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**Plano Independent School District  
Campus Improvement Plan**

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**Mitchell Elementary School**

**4223 Briargrove Lane**

**Dallas, TX 75287**

**2018-2019**

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## **Vision and Mission Statements for District and Campus**

### **Plano ISD Vision Statement**

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

### **Plano ISD Mission Statement**

The mission of the Plano Independent School District is to provide an excellent education for each student.

### **District Goals**

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

### **Campus Mission Statement**

At Mitchell Elementary, we will provide a positive environment for students to grow academically, socially, and emotionally to become successful citizens.

## Campus Information

### Administration Team

**Principal,** Bob Farris

**Assistant Principal,** Kristin Glasscock

**Assistant Principal,** Rayna Matthews-Whetstone

### About Us

Mitchell Elementary has a diverse student population serving the southwest corner of the school district. At Mitchell Elementary, we will provide a positive environment for students to grow academically, socially, and emotionally to become successful citizens.

### Campus Status

Non-Title I Campus

X Title I School-wide Campus

### Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/04/2018 02:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/07/2019 01:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/22/2019 01:30 pm

## State Goals and Objectives

### The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### TEA Strategic Priorities

Goal #1 - **Recruit, support,** and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About\\_TEA/Welcome\\_and\\_Overview/TEA\\_Strategic\\_Plan/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

**Site-Based Improvement Committee Members**

<b>Committee Member Name</b>	<b>Role</b>	<b>1st Year on SBIC</b>	<b>Meeting 1 Attendance</b>	<b>Meeting 2 Attendance</b>	<b>Meeting 3 Attendance</b>
Carla Vogel	Faculty Member	2018-19	X		X
Keishon Ireland	Faculty Member	2018-19			X
Heather Culp	Faculty Member	2017-18	X	X	X
Clair Song	Faculty Member	2018-19			
Chris Martin	Faculty Member	2018-19	X		
Jorden Anderson	Faculty Member, Special Ed	2018-19	X	X	X
Bob Farris	Principal	2016-17	X	X	X
Katie Brittain	District Professional	2018-19			
Diane Mathis	Campus Professional, Non-teaching	2017-18		X	X
Don Stevens	Support Staff Member	2018-19			
Jeannette Ellefson	Parent-Selected by PTA	2018-19	X		X
Mike Newland	Parent-Selected by Principal	2017-18	X		X
Paulette Lee	Parent	2018-19	X	X	X
Sarah Long	Parent	2018-19			
Veronica Zapata	Parent	2018-19	X	X	
Elizabeth Israel	Parent	2018-19		X	X
Tracy Cook	Community Member	2018-19	X	X	
Bill Hoyt	Community Member	2018-19	X	X	X
Lisa Devine	Business Representative	2018-19		X	X
Casey Lepley	Business Representative	2018-19		X	

### State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

#### SCE Program Funding

<b>SCE Total</b>	\$361303.95	State Compensatory Ed funds allocated for allowable supplemental resources and 6.5 staff.
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## **Title I Program Information**

### **Title I - Schoolwide Components**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



**Title I, Part A Program Funding**

<b>Staffing</b>	\$177,000.00	Total Funding for 2.5 Title I Support Teachers (including tutoring, adult temp staff) and for 0 Paraprofessionals.
<b>Professional and Consulting Services</b>	\$	Campus contracts a consultant to train staff on instructional strategies.
<b>Supplies and Materials</b>	\$7002.00	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
<b>Other Operating</b>	\$0	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
<b>Parental Engagement</b>	\$2300.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

**Comprehensive Needs Assessment Summary**

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	Diversity Culturally Inclusive Population Administration understands demographic needs Support staff for at-risk students Good student:teacher ratio	Truancy Updating attendance records/proof of residence Large number of at-risk students Staff lacks diversity High mobility rate	Getting a handle on proof of residence Hiring more diverse staff members
<b>Student Achievement</b>	There is overall growth Special Education is adequately staffed to provide appropriate services Gifted and Talented students are identified Scores of low and middle students are improving	High achievers need more opportunities to grow Reading instruction needs to be uniform and improved Lack of parent support	Campus wide emphasis on Guided Reading Providing more extension activities for high achieving students
<b>School Culture and Climate</b>	Many professional development opportunities After-school clubs and activities Social Emotional Learning focus campus-wide Morning circles in each classroom Many professional development opportunities	More parent education Crowded spaces Schoolwide expectations	Developing schoolwide expectations and procedures

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality/ Professional Development</b>	<p>AVID</p> <p>Large number of teachers with Gifted and Talented certification</p> <p>Scores are higher than like campuses</p> <p>New walkthrough procedure</p> <p>Teacher mentors for new staff members</p> <p>Strong vertical/collaborative teams</p>	<p>Hiring more diverse faculty members</p>	<p>Hiring more diverse staff members</p>
<b>Curriculum, Instruction, Assessment</b>	<p>Curriculum planner is organized better and more helpful</p> <p>Collaboration between departments - general ed, SPED, ESL, SEL</p> <p>One-to-One Chromebook campus</p> <p>Class meetings and morning circles help students experience a positive learning climate</p> <p>MAP data used to help guide instruction</p>	<p>Lack of district sponsored resources for language arts</p> <p>Limited time to review previous year's data before school year begins</p> <p>Great diversity in student learners makes it difficult to have differentiated groups</p>	<p>Coming up with campus-wide cohesive guided reading plan</p>
<b>Family and Community Involvement</b>	<p>AVID</p> <p>PTA sponsored events - school carnival, fall festival, fun run, Spring Creek BBQ night, Multi-cultural night</p> <p>Watch DOGS and Dad's Club</p>	<p>Very few community leader visits</p> <p>Career night</p> <p>Need more opportunities for students to help in community</p>	<p>Engaging community leaders to visit our campus</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
	Music Programs for each grade level Math Night, Art Night, Science Night		
<b>School Context and Organization</b>	ROCK school-wide rewards program  Collaborative Teams Intervention specialists Parent Liaison, Social Worker, Social Emotional Teacher Leader Open communication	Parents view of lack of behavior management Teacher input on class sizes No input on assessment dates	Better communication to engage parents' help in behavior management
<b>Technology</b>	Classroom speakers and Elmo  One-to-one Chromebook campus, including teachers Ipads, Swivl, projectors, microphone  Google classroom, and other Apps Full time CTA Digital portfolios Go Guardian	Loss of Istation and no reading intervention program to replace it Dreambox - proper training  Network issues during crucial testing times Students struggle with basic typing skills	

**Critical Action #1**

<b>Problem Statement</b>	There are inconsistent/varied uses of instructional strategies in reading impacting student performance.
<b>Root Cause and Strategy</b>	We will address ineffective instructional strategies by comparing STAAR and PES growth from the previous year to identify strategies that were effective and those that weren't. We will find teachers on our campus who have good results who can share their guided reading strategies with others.
<b>Goal</b>	To improve Guided Reading Instruction across grade levels
<b>Project Lead</b>	Principal, Assistant Principals
<b>Staff, Title I Staff</b>	Title I Specialists and Intervention Specialists
<b>Materials and Resources</b>	Kathy Richardson Guided Reading videos and print resources, Scholastic Guided Reading Short Reads - Nonfiction

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
We will provide an introductory Guided Reading Review during August professional development	Title I money being used for salaries for curriculum specialists.	6119 - Professional Salaries (Half/Full-Time)	177000.00	Completed Aug. 2, 2018	An overview of Guided Reading was presented at a professional development meeting by the Administrative team on Aug. 2, 2018.	An overview of Guided Reading was provided to staff and teachers were told that Guided Reading is a schoolwide focus this year.	Significant Progress Guided reading goals and expectations were discussed at a professional development meeting at Mitchell on Aug. 2, 2018.		Significant Progress Guided reading instruction was delivered with more fidelity throughout the school year. 5th Grade STAAR reading results showed that 89% of our students were at the "approaches" level or above on the assessment after the second administration compared to 83% at the same time last year.	1,2,3,4,8

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Guided Reading Tips will be provided at monthly Staff Meetings using Kathy Richardson materials	Title I money being used for salaries for curriculum specialists.	6119 - Professional Salaries (Half/Full-Time)	177000.00	Monthly staff meetings	August staff meeting occurred before Guided Reading groups had been determined.	MAP testing, IRIs given to students in the first month of school to determine reading levels and form Guided Reading groups.	Significant Progress Guided Reading Strategies were shared at each staff meeting in the first semester. At January 8 professional development, the district Coordinator for Reading, Margaret Dyer, gave staff pointers on effective guided reading. Administrators participate in planning and visits to classroom to make sure the guided reading process is on track.	Significant Progress Guided reading tips were shared at each staff meeting and at monthly meeting of Collaborative Reading Vertical Team.	Significant Progress Guided reading tips were shared at each staff meeting and at monthly meeting of Collaborative Reading Vertical Team.	1,2,3,4,8
Teachers will share Guided Reading strategies and challenges during monthly Staff Meetings	Title I money being used for salaries for curriculum specialists.	6119 - Professional Salaries (Half/Full-Time)	177000.00	Monthly staff meetings	No evidence yet for August meeting.	Teachers still forming groups	Some Progress There is share time for teachers to share strategies and challenges for guided reading at each staff meeting.	Some Progress There is share time for teachers to share strategies and challenges for guided reading at each staff meeting.	Some Progress There is share time for teachers to share strategies and challenges for guided reading at each staff meeting.	1,2,3,4,8
	Scholastic Guided Reading Short Reads - Nonfiction	6399 – Supplies and Materials (Instructional Supplies)	2999.00							

**Critical Action #2**

<b>Problem Statement</b>	There are significant gaps in math between the campus and district in the overall performance of students performing at the Approaches, meets, and Masters grade level standards (campus/district): Third grade - 86%, 62%, 32%/86%, 63%, 40% Fourth grade - 76%, 51%, 34%/83%, 59%, 39% Fifth grade - 80%, 54%, 29%/89%, 68%, 44%
<b>Root Cause and Strategy</b>	We will address ineffective instructional strategies by comparing STAAR and PES growth from the previous year to identify strategies that were effective and those that weren't. We will find teachers on our campus who have good results who can share their math strategies with others. We will begin a hands-on math club that will meet after school.
<b>Goal</b>	To improve math scores in Grades 3-5 to reach at least the district average in each grade level and for each performance label (approaches, meets, and masters).
<b>Project Lead</b>	Principal
<b>Staff, Title I Staff</b>	Principal, Assistant Principals, Title I Specialists, Intervention Specialists
<b>Materials and Resources</b>	Math manipulatives

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
We will analyze PES scores to determine where the gaps are occurring. Jennifer Ruth from Assessment Department will come and talk with each teams about the intricacies of the PES results and how to use them to guide instruction	Title I money being used for salaries for curriculum specialists.	6119 - Professional Salaries (Half/Full-Time)	177000.00	Sept. 7, 2018	Ms. Ruth met with each team during a planning session to discuss the ins and outs of PES scores and how they can be used for effective planning.	Teams have a renewed focus in planning meetings and are using PES scores to guide instruction.	Significant Progress Jennifer Ruth visited our campus and spoke with our teachers during the August professional development time.	Some Progress PES scores are among the data used to plan targeted lessons.	Some Progress PES scores were used throughout the year to implement targeted lessons for all math students.	1,2,3,4,8
Grade Level Team Leaders will work with Instructional Specialists to construct groups of students with similar gaps in math knowledge and Instructional Specialists will work with those groups to close the gaps	Title I money being used for salaries for curriculum specialists.	6119 - Professional Salaries (Half/Full-Time)	177000.00	Weekly throughout the school year	Instructional and intervention specialists began pulling math groups during the 2nd week of school and continue to work in groups and	Math groups are being pulled by instructional and intervention specialists daily. Specialists are also pushing in to classrooms more	Some Progress Instructional Specialists met with grade-level teams at the beginning of the year to establish small groups for targeted	On Track to Make Progress Targeted groups of students were pulled throughout the first semester by instructional specialists. The district math	Significant Progress Targeted math groups were continued throughout the second semester. After the second administration of	1,2,3,4,8

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
					individually with at-risk students.	to work with students.	instruction. These groups are fluid and have changed throughout the year.	curriculum team is scheduled to present instructional strategies for math to our grade-level teams on Feb. 6, 2018.	STAAR, 91% of our 5th grade students were at the "approaches" or above level compared to 87% last year.	



**Health, Fitness and Attendance**

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. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

**COORDINATED SCHOOL HEALTH**

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	August	School Nurse Meredith Lemaster was designated as our Campus Wellness Captain. She selected staff members to complete her team.	School Nurse Meredith Lemaster was designated as our Campus Wellness Captain. She selected staff members to complete her team.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September	Mike Newland is the parent serving on the committee.	Mike Newland is the parent serving on the committee.
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.	Principal	Coordinated School Health Curriculum	Monthly	Health TEKS are being taught in grade-level classrooms and in Physical Education.	Health TEKS are being taught in grade-level classrooms and in Physical Education.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	First semester	Not accomplished yet	Bulletin board was placed in the hallway by

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						the gym in March.
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	Monthly	Nurse Lemaster makes phone calls to parents for specific information regarding their children. Health tips have been published in Enews and on the marquee throughout the year.	Nurse Lemaster makes phone calls to parents for specific information regarding their children. Health tips have been published in Enews and on the marquee throughout the year.

**FITNESS**

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	September and April	Fintessgram pre-test has been administered.	Fitnessgram assessments were completed in the second semester for all eligible students.
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th	P.E. Teacher	Fitnessgram Student Report	April	Report cards will be printed after the post-	Fitnessgram progress reports were distributed to

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	grade and 7th grade) and sent to parents or linked through myPISD.				test is administered.	parents in the second semester.

**PHYSICAL ACTIVITY REQUIREMENTS**

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Daily	P.E. Class minutes total 150 minutes per week.	P.E. Class minutes total 150 minutes per week.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors			Measuring devices were used sporadically during the school year in the P.E. classes.
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.	Principal	Yearly Plan Form	Daily	PE staff follows state and district curriculum.	PE staff follows state and district curriculum.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily	All students receive 30 minutes of recess per day.	All students receive 30 minutes of recess per day.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily	Teachers offer brain breaks on a regular basis.	Teachers offer brain breaks on a regular basis.

**ATTENDANCE**

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Daily	Assistant Principals Kristin Glasscock and Rayna Matthews-Whetstone are monitoring attendance and contacting parents whose students have accumulated larger numbers of tardies.	Assistant principals followed up with parents of students who were absent or tardy on a frequent basis.

**Violence Prevention and Bullying**

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. (Required Action Steps per HB 283)

**STAFF PREVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Survey in September	Survey administered.	High Risk areas were identified throughout the year and staff was assigned accordingly.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August 2018 - Daily duty schedules have been made and distributed	Schedules have been adjusted as the year has progressed to meet needs as they arise.	High Risk areas were identified throughout the year and staff was assigned accordingly.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August - Staff given Campus Handbook	Staff was given a copy of staff handbook during professional development in August.	Handbook and procedures reviewed in January.

**STAFF EDUCATION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August, 2018	Safe schools training	Bullying and sexual

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				completed by all staff members during first semester.	harassment training was reviewed on Jan. 7, 2019.
Review referral process.	Principal or designee	Campus referral plan	September, 2018	New behavior documentation sheets have been implemented on a Google form and is monitored daily by Assistant Principal Rayna Matthews-Whetstone.	Google doc was continued throughout the year and monitored by assistant principals.

**STAFF INTERVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2018	Common strategies and language have been discussed and posted throughout the school.	Common strategies and language were reviewed with students throughout the year.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018	Discipline referrals are handled by assistant principals or principal.	Referrals were handled by campus administrators.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily	Strategies to keep students in classrooms as much as possible have been discussed and implemented throughout the school. These strategies include having students rotate to other teachers when they are disregulated; having them talk with our SEL teacher when they are disregulated; assigning particular areas for lunch, recess, and in the classroom for the student to use; utilizing calm-down space and strategies, including a Safe Seat in the cafeteria;	Strategies to keep students in classrooms as much as possible have been discussed and implemented throughout the school. These strategies include having students rotate to other teachers when they are disregulated; having them talk with our SEL teacher when they are disregulated; assigning particular areas for lunch, recess, and in the classroom for the student to use; utilizing calm-down space and strategies, including a Safe Seat in the cafeteria;

**STUDENT PREVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Aug. 13-17, 2018.	Expectations are discussed often and posted throughout the school.	There was an emphasis on review of expectations and campus rules the week of Jan. 8-11, 2019 when students returned from Winter Break.
Monitor high risk areas.	All staff	Schedule (if necessary)	August 2018 - Daily duty schedules have been made and distributed	High-risk areas such as restroom by the cafeteria are monitored regularly by staff during lunch times.	Other high risk areas, such as playground during recess, were identified throughout the year were monitored by staff.

**STUDENT EDUCATION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Aug. 13-17, 2018	Students were introduced to discipline expectations and the referral process was explained during	Processes were reviewed during the first week of the second semester.



Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				the first week of school.	

**STUDENT INTERVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Classroom teachers	Daily	Classroom interventions include a calm-down spot or strategy; breathing techniques; counting slowly.	In some grade levels, the addition of revolving schedules where students would spend time with each teacher, were implemented for students with difficult behaviors.
Employ discipline interventions.	Designated staff	Classroom teachers, Administrative team	Daily	Interventions are applied by classroom teachers, counselors, SEL teacher, and administrators.	Interventions are applied by classroom teachers, counselors, SEL teacher, and administrators.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Counselors, Social Worker, SEL Teacher	As needed	Other strategies such as getting a counselor or the Social Emotional teacher involved	Our counselor, SEL teacher, and Social Worker worked proactively to

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				are employed as needed.	head-off student behaviors, and on the back end when thoughtful reflection was needed.
Conference with parents/students.	Teachers or other staff	Classroom teachers, Administrative team	As needed	Communication with student and parents about expectations is employed as needed.	Parents of students with repetitive discipline problems were included in every discussion each time an incident occurred.

**Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Susan Talavera	Susan Talavera, Allison Maybery, Mike Newland, Sandra Napurano	Aug. 13, 2018-May 24, 2019	We have distributed flyers to parents at the BOY to encourage parents to log in to Parent Portal.	Susant Talavera and Allison Maybery ensured that when new students were enrolled, their parents were also made aware of Parent Portal and how to access it.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Mike Newland	Access to TEAMS for parents names/numbers	September, 2018	We administered a paper survey to every parent and offered computer services using our equipment in the library. The District Mobile Technology Lab will be coming in the spring.	The District Moblie Technology Lab visited the campus on March 26 and helped enroll 8 new families on Parent Portal and provide other computer access for families.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	Monica Kruse	Monica Kruse, CTA, will make changes in the website when necessary	Aug. 13, 2018-May 24, 2019 (as needed)	Our CTA regularly updates the campus website.	Campus CTA updates the website monthly.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Communicate information through eNews and through hard copies when internet access is not available.  <b>Funding source: State and Local</b></p>	Bob Farris	Computer programs - Word,	Weekly throughout the school year	Enews is distributed weekly to all families who have subscribed	Enews was distributed weekly to all families who have subscribed.
<p>Utilize social media to keep parents and community informed.  <b>Funding source: State and Local</b></p>	Cyndy Spangrud, Mike Newland	All staff	Posting information on Facebook and Twitter when the need arises	We update our social media accounts at least once per week.	Social media accounts were updated weekly.
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.  <b>Funding source: State and Local</b></p>	Bob Farris, Elizabeth Israel	Conference room	Principal and PTA president meet weekly to discuss needs of school	Principal attends PTA board meetings and meets with PTA president regularly.	Principal attended every board meeting and met with PTA president privately once every two weeks.
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...)  <b>Funding source: State and Local</b></p>	Bob Farris, Elizabeth Israel	School facilities	PTA offers several programs throughout the year - Fall Festival, Fall Fun Run, Spring Carnival, Multi-cultural night	Parent Liaison offers different parent education opportunities. The school also sponsored a Game Night at one of the local apartment complexes.	Parent programs were offered in November, February, and April.

**Transition**

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Diane Mathis, Don Stevens	Counseling curriculum materials	Weekly guidance lessons	Counselors provide regular guidance lessons to all grades K-5.	Guidance counselors provided regular lessons throughout the year.
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Katy Matthews, Amy Taitel, Kelly Montoya,	ARD software	As needed	Mitchell Special Ed staff attends ARD meetings at Beaty Early Childhood Center as needed.	Mitchell Special Ed staff attends ARD meetings at Beaty Early Childhood Center as needed.
<b>Elementary Title I Campuses –</b> 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. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Kindergarten Teachers	District Curriculum	May 7-8, 2018	Parent meetings were held in May of last year where the Ramp Up kits were distributed to parents.	Parent meetings were offered in May and Ramp Up kits were distributed to parents.
<b>Elementary Campuses with full day Pre-K –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	Pre-K Teachers and Paraprofessionals, Kindergarten Teachers	Kindergarten Teachers	Weekly	This is planned for the spring.	Kindergarten classroom visits occurred the

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themselves with the kindergarten staff and environment. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>					week of May 13. Kinder students and teachers showed the Pre-K students how things work in Kindergarten.

**State Certified Teachers and Highly Qualified Paraprofessionals**

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
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Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	Professional Learning Department, Curriculum Department, and Campus Administrators	District curriculum specialists, campus instructional specialists, administrators	Professional development provided at least monthly at staff meetings.	District Curriculum specialists provided professional learning on Aug. 9, 2018 concerning planning procedures and curriculum	Margaret Dyer delivered Guided Reading Instruction to all grade-level teachers on Jan. 7, 2019. Ginger Teaff delivered math problem-solving tips to staff on Feb. 3, 2019.