

# Plano Independent School District

## Mitchell Elementary

2021-2022



**Board Approval Date:** November 3, 2021

# Mission Statement

- Our Mitchell community collaborates to build a safe environment that empowers scholars to grow socially, emotionally, and academically.

## Vision

- Inspiring a growth mindset to empower future leaders for success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mitchell Elementary is composed of a very diverse student population of 500 PreK- 5th graders. Our student groups comprise students that are economically disadvantaged (55% of total students), African American (39% of total students), Hispanic (24% of total students), White (22% of total students), Asian (7% of total students), and Two or more races (8% of total students). We have a 19.3% mobility rate. Mitchell Elementary values these diverse student groups and the community population which provides us with a rich learning environment.

### Demographics Strengths

#### Summary of Strengths -

1. Attendance rate is 96.1% which is above the state
2. Diverse population
3. We keep track of who lives in our boundaries.
4. In most STAAR areas we are within the state and district range and we are proven to go up in areas we focus on 4. We are equally free/reduced vs. non
5. diverse populations
6. Within ranges for sped, GT, ELL and 504.
7. Similar st/teacher ratio to district/state
8. Requiring proof of residency
9. Have an experienced staff.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Closing the gap data indicates that we need to increase the number of economically disadvantaged and EL students who are scoring at the meets and masters levels in order to meet the targets for the 21-22 school year **Root Cause:** Teachers will utilize more opportunities to incorporate common formative assessments on essential

standards, strengthen Tier 1 instruction, meet to discuss progress monitoring.

# Student Learning

## Student Learning Summary

Mitchell Elementary has an overall grade of a B rating from the Texas Education Agency. We saw growth in the following areas: 3rd grade Meets expectations and Masters in Reading, 4th grade Approaches in reading, 5th grade Masters in reading, All areas of 3rd grade Math, Approaches and Masters in 4th grade Math, All areas of 5th grade math, Masters in 4th grade Writing, All areas of 5th grade Science. Using resources such as Lead4ward and the collaborative planning protocol allowed us to focus on essential TEK mastery. We will continue the collaborative planning protocol and the implementation of guided reading and math in all classrooms to help guide targeted instruction.

## Student Learning Strengths

Summary of Strengths-

1. Students at approaching and ME standard showed growth for the entire campus.
2. Showed progress with our economically disadvantaged students.
3. ELA/Reading
4. Inputting district assessments into Edugence to pull campus reports and subgroups.
5. Implemented Data Meeting protocol and reviewed data and created targeted action reteach plans.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, AA, ED, SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2. **Root Cause:** Understanding State Accountability growth goals, lack of real-world experiences, Interruption of Learning due to COVID, and COVID causing school closures

**Problem Statement 2 (Prioritized):** Utilizing all data sources to create a targeted, strategic, and equitable instructional practices. **Root Cause:** Inconsistency utilizing data, creating student mastery exit tickets within collaborative planning,

**Problem Statement 3:** Writing: The percentage of grade 4 students meeting Meets and Masters in Writing STAAR is below district average. **Root Cause:** Inconsistently utilizing Plano ISD writing rubric and Lead4ward writing checklist throughout the year to determine EOY writing grade level expectations.

**Problem Statement 4 (Prioritized):** Improve STAAR Math in all grade levels by strengthening Tier 1 instruction and strategically planning intervention time. **Root Cause:** Increase small group instruction to introduce, reinforce, extend, and reteach math essential standards.

# School Processes & Programs

## School Processes & Programs Summary

One of the large focuses this year at Mitchell Elementary is our student culture. Planning morning routines and measuring student engagement through the implementation of Voice/Body/Time will help to build a student culture that is safe and nurturing. We want to ensure that we have an environment that scholars want to attend each day. The campus emphasis on community circles, morning meetings, calm down corners, Positive Behavior Intervention Support (PBIS), Zones, Settle your Glitter Implementation in PK-1 will help support the success of all students. Mitchell Elementary follows standard hiring protocol for PISD which utilizes a committee approach during the interview asking all applicants the same set of questions. We continually look for candidates that share our mission and values.

## School Processes & Programs Strengths

- 1) Grade level teams are empowered to collaborate and implement plans and procedures for their classrooms that create positive and successful student outcomes.
- 2) Morning meetings are implemented daily in every classroom.
- 3) Safety and emergency procedures are clear and responsive.
- 4) Campus implements a diverse range of extra-curricular activities, events, and resources designed to engage families and meet student needs.
- 5) Implementation of morning routine that ensures every student is greeted by face and name daily.
- 6) Recognition of students, staff, and community through daily announcements and through WOW Wednesday.
- 7) Creating a collaborative team agenda

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause:** Inconsistency with purposeful planning and implementing collaborative team framework among grade levels.

**Problem Statement 2:** The Master Schedule reflects designated blocks for Intervention and Extension in each grade level, but Intervention and Extension time is not consistently meeting the needs of all learners. **Root Cause:** Opportunity to be more intentional and strategic to plan for Interventionist push in time and WIN (What I Need) time to address intervention and extension during designated times.

# Perceptions

## Perceptions Summary

Campus worked in creating Mission and Vision statements to unify beliefs. Staff also worked on focusing on our individual mission statements. School administrators implemented a book of the month that recognizes and brings in different cultures and aspects of life. School staff creates intentional connections with students to recognize to develop a supportive and positive environment.

## Perceptions Strengths

Summary of Strengths:

1. Students, staff, and parents perceive school as safe and orderly.
2. School is managed in a supportive and reflective way that benefits staff, students, and parents
3. Parents and students enjoy all the events held at Mitchell.
4. Staff's priority is building relationships with students.
5. Provided Trauma and the Brain Professional Development.
6. Uniformed with behavior expectations.
7. Established procedures and routines.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** In order to strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural, PBIS strategies-framework, and social emotional needs is necessary in order to establish a strong school culture. **Root Cause:** Per staff feedback there is a need and desire to learn more about student diversity in education, SEL, and PBIS as it relates to learning and achievement.



# Priority Problem Statements

**Problem Statement 2:** Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, AA, ED, SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2.

**Root Cause 2:** Understanding State Accountability growth goals, lack of real-world experiences, Interruption of Learning due to COVID, and COVID causing school closures

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 4:** In order to strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural, PBIS strategies-framework, and social emotional needs is necessary in order to establish a strong school culture.

**Root Cause 4:** Per staff feedback there is a need and desire to learn more about student diversity in education, SEL, and PBIS as it relates to learning and achievement.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 1:** Utilizing all data sources to create a targeted, strategic, and equitable instructional practices.

**Root Cause 1:** Inconsistency utilizing data, creating student mastery exit tickets within collaborative planning,

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Improve STAAR Math in all grade levels by strengthening Tier 1 instruction and strategically planning intervention time.

**Root Cause 3:** Increase small group instruction to introduce, reinforce, extend, and reteach math essential standards.

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals
- HB3 Reading and math goals for PreK-3

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals







**Goal 1:** DIP- Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022







**Performance Objective 1:** The percent of Mitchell students that score Meets grade level or above on STAAR Reading 3-5 will increase from 57% in 2019 to 61% by June 2022. The Econ. Dis. student group performance will increase from 46% in 2019 to 55% in 2022. The Hispanic student group performance will increase from 48% in 2019 to 56% in 2022.

**HB3 Goal**

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will receive training and implement a comprehensive balanced literacy approach to address the academic performance in the areas of reading and writing. The model carefully qualifies specific time blocks related to the necessary time to address model components like: Phonics, Culturally Relevant Read Aloud, Shared Reading, Shared Writing, Guided Reading and Writing, Mini-lessons, and Small Group Instruction in K-2 and 3-5 grade configurations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in IRI, MAP, and STAAR. Utilization of Spiraling District Curriculum and Target Reading in grades 2-5.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Target Reading, Writing, and Math - 211 Title I, Part A - \$1,827.50</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will track student reading growth goals after each district assessment and reading levels to help determine if students are on track to meet their projected student growth goals related to the current state accountability system and MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in MAP, STAAR, and District Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Mitchell Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design common formative assessments within collaborative planning period; create and discuss teacher exemplars; revisit and analyze data as a team to provide next steps for enrichment and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in MAP, STAAR, and Districtwide Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Mitchell Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monitor and use differentiated instruction strategies to close the achievement gap in ELAR with the SPED, ELL, and ED population.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure the average growth of SPED/ED/ELL population using district current data.</p> <p>Ellevation Monitoring</p> <p>Adult Temp to work with EL/Immigrant Students</p> <p>Measure the average growth of ELL population using district current data.</p> <p>Adult Temp to work with students that experienced Learning Loss due to Covid 19.</p> <p>Implement Lead4ward to focus on campus leadership.</p> <p>Training with Unfold the Soul/Close Achievement Gap</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Monitor strategies to promote continuous improvement in ELAR for GT, Dyslexic, and 504 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure the average growth of special population using district current data.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Implement Lead4ward to focus on campus leadership.

Training with Unfold the Soul/Close Achievement Gap

**Staff Responsible for Monitoring:** Mitchell Staff, Dyslexia Teacher, GT Teacher

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math



No Progress

Accomplished

Continue/Modify

Discontinue







**Goal 1:** DIP- Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022







**Performance Objective 2:** HB3 - The percent of Mitchell 3rd grade students that score meets grade level or above on STAAR Reading will increase from 56% in 2019 to 60% by June 2022. The Eco. Dis. student group performance will increase from 49% in 2019 to 58% in 2022. The Hispanic student group performance will increase from 44% in 2019 to 52% in 2022.

**HB3 Goal**








**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will receive training and implement a comprehensive balanced literacy approach to address the academic performance in the areas of reading and writing. The model carefully qualifies specific time blocks related to the necessary time to address model components like: Phonics, Culturally Relevant Read Aloud, Shared Reading, Shared Writing, Guided Reading and Writing, Mini-lessons, and Small Group Instruction in K-2 and 3-5 grade configurations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in IRI, MAP, and STAAR. Utilization of Spiraling District Curriculum and Target Reading in grades 2-5.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Target Reading, Writing, and Math - 211 Title I, Part A - \$1,827.50</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will track student reading growth goals after each district assessment and reading levels to help determine if students are on track to meet their projected student growth goals related to the current state accountability system and MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in MAP, STAAR, and District Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Mitchell Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design common formative assessments within collaborative planning period; create and discuss teacher exemplars; revisit and analyze data as a team to provide next steps for enrichment and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in MAP, STAAR, and Districtwide Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Mitchell Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monitor and use differentiated instruction strategies to close the achievement gap in ELAR with the SPED, ELL, and ED population.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure the average growth of SPED/ED/ELL population using district current data.</p> <p>Ellevation Monitoring</p> <p>Breakout EDU</p> <p>Adult Temp to work with EL/Immigrant Students</p> <p>Measure the average growth of ELL population using district current data.</p> <p>Adult Temp to work with students that experienced Learning Loss due to Covid 19.</p> <p>Implement Lead4ward to focus on campus leadership.</p> <p>Training with Unfold the Soul/Close Achievement Gap</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Monitor strategies to promote continuous improvement in ELAR for GT, Dyslexic, and 504 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure the average growth of special population using district current data.</p> <p>Implement Lead4ward to focus on campus leadership.</p> <p>Training with Unfold the Soul/Close Achievement Gap</p> <p><b>Staff Responsible for Monitoring:</b> Mitchell Staff, Dyslexia Teacher, GT Teacher</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			







**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.







**Performance Objective 1:** The percent of Mitchell students that score Meets grade level or above on STAAR Math 3-5 will increase from 63% in 2019 to 65% by June 2022. The Econ. Dis. student group performance will increase from 51% in 2019 to 58% in 2022. The Hispanic student group performance will increase from 51% in 2019 to 58% in 2022

**HB3 Goal**

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will receive training on effective problem solving strategies and Guided Math approach to address the academic performance in the areas of math. The model carefully qualifies specific time blocks related to the necessary time to address math model components like: Mini-lessons and Small Group Instruction in K-2 and 3-5 grade configurations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in IRI, MAP, and STAAR. Utilization of Spiraling District Curriculum and Target Math in grades 2-5.</p> <p>Station Manipulatives</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Target Math - 211 Title I, Part A - \$1,827.50</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will track student growth goals in Math after each district assessment to help determine if students are on track to meet their projected student growth goals related to the current state accountability system and MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in MAP, STAAR, and District Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Mitchell Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design common formative assessments within collaborative planning period; create and discuss teacher exemplars; revisit and analyze data as a team to provide next steps for enrichment and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in MAP, STAAR, and Districtwide Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Mitchell Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monitor and use differentiated instruction strategies to close the achievement gap in Math with the SPED, ELL, and ED population.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure the average growth of SPED/ED/ELL population using district current data.</p> <p>Ellevation Monitoring</p> <p>Breakout EDU</p> <p>Adult Temp to work with EL/Immigrant Students</p> <p>Measure the average growth of ELL population using district current data.</p> <p>Adult Temp to work with students that experienced Learning Loss due to Covid 19.</p> <p>Implement Lead4ward to focus on campus leadership.</p> <p>Training with Unfold the Soul/Close Achievement Gap</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Monitor strategies to promote continuous improvement in Math for GT, Dyslexic, and 504 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure the average growth of special population using district current data.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Implement Lead4ward to focus on campus leadership.

**Staff Responsible for Monitoring:** Mitchell Staff, Dyslexia Teacher

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify












Discontinue











**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**Performance Objective 2:** HB3 - The percent of Mitchell 3rd grade students that score meets grade level or above on STAAR Math will increase from 68% in 2019 to 70% by June 2022. The Eco. Dis. student group performance will increase from 64% in 2019 to 71% in 2022 The African American student group performance will increase from 50% in 2019 to 57% in 2022.

**HB3 Goal**

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will receive training on effective problem solving strategies and Guided Math approach to address the academic performance in the areas of math. The model carefully qualifies specific time blocks related to the necessary time to address math model components like: Mini-lessons and Small Group Instruction in K-2 and 3-5 grade configurations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in IRI, MAP, and STAAR. Utilization of Spiraling District Curriculum and Target Math in grades 2-5.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Target Math - 211 Title I, Part A - \$1,827.50</p>	<b>Formative</b>		
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	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monitor and use differentiated instruction strategies to close the achievement gap in Math with the SPED, ELL, and ED population.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure the average growth of SPED/ED/ELL population using district current data.</p> <p>Ellevation Monitoring</p> <p>Adult Temp to work with EL/Immigrant Students</p> <p>Measure the average growth of ELL population using district current data.</p> <p>Adult Temp to work with students that experienced Learning Loss due to Covid 19.</p> <p>Implement Lead4ward to focus on campus leadership.</p> <p>Training with Unfold the Soul/Close Achievement Gap</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Monitor strategies to promote continuous improvement in Math for GT, Dyslexic, and 504 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure the average growth of special population using district current data.</p> <p>Implement Lead4ward to focus on campus leadership.</p> <p><b>Staff Responsible for Monitoring:</b> Mitchell Staff, Dyslexia Teacher</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

**Performance Objective 1:** The percent of Mitchell students that score Meets grade level or above on STAAR Science 5 will increase from 51% in 2019 to 54% by June 2022. The EL student group performance will increase from 53% in 2019 to 56% in 2022. The Hispanic student group performance will increase from 52% in 2019 to 58% in 2022.

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will track student growth goals in 5th Grade Science after each district assessment to help determine if students are on track to meet their projected student growth goals related to the current state accountability system and MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in MAP, STAAR, and District Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Mitchell Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Monitor and use differentiated instruction strategies to close the achievement gap in 5th Grade Science with the SPED, ELL, and ED population.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure the average growth of SPED/ED/ELL population using district current data.</p> <p>Ellevation Monitoring</p> <p>Adult Temp to work with EL/Immigrant Students</p> <p>Measure the average growth of ELL population using district current data.</p> <p>Adult Temp to work with students that experienced Learning Loss due to Covid 19.</p> <p>Implement Lead4ward to focus on campus leadership.</p> <p>Provide hands on learning for students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monitor strategies to promote continuous improvement in 5th Grade Science for GT, Dyslexic, and 504 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure the average growth of special population using district current data.</p> <p>Implement Lead4ward to focus on campus leadership.</p> <p><b>Staff Responsible for Monitoring:</b> Mitchell Staff, Dyslexia Teacher</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Design common formative assessments (5th grade) within collaborative planning period; create and discuss teacher exemplars; revisit and analyze data as a team to provide next steps for student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in the area of science; targeted areas of growth will be identified for students; increase in teacher knowledge of students, team will continue to grow in the area of collaboration and DDI.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team; 5th grade teachers.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			






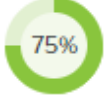












**Goal 4: Life Ready:** Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

**Performance Objective 1:** Implement a systematic approach to develop new and existing programming for special student services to ensure quality instruction and service supports for ALL students.

**Evaluation Data Sources:** Discipline Data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will be trained and will implement Student Management (Voice, Body, and Time) and Instructional methods and practices including Checks for Understanding, Demonstration of Learning, Monitor Aggressively [Pen in Hand, Create A Pathway, Monitor Student Work] identified in Get Better Faster by Paul Bambrick</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of the admin team will provide feedback to teachers which will lead to 85% or more proficiency on T-TESS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide ongoing PBIS/SEL professional development and supports based on implementation year.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough data</p> <p>Decrease in discipline</p> <p><b>Staff Responsible for Monitoring:</b> PBIS/SEL Chairs, Mitchell Staff, Admin</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide parent engagement activities and learning workshops to build and strengthen the connection between home and school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the amount of volunteers in the building, 50% of families will attend a family event throughout the year, implement 1 book 1 community to engage families in literacy and best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Parent Liaison, Counselors, SEL</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide students skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the amount of opportunities to make real world connections through field trips and programs throughout the year.</p> <p>Increase 1 field trip for each grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Team Leaders, Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Chadavid Stoker	Assistant Principal
Classroom Teacher	Whitney Carrillo	Kindergarten Teacher
District-level Professional	Claire Song	SEL Specialist
Classroom Teacher	Angela Delgado	Sped teacher
Classroom teacher	Therese La Moure	Campus instructional specialist
Parent	Courtney Rai	Parent
Business Representative	Lisa Divine	Community member
Business Representative	Casey Lepley	Community member
Community Representative	Michelle Stack	Parent Liason
Classroom Teacher	Allison Gruba	Classroom teacher
Non-classroom Professional	Sarah Khalid	Counselor
Parent	Wendy Dolman	Counselor
Parent	Rikki Koetter	Parent
Classroom Teacher	Linzy Mathew	Instructional Coach
Parent	Veronica Zapata	Parent
Parent	Vanessa Mims	Parent
Parent	Maria Rodriguez	Parent

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,420.00
<b>+/- Difference</b>					\$2,420.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$408.00
<b>+/- Difference</b>					\$408.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Target Reading, Writing, and Math		\$1,827.50
1	2	1	Target Reading, Writing, and Math		\$1,827.50
2	1	1	Target Math		\$1,827.50
2	2	1	Target Math		\$1,827.50
4	1	3			\$0.00
<b>Sub-Total</b>					\$7,310.00
<b>Budgeted Fund Source Amount</b>					\$189,944.00
<b>+/- Difference</b>					\$182,634.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,750.00
<b>+/- Difference</b>					\$4,750.00
<b>Grand Total Budgeted</b>					\$197,522.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Spent</b>	\$7,310.00
				<b>+/- Difference</b>	\$190,212.00

# Addendums

## Mitchell - STAAR Grade 4 Writing

**The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 47% in 2019 to 49% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
48% 2019 Baseline: 47%	49%	51%	53%	55%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	35	24	89	*	*	*	50	20	26	*	8	47	47	47
2020	36	26	89	*	*	*	51	21	28	*	9	47	48	48
2021	39	28	90	*	*	*	52	22	31	*	11	48	50	49
2022	42	32	90	*	*	*	54	24	35	*	14	48	52	51
2023	46	36	91	*	*	*	56	27	40	*	17	49	55	53
2024	51	42	93	*	*	*	59	30	46	*	22	51	58	55
2019-2021	4	4	1	*	*	*	2	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Mitchell - STAAR Grade 5 Science

**The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 51% in 2019 to 53% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
52% 2019 Baseline: 51%	53%	54%	55%	56%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	33	52	64	*	*	*	78	44	37	60	53	58	41	51
2020	34	53	64	*	*	*	78	45	38	61	54	58	42	52
2021	37	56	64	*	*	*	79	46	41	62	55	58	43	53
2022	40	58	65	*	*	*	80	48	44	64	56	59	45	54
2023	44	62	65	*	*	*	82	51	48	66	58	59	47	55
2024	49	67	66	*	*	*	84	54	53	69	61	60	50	56
2019-2021	4	4	0	*	*	*	1	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5



## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Mitchell

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>	38	25	31		14		6	12	55		20	88	26	114
<b>2019</b>	45	44	71		86		33	25	49		45	63	35	56
<b>2020</b>	47	46	71		86		34	26	51		47	63	36	57
<b>2021</b>	49	49	72		87		36	28	54		49	64	38	58
<b>2022</b>	52	52	73		88		37	30	58		51	65	40	60
<b>2023</b>	56	57	74		89		40	32	63		55	66	43	62
<b>2024</b>	61	62	75		90		43	35	69		59	67	47	64

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	16	18	4	17	4	8	10	10	20	12	14	4	12	8

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Mitchell

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>	38	25	31		14		6	12	55		20	88	26	114
<b>2019</b>	50	68	81		100		50	25	64		80	74	50	68
<b>2020</b>	52	70	81		100		51	26	66		81	74	51	69
<b>2021</b>	54	72	82		100		52	28	68		82	75	52	69
<b>2022</b>	57	75	82		100		53	30	71		84	75	54	70
<b>2023</b>	61	79	83		100		54	32	75		86	76	56	72
<b>2024</b>	66	84	84		100		56	35	80		89	77	59	73

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	16	16	3	3	3	5	6	10	16	9	9	3	9	5

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Mitchell

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	45	48	77		86		48	40	46	90	40	61	50	57
2020	47	50	77		86		49	41	48	91	42	61	51	58
2021	49	53	78		87		51	43	51	93	44	62	53	59
2022	52	56	79		88		52	45	55	95	46	63	55	61
2023	56	61	80		89		55	47	60	98	50	64	58	63
2024	61	66	81		90		58	50	66	100	54	65	62	65

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	47	51	82		100		76	35	51	90	56	67	54	63
2020	49	53	82		100		77	36	53	91	57	67	55	64
2021	51	55	83		100		78	38	55	92	58	68	56	64
2022	54	58	83		100		79	40	58	94	60	68	58	65
2023	58	62	84		100		80	42	62	96	62	69	60	67
2024	63	67	85		100		82	45	67	99	65	70	63	68

## CAMPUS APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b> <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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