	RAMP up was held on May 15, 2017 where parents were supplied with the Kindergarten Kit.
NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms.		