

**Campus Improvement Plan  
2015-2016  
Elementary/Intermediate Campus: Mitchell Intermediate  
Rating: Met Standard**

**Goal 1: Student Achievement and Post-Secondary Success**

**Mitchell Intermediate School** will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**1.1 Master Rigorous Academic Standards**

- *Index 1: Student Achievement* All subjects; all students; % met Level II standard
- *Index 2: Student Progress* Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, Science, and Social Studies. K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

**1.2 Close the Performance Gap**

- *Index 3: Closing Performance Gaps* All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II)
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

**1.3 Successful Completion of High School**

- *Index 4: Post-secondary Readiness* **Attendance Rate; STAAR** % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
<b>Core Analysis</b>	<p><b>Mitchell Intermediate School</b> disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement.</p>
<b>CISD Curriculum</b>	<p><b>Mitchell Intermediate School</b> implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment.</p> <ul style="list-style-type: none"> <li>• The Reading/ELA curriculum, <i>CISD Reads</i>, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing.</li> <li>• The Mathematics curriculum, <i>CISD Solves</i>, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. <i>CISD Solves</i> includes the use of math review, mental math, problem solving, poster method, and math fluency.</li> <li>• The Science curriculum, <i>CISD Investigates</i>, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and <i>Science Success</i>, the CISD science review process.</li> <li>• The Social Studies curriculum, <i>CISD Remembers</i>, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> </ul>
<b>CISD Best Practices</b>	<p><b>Mitchell Intermediate School</b> implements and supports the following CISD best practices:</p> <ul style="list-style-type: none"> <li>• The Curriculum and Instruction Model (<b>CISD Instructional Model</b>) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process, product, and</li> </ul>

	<p>environment, and ensures that all students construct multiple representations of learning. CISD Instructional Model incorporates the foundational research of Gardner’s Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano’s Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the <b>TEKS</b>, the students’ <b>Learning</b> process of the required curriculum, and the ongoing <b>Assessment</b> in which both teachers and students evaluate their learning.</p> <ul style="list-style-type: none"> <li>• Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom’s Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRISS and Sheltered Instruction Using the SIOP Model.</li> <li>• Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.</li> </ul>
<p><b>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS</b>  <b>1.2 and INDEX 3: CLOSING PERFORMANCE GAPS</b></p>	
<p><b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVES</b></p>	<p><b>Index 1: Student Achievement</b>  <b>All subjects; all students; % met Level II standard</b>  <i>100% of All students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A and STAAR Alternate; STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 1% by the 2017-2018 school year.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 5 Science  <i>Community and School Engagement (CaSE):</i></li> <li>2. Will achieve a CaSE rating of Exemplary in Fine Arts, GT and ELL.</li> </ol>
<p><b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b></p>	<p><b>Index 2: Student Progress</b>  <b>Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b>  <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress measures (weighted progress) in Reading and Math, earning an Index 2 score of 55.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet Top 25% Student Progress Distinction in Reading/ELA and Math.</li> <li>2. Will meet AADD indicator for greater than expected growth in Reading and Math.</li> </ol>
<p><b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b>  <i>Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (2 or More Races and Hispanic) will meet the weighted performance Level II and III, earning an Index 3 score of 66.</i>  <i>Distinctions:</i>  Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in reading. District Safeguard (DSG)</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in math.</li> <li>• Provide materials, software, and incentives for at-risk students to facilitate academic improvement in content areas.</li> <li>• The looping and learning community instructional philosophy will enhance the relationship between the teachers and students promoting a risk-free environment in which to learn. Teachers will be more familiar with their students’ strengths and weaknesses between fifth and sixth grade</li> </ul>

	<p>enabling them to identify areas needing remediation sooner to prevent lost instructional time.</p> <ul style="list-style-type: none"> <li>• Carefully place students in the most conducive learning environment by hand-placing every student in a Learning Community (LC) after thorough meetings with every feeder fourth grade teacher, counselor, and administration; feedback from fourth grade students’ parents; and review of school records.</li> <li>• Continue to build campus cohesiveness and student pride through connections with staff and students via: weekly Mitchell Lunch Bunch; quarterly Magnificent Mustang Ceremonies, Mitchell Community Service Club, LC Summer Activities, Mitchell Ambassadors, EcoClub, Yearbook Club, Volunteer Instructional Peers with the self-contained class, and LC positive incentives.</li> <li>• Provide intensive instructional tutorial programs for at-risk students, individualized to meet the unique needs of the students and student groups before, during, and after school hours in the core content areas of Reading, Math, and Science.</li> <li>• Provide a variety of interventions for students who fall in the district’s bottom tenth percentile in Rtl Tier II and/or Rtl Tier III.</li> <li>• Conduct quarterly LC Student Review meetings with every LC teacher to target students needing more academic support and/or incentives to improve behavior.</li> <li>• Create Eduphoria Student Group files so staff can quickly locate At-Risk Students and monitor progress on benchmark tests, junior high placement tests, and STAAR.</li> <li>• Members of the Professional Learning Community Committee will attend Dr. Knezek’s in-service trainings and present information to colleagues.</li> <li>• Provide staff development and instructional materials to support ESL students.</li> <li>• Provide intensive, systematic, research-based accelerated reading, math, and science instruction for identified at-risk students.</li> <li>• Continue to support teachers pursuing ESL certification and increase percentage of LC staff securing certification.</li> <li>• Continue to place students with disabilities in the most appropriate setting by considering a general education Support Facilitation environment when appropriate.</li> <li>• Administrators and Counselors will serve as mentors to identified students.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<p><b>READING/ELA Performance Objectives</b></p>	<p><b>READING/ CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>100% of all students and student groups taking the <i>STAAR</i>, <i>STAAR A</i> or <i>STAAR-L</i> in <b>Reading/ELA</b> will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. <i>Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 2% by the 2016-2017 school year, and 1% by the 2017-2018 school year; 56% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 3: Understanding/Analysis of Informational Text</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Ensure greater emphasis in reading on critical analysis rather than literal understanding for all students and all student groups.</li> <li>• Provide opportunities for students to increase reading and writing stamina.</li> <li>• Provide small group reading instruction, tracking student progress for all student populations using anecdotal notes, and implementing effective modifications, support to Rtl, ELPS, and “customized” tutorial programs.</li> <li>• Teachers will implement the CISD Reads Genre study scope and sequence.</li> <li>• Provide classroom support and staff development on Word Study to address spelling, phonics, and vocabulary development utilizing the Word Study Pacing Guidelines.</li> <li>• Provide continued support for the Tier I Differentiated Instruction in the Language Arts classroom through teaching and modeling these best practices and work collaboratively with Special Education teachers.</li> <li>• Implement research-based instructional strategies to support co-curricular collaboration in teaching science and social studies TEKS through reading strategies (non-fiction).</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve Questioning Strategies in language arts through staff development in (Compare/Contrast/Summarization; QUILT; Kilgo’s level of questions; Bloom’s Level of Questioning; Question Stems; Socratic Questioning; Instructing Students to Ask Higher Level Questions), training in the use of the Comprehension Toolkit, and implementation by all teachers, including general education and special education.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• All students receive a 40-minute lesson from the librarian twice a month that emphasizes: genre analysis, inference skills, and critical analysis of fiction and non-fiction material.</li> <li>• Develop lessons to support organized student presentations to communicate ideas effectively.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  97% of all McCullough 7<sup>th</sup> Grade students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Writing</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year</i> and 32% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Category 1: Composition</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Teachers will present lessons in writing across all genres to prepare fifth and sixth graders for the 7<sup>th</sup> Grade STAAR Writing.</li> <li>• Continue to provide strategies and staff development to model and Writers’ Workshop through the Lucy Calkins Units of Study, Fountas and Pinnell <i>Genre Study</i>, Portalupi and Fletcher <i>Teaching and the Qualities of Writing</i>.</li> <li>• Implementation of the Writing Rubric for information and narratives.</li> <li>• Teachers will implement the 4 point grading rubric.</li> <li>• Teachers will follow the writing standards outlined in CISD Reads for writing across the genres.</li> <li>• Support the 7-12 writing focus on how to teach grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic writing.</li> <li>• Emphasize technical writing in core content areas of Social Studies, Math, and Science</li> <li>• Analyze, as a department, the Writing “Spot Check” Benchmark Objective portion and determine areas needing more attention.</li> <li>• Writing skills are reinforced during twice a month lessons from the librarian.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  100% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Math</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 1% by the 2017-2018 school year</i>; 50% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 2: Computations &amp; Algebraic Relationships; Reporting Category 3: Geometry &amp; Measurement; and Reporting Category 4: Data Analysis &amp; Personal Financial Literacy</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide additional staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies</li> </ul>

	<p>using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.</p> <ul style="list-style-type: none"> <li>• An evaluation of every teacher’s STAAR and benchmark results will be tabulated and reviewed with the principal, grade level assistant principal and teachers in specific departments.</li> <li>• Provide staff development for development and implementation of common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Provide staff development in the incorporation of writing in the mathematics class and using literature and “math talk” in problem-solving activities for teachers.</li> <li>• Continue encouraging seeking strategies for all math teachers on meeting the needs of Hispanic, African American, LEP, and special education students.</li> <li>• Identified Math GT students will receive an enriched curriculum through the use of “Math Olympiad”.</li> <li>• Every math teacher will include a specific number of problem solving questions/activities on each quiz/test.</li> <li>• Math teachers will incorporate writing activities in their lessons each quarter.</li> <li>• Encourage teachers interested in learning more about the “Flipped Classroom” and guided reading by offering staff development or the opportunity to observe colleagues implementing these strategies.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG).</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<p><b>SOCIAL STUDIES Performance Objectives</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  95% of all McCullough 7<sup>th</sup> Grade students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Social Studies</b> will meet Level II: Satisfactory Performance Level; 55% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category 4: Economics, Science, Technology and Society</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Develop curriculum and increase staff development in the integration of social studies TEKS highlighting expository writing and Interactive Student Notebooks (ISN).</li> <li>• A variety of instructional materials will be utilized to improve critical thinking and expose students to non-fiction text: units on integrating graphs, charts, and diagrams; Nystrom Atlases, History Alive &amp; Social Studies Alive, Social Studies Instructional Manual, and Social Studies Weekly/Global Studies.</li> <li>• Work with campus teams for the development and implementation of common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Teachers will implement interactive software that incorporates internet technology such as United Streaming, Brain Pop, and CNN Student News (6<sup>th</sup> grade only) to enhance instruction.</li> <li>• Sixth graders will complete an integrated unit entitled “Wax Museum” that allows them to research a famous person, learn about their contributions to society, and portray them at Open House.</li> <li>• Heavy emphasis will be placed on analyzing primary sources to confirm usefulness and credibility.</li> <li>• Social Studies teachers will present the CISD Essential Questions at the beginning and end of each unit of student to develop critical thinking.</li> <li>• The social studies teachers and the librarian collaborate and teach U.S. and World Cultures simulations together.</li> <li>• Students will be provided the opportunity to learn about economics in the real world through Junior Achievement and International Market Day.</li> <li>• Provide training and support for teachers with various research based instructional strategies to</li> </ul>

	<p>address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG)</p> <ul style="list-style-type: none"> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>100% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Science</b> will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 1% by the 2017-2018 school year; 40% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category 3: Earth &amp; Space</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Improve student engagement and close learning gaps in science through staff developments in identifying individual student academic needs using Kilgo’s Questioning Levels, Marzano’s Nine Best Practices, and hands-on inquiry-based activities.</li> <li>• Identify and send students to the SciMathelon competition at Sci://Tech.</li> <li>• Science teachers will use Stemsopes, Pearson and McGraw Hill online resources along with dedicated WOW carts for science use only to enhance science lessons.</li> <li>• All students will utilize the student companion textbooks, Pearson and McGraw Hill.</li> <li>• All students will create and use Science Interactive Notebooks to reinforce writing skills as a process for discovery and synthesis of inquiry.</li> <li>• Mitchell PTO supports the sixth grade field trip “Mission to Mars” to the Houston Museum of Natural Science while the fifth graders will take a field trip to the Ball Recycling Center and Spring Creek Nature Center which supports science TEKS.</li> <li>• Implement the daily science review and Science “Word of the Day” will be implemented in each science classroom.</li> <li>• GT Science students are encouraged to participate in the Toshiba ExploraVision project.</li> <li>• Several robotics teams have been established to promote this new opportunity available to intermediate students.</li> <li>• Provide intensive tutorials for at risk students before or after school. Each science teacher is responsible for tutoring his or her own students.</li> <li>• Teachers in the science department will share common assessments and monitor students’ test results collaboratively with their PLC.</li> <li>• Continue hosting “Family Science Night” events to promote science with our students and their families.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure students participate regularly in moderate to vigorous physical activity by coordinating lesson plans that have students involved in MVPA for at least 65% of class time.</li> <li>• Help students evaluate their personal level of health related fitness by setting goals (short term and long term) and testing with Fitnessgram.</li> <li>• Ensure students are well informed of physical activity that can be performed outside of the PE classroom in order to keep them physically active throughout their lifetime. Activities include: easy at home exercises/activities with family, CISD Feeder Fun Runs (Fall and Spring), and keeping students aware of local activities/programs.</li> <li>• Support the district’s bullying prevention, team building activities are incorporated into every unit.</li> <li>• Engage students regularly in activities that target their muscular strength, endurance and flexibility by providing class time for exercising, stretching and running in a standard format, as well as games and activities in class daily.</li> <li>• Nutrition and diabetes prevention is now incorporated in the Health/PE curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue including coaches from the local junior high to introduce opportunities available to our students when they reach McCullough.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<p><b>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	
<p><b>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</b></p>	<p><b>INDEX 4: POST-SECONDARY READINESS</b> 100% all students and 7 race/ethnic groups will meet final level II standard on <b>two</b> or more tests combined over all subject areas. <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Reading/ELA and Math: 50% of measures will be in top quartile</li> <li>2. Increase Attendance Rate from 97.4% to 95%</li> <li>3. Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group; Grade 3-12</li> </ol>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Envision will be implemented for both semesters for identified GT students while, in addition, students in advanced math will be enriched through the Math Olympiad program presented by their math teacher.</li> <li>• Offer challenging curriculum and advanced classes. The math curriculum will be accelerated by one year for eligible students. Other subject areas will include an enriched curriculum for students.</li> <li>• Focus attention on our Advanced Academic Performance rate of overall Advanced Academic Performance on all tests administered as opposed to just the Met Standard rate.</li> <li>• Introduce students to electives and co-curricular activities (i.e.: band, orchestra, choir, solo and ensemble contest and music festivals; art, Jr. VASE, Houston Livestock Show and Rodeo Art Show competition, and other contest opportunities, PE Fun Run, Destination Imagination) and extra-curricular activities (Mitchell Ambassadors, Chess Club, EcoClub, Mitchell Community Service Club, Yearbook Club, Choir) to engage and connect students in relationships with peers in satisfying areas of study and inquiry.</li> <li>• It is an administrative expectation that every LA, SS, Math, and Science teacher secure their GT certification.</li> <li>• Develop feeling of responsibility, pride, and connection with school through extra activities (i.e.: Recycling Club, Ambassadors).</li> <li>• Each quarter, students with Perfect Attendance will be invited to an ice cream party.</li> <li>• Our Learning Community model and Looping allows teachers to start with students as fifth graders and then continue, or “loop” with them through sixth grade. Teachers and students feel a sense of belonging and commitment to their Learning Community and to each other, thus accentuating the child’s devotion to their school, their teachers, their classmates, and in the long run, graduation.</li> <li>• School assemblies and classroom guidance lessons are scheduled for a variety of purposes:</li> <li>• Continue sponsoring the “Mitchell Scholarship Fund” in which money is raised to be awarded to graduating seniors, typically from TWHS and CPHS. Mitchell students select the recipients based on anonymous applications. To date, 46 \$1,000 scholarships have been awarded.</li> <li>• Each quarter a Magnificent Mustang Ceremony will be held to recognize students nominated by every Mitchell Intermediate staff member. Students and their parents always appreciate the ceremonies. These ceremonies positively reinforce student behavior.</li> <li>• Sponsor incentives and activities students won’t want to miss (i.e.: Pajama Day, Team Shirt Day, Hat Day, Red Ribbon week, author visits, “Read for a Better Life”, etc.).</li> <li>• Utilize auto-dialing phone system for contacting parents of student’s absence.</li> <li>• Communicate the attendance laws to parents annually and with quarterly attendance emails for students having excessive absences.</li> <li>• Offer recognition to build habits of good attendance. Students with perfect attendance for the entire school year will be recognized at the end of the year Awards Ceremony and receive a</li> </ul>

	<p>certificate. Students with perfect attendance from grades 1-6 will receive a plaque. LC teachers often reward students in their LC for Perfect Attendance with incentives such as pizza parties.</p> <ul style="list-style-type: none"> <li>• Use of Blackboard Connect and brochures to increase student and parent awareness of advanced program and testing opportunities and benefits for post-secondary education.</li> <li>• Analyze data of students qualifying for Pre-AP placement at McCullough to be able to increase participation from the previous school year.</li> <li>• During “Generation Texas” Week, a day will be designated in which staff members wear their college shirt. During this week teachers will talk to students about how they made their decision on which college to attend, how they paid for college, or other options available after high school.</li> <li>• “Why Try?”, test anxiety, organization, goal-setting, peer pressure, self-esteem, internet/social media safety and a bullying prevention programs are presented to 5<sup>th</sup> and 6<sup>th</sup> graders by Mitchell counselors.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III
<b>Additional Resources</b>	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at 70% passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	To recruit, retain and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Continue to dedicate time for Professional Learning Communities to collaborate.</li> <li>• Teachers new to the profession will participate in CISD’s Novice Teacher Academy.</li> <li>• Support teachers’ desire to participate in relevant professional development opportunities.</li> <li>• Diligently place teachers with colleagues that have similar philosophies and are positive role models.</li> <li>• Provide mentor support for beginning teachers by assigning each new teacher to Mitchell a campus mentor.</li> <li>• An assistant principal is meeting with teachers in their first year to the profession monthly to guide them.</li> <li>• Provide a positive working environment that encourages staff retention. Faculty luncheons, gifts and “fun/incentive” days are scheduled to enhance the professional atmosphere.</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March



<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 3 PARENTS AND COMMUNITY</b>	
<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Offer informative sessions during a fall and spring general PTO meeting in which a guest speaker addresses issues facing students and education.</li> <li>• Communicate when the CISD Special Education department hosts training sessions for parents of students with disabilities.</li> <li>• Provide opportunities for student and staff collaboration/ involvement with parents and the community with events such as “Paint the Path Pink” the Avon Breast Cancer Association fundraiser; Scholarship Funds for former Mitchell students; Mitchell/Travis Thanksgiving Project; Conroe ISD Police Department’s “Coats for Kids” drive; Montgomery County Food Bank Backpack Program Collection; and Ambassador Leadership Program.</li> <li>• Provide communications regarding campus initiatives, programs, meetings, and activities using the following resources: School Messenger voicemail system; Blackboard email system; Bi-monthly distribution of the school newsletter, the <i>Mitchell Messenger</i>; Mitchell website; Mitchell PTO website; Parent Access Center Accounts; Teacher websites; Campus meetings; and the local media.</li> <li>• The PTO utilizes its online system “Constant Contact” to communicate more effectively with parents via email. With this system, the PTO is able to target specific parents who register for specific events, avoiding SPAM for those that do not participate. The PTO uses the system to notify the parent body of the following: <ul style="list-style-type: none"> <li>• Upcoming PTO events</li> <li>• Registration for events</li> <li>• Sales of Mitchell spirit wear</li> </ul> </li> <li>• Provide opportunities for parent collaboration and involvement in school activities such as: 5<sup>th</sup> Grade Field Day; Field Trips; 6<sup>th</sup> Grade End of the Year Celebration; PTO Fall and Spring Socials for 5<sup>th</sup> and 6<sup>th</sup> grades; LC Sponsored events, such as Wax Museum, Family Science Night, Geography Night; and PTO Involvement.</li> <li>• Continue the distribution of the Student Activity Guide to better inform parents about non-school activities available to their students throughout the district.</li> <li>• Continue offering “Junior Achievement in a Day” with Economics students from TWHS as sponsored by an Economics teacher from TWHS.</li> <li>• Work cooperatively with principals from: Buckalew, Bush, Deretchin, Galatas, Glen Loch, Powell, and Tough to collaborate and enhance school programs.</li> <li>• Continue entertaining shoppers during the holidays by having the band, choir, and orchestra perform at Market Street in December 2015.</li> <li>• The Mitchell 6<sup>th</sup> Grade Band performs at TWHS Quarterback Club’s “Challenger Day” hosted for children with special needs. The Varsity football players and Varsity Cheerleaders help children go from station to station and participate in football type drills. The children also get their photo taken with a football player and a cheerleader. Our band performs the National Anthem at the beginning of the event and entertains fans throughout the event.</li> <li>• Promote safe school volunteer programs by ensuring that every parents involved in the school is an approved “Volunteer in CISD”.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology

<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
<b>Project Manager</b>	Principal

<b>Goal 4 SAFE SCHOOLS</b>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff. <i>CaSE: Will achieve a CaSE rating of Exemplary in Safety.</i>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• All staff members will complete required Safe Schools Online training.</li> <li>• Provide programs for student/staff awareness of the dangers of drugs, alcohol, and tobacco during the week-long Red Ribbon Week activities.</li> <li>• Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans (EOP) at the district and campus level.</li> <li>• “Why Try?”, test anxiety, organization, goal-setting, peer pressure, self-esteem, internet/social media safety and a bullying prevention programs are presented to 5<sup>th</sup> and 6<sup>th</sup> graders by Mitchell counselors.</li> <li>• The YMCA Youth Development Directors conduct training for identified students. Students receive guidance in making good choices, social skills, and leadership training.</li> <li>• All volunteers must be on the approved “Volunteer in CISD” list.</li> <li>• Annual, scheduled Campus Safety Committee meetings and trainings will be held. Administrative trainings and certifications such as AED and CPR completed annually by PE teachers, the school nurse, band, choir, and orchestra directors.</li> <li>• Administrators, counselors and key staff members are trained in Non-Violent Crisis Intervention.</li> <li>• Campus custodians ensure all exit doors, with exception to the front doors, are locked at all times.</li> <li>• Notification is available on View-It regarding special guardian release situations. Custody/Legal documents are maintained in the students’ cumulative folder.</li> <li>• Security measures will be enforced by requiring all visitors and volunteers to sign in at the front office with the “Raptor Visitor’s Software” program which requires a photo identification and visitor’s badge to be worn at all times. Staff members are expected to stop and question any adult not wearing a badge and escort them back to the front office.</li> <li>• Grade level meetings the first week of school with students and administrative team to review student expectations in the areas of dress code, student discipline, bus conduct, cafeteria conduct and consequences.</li> <li>• School ambassador program for both 5<sup>th</sup> and 6<sup>th</sup> graders to assist new students in acclimating to Mitchell Intermediate for the first time, assisting with community service projects and serving as role models.</li> <li>• Continue to monitor and reduce the numbers of discretionary and non-discretionary placements to DAEP specific student groups: African American, Hispanic, Economically Disadvantaged, and Special Education.</li> <li>• Continue to monitor and reduce the number of special education placements to ISS, OSS, and the recidivism rate to DAEP.</li> <li>• Continue to monitor all staff assigned to duties to ensure student safety and security of the school.</li> <li>• To assure proper monitoring at recess, specialized maps have been created to indicate who should be in which playground location.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan

<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. <i>CaSE:</i> Will achieve a CaSE rating of Exemplary in Technology.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities to use technology in instruction, integrated and utilized, in all areas of learning</li> <li>• All Technology TEKS will be met at each grade level</li> <li>• Technology will be used as a tool for students to manage information, communicate and problem solve across all curriculum areas.</li> <li>• Students will be given opportunities to share their learning via multiple technology resources, including but not limited to: Google Drive, Canvas, First Class, Online Textbooks, etc.</li> <li>• Increase the staff development opportunities held on our campus in the area of technology. This makes it more convenient for our staff. Our campus hosts several training sessions for any teachers in the district. This year's technology development for our faculty and staff will include monthly trainings on topics of their choice.</li> <li>• Encourage students to participate in CISD's Webmaster/Blog Competition during Sci/Tech and to be involved in the Lego Robotics program.</li> <li>• Continue to support and expand the student-led "Broadcast Team" that is shown to the entire school each morning.</li> <li>• Students will be involved in an Information Literacy session which will include effects of plagiarism and how to be good researchers.</li> <li>• The Hour of Code program will be repeated this year. The Hour of Code activity, produced by Code.org, increases diversity in computer science by reaching students of all backgrounds where they are: at their skill level, in their schools, and in ways that inspire them to keep learning. Common Core aligned lesson plans offer a progression of skills, providing the scaffolding needed to teach introductory to advanced programming concepts.</li> <li>• Currently our school has a WOW Cart per two LC's, one iPad cart and two Chromebook Carts. Our vision this year is to provide one WOW Cart or one Chromebook Cart for every LC.</li> <li>• Currently we have three labs of twenty-eight computers each. In the next two years, we would like to replace the two Xtenda labs with stand-alone computers so that our equipment and programs can be consistent, making student learning more productive.</li> <li>• Teachers will continue to emphasize to their students the importance of becoming more self-sufficient and taking more responsibility for their own academic progress. Teachers will do this by having the student refer to "Student Access" on a regular basis.</li> </ul>
<b>Financial Resources</b>	Campus budget Title I, Title III
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans aligned with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for StaR Report

	Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal, Assistant Principal, Technology Liaison

**NON-DISCRIMINATION STATEMENT**

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**Resources Allocated for State Compensatory Education Program  
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
ELA 3; Math 2, 3, 4; Science 3	Academic Tutorials	\$4,280	.08
ELA 3; Math 2, 3, 4; Science 3	Instructional Materials for At-Risk Students	\$1,000	.02
	<b>TOTAL SCE</b>	<b>\$5,280</b>	<b>.10</b>

**Resources Allocated for Intervention Funds  
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Intervention</b>			
ELA 3; Math 2, 3, 4; Science 3	Academic Tutorials	\$3,300	.06
ELA 3; Math 2, 3, 4; Science 3	Instructional Materials for At-Risk Students	\$1,700	.03
	<b>TOTAL Intervention</b>	<b>\$5,000</b>	<b>.09</b>

**Resources Allocated for Title III  
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title III LEP</b>			
ELA 3; Math 2, 3, 4; Science 3	Extra Duty Tutorials	\$1,000	.02
ELA 3; Math 2, 3, 4; Science 3	Technology	\$500	.00
ELA 3; Math 2, 3, 4; Science 3	Books	\$250	.00
ELA 3; Math 2, 3, 4; Science 3	Instructional Materials	\$550	.00
	<b>TOTAL Title III LEP</b>	<b>\$2,250</b>	<b>.02</b>
<b>Title III IMM</b>			
ELA 3; Math 2, 3, 4; Science 3	Extra Duty Tutorials	\$250	.00
ELA 3; Math 2, 3, 4; Science 3	Books	\$100	.00
ELA 3; Math 2, 3, 4; Science 3	Technology	\$100	.00
ELA 3; Math 2, 3, 4; Science 3	Instructional Materials	\$50	.00
	<b>TOTAL Title III IMM</b>	<b>\$500</b>	<b>.00</b>