

PLANO INDEPENDENT SCHOOL DISTRICT



Annual Report for 2007-2008 Campus Improvement Plan

**School-Based
Improvement
Committee**

Name of School: Mitchell Elementary School

School Based Improvement Committee Members

2006-2007

Linda Patrick	Mariann Duff
Rosanna Day	Nicole Stutzman
Peggy Tholen	Tim Brewley
Jan Mucha	Diana Tipton
Carla Vogel	Wafa Itani
Molly McCreary	Jennifer English
Leigh Kennon	Sherri Browning
Harriet Bell	Cyndy Spangrud
Mary Kay Eastep	Suzanne Wilson
Kristine Jurik	Tracy Evans
Lisa Ali	Melanie Polk
Bethlyn Gerard	Kristin Kim
Kate Cook	Kara Sughrue
Andrea Sutton	Sue Pate
Kristi Giles	

New members for 2007-2008

Lisa Doll	Sarah Bednar
Susanne Kirk	
Marietta Sterling	
Carrie Merritt	
Lisa Gerstenfeld	
Tara Herington	
Jim Welch	
Jenny Marvel	

Meeting Dates 2007-2008

8-Oct-07
To be Announced
To be Announced

Public Meeting 2007-2008

To be Announced

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Goal Indicator: Percentage of Students in Attendance Mitchell

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Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Provide information to parents regarding compulsory attendance laws	Principal, Assistant Principal	August, 2007	Truancy Warning Notice	
Phone calls to parents regarding absences and tardies	Teachers, Assistant Principal	May-08	Attendance Records	
Letters with attendance records mailed to parents	Assistant Principal	May-08	Attendance Records	
Classroom incentives for perfect attendance by class	Teachers	May-08	Incentives	
Campus incentives for perfect attendance	Principal, Office Manager and Secretary	May-08	Incentives	
Morning announcements promoting on-time arrival	Counselor	May-08	None needed	

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Goal Indicator: Percentage of Students in Attendance Mitchell

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Student Group: African American

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Provide information to parents regarding compulsory attendance laws	Principal, Assistant Principal	August, 2007	Truancy Warning Notice	
Phone calls to parents regarding absences and tardies	Teachers, Assistant Principal	May-08	Attendance Records	
Letters with attendance records mailed to parents	Assistant Principal	May-08	Attendance Records	
Classroom incentives for perfect attendance by class	Teachers	May-08	Incentives	
Campus incentives for perfect attendance	Principal, Office Manager and Secretary	May-08	Incentives	
Morning announcements promoting on-time arrival	Counselor	May-08	None needed	

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Goal Indicator: Percentage of Students in Attendance Mitchell

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Student Group: Hispanic

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Provide information to parents regarding compulsory attendance laws	Principal, Assistant Principal	August, 2007	Truancy Warning Notice	
Phone calls to parents regarding absences and tardies	Teachers, Assistant Principal	May-08	Attendance Records	
Letters with attendance records mailed to parents	Assistant Principal	May-08	Attendance Records	
Classroom incentives for perfect attendance by class	Teachers, Assistant Principal	May-08	Incentives	
Campus incentives for perfect attendance	Principal, Office Manager and Secretary	May-08	Incentives	
Morning announcements promoting on-time arrival	Counselor	May-08	None needed	

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Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Provide information to parents regarding compulsory attendance laws	Principal, Assistant Principal	August, 2007	Truancy Warning Notice	
Phone calls to parents regarding absences and tardies	Teachers, Assistant Principal	May-08	Attendance Records	
Letters with attendance records mailed to parents	Assistant Principal	May-08	Attendance Records	
Classroom incentives for perfect attendance by class	Teachers, Assistant Principal	May-08	Incentives	
Campus incentives for perfect attendance	Principal, Office Manager and Secretary	May-08	Incentives	
Morning announcements promoting on-time arrival	Counselor	May-08	None needed	

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Goal Indicator: Percentage of Students in Attendance Mitchell

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Student Group: Economically Disadvantaged

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Provide information to parents regarding compulsory attendance laws	Principal, Assistant Principal	August, 2007	Truancy Warning Notice	
Phone calls to parents regarding absences and tardies	Teachers, Assistant Principal	May-08	Attendance Records	
Letters with attendance records mailed to parents	Assistant Principal	May-08	Attendance Records	
Classroom incentives for perfect attendance by class	Teachers	May-08	Incentives	
Campus incentives for perfect attendance	Principal, Office Manager and Secretary	May-08	Incentives	
Morning announcements promoting on-time arrival	Counselor	May-08	None needed	

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Goal Indicator: Citizenship

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Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Determine percentages of "Excellent, Satisfactory, Needs to Improve, and Unsatisfactory" citizenship grades earned by 3rd-5th grade students to establish baseline data regarding current level of citizenship demonstrated by intermediate students.	Classroom teachers Counselor	May-08	citizenship grades	
Provide comprehensive school-wide character education curriculum in each classroom messages from students. *Traits displayed *Daily reading of charac. *Guidance activities on character traits. *Student recognition for demonstration of positive character traits.	Counselor Teachers Parents School Staff Students	Ongoing	Character Education materials and videos	
School wide guidance program covering personal safety, healthy choices, decision-making strategies, responsible behavior, dealing with bullies.	Counselor	Current	Time commitment: 30 minutes per class every other week, guidance materials.	
Red Ribbon Week Activities held each year to emphasize the dangers of drugs and alcohol and encourage students to make healthy choices for themselves.	Counselor School Staff Parents PTA	Oct. (annual)	Time, money, PTA Financial support for performers	On-going
Provide opportunities for all students to be involved in community service projects.	Teachers PTA Administrators Counselor	May-08	Planning time	On-going
Develop a school wide discipline plan and philosophy.	Teachers Counselor Admin Team PBS	May-08	Planning Time Positive Behavior Support Initiative	On-going
Implement a mentoring program through staff, community businesses and high school students.	Teachers Counselor	May-08	Planning Time Writing Prompts	On-going

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Goal Indicator: Math

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Student Group: Economically Disadvantaged

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Tailor tutoring to meet individual needs in each skill area	all staff	May-08	diagnostic testing results; current tutoring lists	
Title I Services	Title I Teacher	May-08	grade level tutoring materials	

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Goal Indicator: Reading

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Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide a strong reading/language arts program utilizing district curriculum and resources	All Teachers	May-08	District Curriculum and materials	
Collaborate with campus curriculum specialists (ESL, PACE, CLS, Special Education) to provide differentiated instruction	All Teachers	May-08	Time for collaboration and Campus Curriculum Specialists	
Improve and increase use of research-based higher-level questioning strategies through the use of the on-line reading academy	All Teachers	May-08	Opportunities for training and Time for planning instruction, CDs and website	
Analyze state (TAKS) and district (diagnostics, Plano Literacy, MAP, COGAT) assessment results to identify areas of need and improve instruction	All Teachers	May-08	Time to analyze scores	
Continue to provide afterschool tutoring in grades K-5	All Teachers	May-08		
Continue to provide intense, targeted instruction (PAR) to identified students	All Teachers and Lit. Specialist	May-08	Opportunity for PAR training, State On-line Teacher Reading Academies and PAR Materials	
Improve fluency rates by increasing opportunities for students to participate in a variety of fluency building activities	All Teachers	May-08	time for training, fluency building materials and cross age reading buddies	

Expose students to quality writing and literature through professional author and storyteller presentations	Librarian and All Teachers	May-08	Funding for presentations	

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Goal Indicator: Reading

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Student Group: African Americans

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide a strong reading/language arts program utilizing district curriculum and resources	All Teachers	May-08	District Curriculum and materials	
Collaborate with campus curriculum speacialists (ESL, PACE, CLS, Special Education) to provide differentiated instruction	All Teachers	May-08	Time for collaboration and Campus Curriculum Specialists	
Improve and increase use of research-based higher-level questioning strategies through the use of the on-line reading academy	All Teachers	May-08	Opportunities for training and Time for planning instruction, CDs and website	
Analyze state (TAKS) and district (diagnostics, Plano Literacy, MAP, COGAT) assessment results to identify areas of need and improve instruction	All Teachers	May-08	Time to analyze scores	
Continue to provide afterschool tutoring in grades K-5	All Teachers	May-08		
Continue to provide intense, targeted instruction (PAR) to identified students	All Teachers	May-08	Opportunity for PAR training, State On-line Teacher Reading Academies and PAR Materials	
Improve fluency rates by increasing opportunities for students to participate in a variety of fluency building activities	All Teachers	May-08	time for training, fluency building materials and cross age reading buddies	
Expose students to quality writing and literature through professional author and storyteller presentations	Librarian and All Teachers	May-08	funding for presentations	

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Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide a strong reading/language arts program utilizing district curriculum and resources	All Teachers	May-08	District Curriculum and materials	
Collaborate with campus curriculum specialists (ESL, PACE, CLS, Special Education) to provide differentiated instruction	All Teachers	May-08	Time for collaboration and Campus Curriculum Specialists	
Improve and increase use of research-based higher-level questioning strategies through the use of the on-line reading academy	All Teachers	May-08	Opportunities for training and Time for planning instruction, CDs and website	
Analyze state (TAKS) and district (diagnostics, Plano Literacy, MAP, COGAT) assessment results to identify areas of need and improve instruction	All Teachers	May-08	Time to analyze scores	
Continue to provide afterschool tutoring in grades K-5	All Teachers	May-08		
Continue to provide intense, targeted instruction (PAR) to identified students	All Teachers	May-08	Opportunity for PAR training, State On-line Teacher Reading Academies and PAR Materials	
Improve fluency rates by increasing opportunities for students to participate in a variety of fluency building activities	All Teachers	May-08	time for training, fluency building materials and cross age reading buddies	

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Goal Indicator: Reading

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Student Group: Hispanics

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide a strong reading/language arts program utilizing district curriculum and resources	All Teachers	May-08	District Curriculum and materials	
Collaborate with campus curriculum specialists (ESL, PACE, CLS, Special Education) to provide differentiated instruction	All Teachers	May-08	Time for collaboration and Campus Curriculum Specialists	
Improve and increase use of research-based higher-level questioning strategies through the use of the on-line reading academy	All Teachers	May-08	Opportunities for training and Time for planning instruction, CDs and website	
Analyze state (TAKS) and district (diagnostics, Plano Literacy, MAP, COGAT) assessment results to identify areas of need and improve instruction	All Teachers	May-08	Time to analyze scores	
Continue to provide afterschool tutoring in grades K-5	All Teachers	May-08		
Continue to provide intense, targeted instruction (PAR) to identified students	All Teachers	May-08	Opportunity for PAR training, State On-line Teacher Reading Academies and PAR Materials	
Improve fluency rates by increasing opportunities for students to participate in a variety of fluency building activities	All Teachers	May-08	time for training, fluency building materials and cross age reading buddies	
Expose students to quality writing and literature through professional author and storyteller presentations	Librarian and All Teachers	May-08	Funding for presentations	
Continue to provide campus and community mentors	Counselor Assistant Principal	May-08	Mentors Watchdogs Reading Moms	

Increase frequency of progress monitoring through the use of informal assessments	All Teachers	May-08	Training in informal assessment	
Re-evaluate tutoring identification guidelines to identify and target highest need students and avoid over identification	Language Arts Vertical Team and All Teachers	May-08	Time for discussion	
Teachers will receive training in and implement instructional strategies to support the second language learner such as SIOP and TALA	All Teachers	May-08	District Training resources, Time for training, time for planning and preparing instructional materials	
ESL students taking TAKS will remain in the classroom for Reading instruction	All Teachers	May-08	Flexible and creative scheduling	

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Goal Indicator: Reading

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Student Group: Economically Disadvantaged

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide a strong reading/language arts program utilizing district curriculum and resources	All Teachers	May-08	District Curriculum and materials	
Collaborate with campus curriculum speacialists (ESL, PACE, CLS, Special Education) to provide differentiated instruction	All Teachers	May-08	Time for collaboration and Campus Curriculum Specialists	
Improve and increase use of research-based higher-level questioning strategies through the use of the on-line reading academy	All Teachers	May-08	Opportunities for training and Time for planning instruction, CDs and website	
Analyze state (TAKS) and district (diagnostics, Plano Literacy, MAP, COGAT) assessment results to identify areas of need and improve instruction	All Teachers	May-08	Time to analyze scores	
Continue to provide afterschool tutoring in grades K-5	All Teachers	May-08		
Continue to provide intense, targeted instruction (PAR) to identified students	All Teachers	May-08	Opportunity for PAR training, State On-line Teacher Reading Academies and PAR Materials	
Improve fluency rates by increasing opportunities for students to participate in a variety of fluency building activities	All Teachers	May-08	time for training, fluency building materials and cross age reading buddies	
Expose students to quality writing and literature through professional author and storyteller presentations	Librarian and All Teachers	May-08	Funding for presentations	

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Goal Indicator: Science

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Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Tailor tutoring to meet individual needs in each skill area	5th grade teachers	May-08	Diagnostic testing results; current tutoring lists	
Teachers will use higher order thinking using Scientific Method to build problem solving skills	All Teachers	May-08	Scientific Method and Higher Order Thinking Skills Training	
Use of daily science reinforcers and discussion	All Teachers	May-08	Science Reinforcers	
Science concepts reinforced through art	Art Teacher	May-08	Art Curriculum Planner	
Encourage participation in science programs	All Teachers	May-08	District Information	
Use SIOP techniques and TALA techniques to expand on content and vocabulary	All Teachers	May-08	SIOP and TALA Techniques	
Teachers will encourage use of the science notebooks to develop greater science knowledge and vocabulary proficiency	All Teachers	May-08	Notebooks, Integrated Curriculum Planner	
Use MAP testing results to aid in grouping for 5th gr. Tutoring	5th grade Teachers	May-08	MAP test results	
Teachers will facilitate science experiments/labs	All Teachers	May-08	IC planner	

Students will work in small group stations to enhance classroom instruction	All Teachers	May-08	IC planner	
Teachers will provide opportunities for hands-on investigations during instruction using the scientific process	All Teachers	May-08	Planning Time, Integrated curriculum planner and resources provided by the district	
Teachers will expose students to appropriate grade level science vocabulary during instruction	All Teachers	May-08	Planning Time, Vocabulary from TEKS Adapted definitions	

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Goal Indicator: Science

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Student Group: Hispanics

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Tailor tutoring to meet individual needs in each skill area	5th grade teachers	May-08	Diagnostic testing results; current tutoring lists	
Use information gained from Curriculum Audit to improve science instruction	Curriculum Department Heads, Principal and All Teachers	May-08	Results of Curriculum Audit	
Teachers will use higher order thinking using Scientific Method to build problem solving skills	All Teachers	May-08	Scientific Method and Higher Order Thinking Skills Training	
Use of daily science reinforcers and discussion	All Teachers	May-08	Science Reinforcers	
Science concepts reinforced through art	Art Teacher	May-08	Art Curriculum Planner	
Encourage participation in science programs	All Teachers	May-08	District Information	
Use SIOP techniques and TALA techniques to expand on content and vocabulary	All Teachers	May-08	SIOP and TALA Techniques	

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Goal Indicator: Science

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Student Group: African Americans

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Tailor tutoring to meet individual needs in each skill area	5th grade teachers	May-08	Diagnostic testing results; current tutoring lists	
Use information gained from Curriculum Audit to improve science instruction	Curriculum Department Heads, Principal	May-08	Results of Curriculum Audit	
Teachers will use higher order thinking using Scientific Method to build problem solving skills	All Teachers	May-08	Scientific Method and Higher Order Thinking Skills Training	
Use of daily science reinforcers and discussion	All Teachers	May-08	Science Reinforcers	
Science concepts reinforced through art	Art Teacher	May-08	Art Curriculum Planner	
Encourage participation in science programs	All Teachers	May-08	District Information	
Use SIOP techniques and TALA techniques to expand on content and vocabulary	All Teachers	May-08	SIOP and TALA Techniques	

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Goal Indicator: Science

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Student Group: Whites

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Tailor tutoring to meet individual needs in each skill area	5th grade teachers	May-08	Diagnostic testing results; current tutoring lists	
Use information gained from Curriculum Audit to improve science instruction	Curriculum Department Heads, Principal	May-08	Results of Curriculum Audit	
Teachers will use higher order thinking using Scientific Method to build problem solving skills	All Teachers	May-08	Scientific Method and Higher Order Thinking Skills Training	
Use of daily science reinforcers and discussion	All Teachers	May-08	Science Reinforcers	
Science concepts reinforced through art	Art Teacher	May-08	Art Curriculum Planner	
Encourage participation in science programs	All Teachers	May-08	District Information	
Use SIOP techniques and TALA techniques to expand on content and vocabulary	All Teachers	May-08	SIOP and TALA Techniques	

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Goal Indicator: Science

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Student Group: Economically Disadvantaged

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Tailor tutoring to meet individual needs in each skill area	5th grade teachers	May-08	Diagnostic testing results; current tutoring lists	
Use information gained from Curriculum Audit to improve science instruction	Curriculum Department Heads, Principal	May-08	Results of Curriculum Audit	
Teachers will use higher order thinking using Scientific Method to build problem solving skills	All Teachers	May-08	Scientific Method and Higher Order Thinking Skills Training	
Use of daily science reinforcers and discussion	All Teachers	May-08	Science Reinforcers	
Science concepts reinforced through art	Art Teacher	May-08	Art Curriculum Planner	
Encourage participation in science programs	All Teachers	May-08	District Information	
Use SIOP techniques and TALA techniques to expand on content and vocabulary	All Teachers	May-08	SIOP and TALA Techniques	

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Goal Indicator: Writing

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Student Group: Hispanic

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide a strong reading/language arts program utilizing district curriculum and resources, including intentional instruction in 6-traits writing model	All Teachers	May-08	District Curriculum and materials	
Collaborate with campus curriculum specialists (ESL, PACE, CLS, Special Education) to provide differentiated instruction	All Teachers	May-08	Time for collaboration and Campus Curriculum Specialists	
Increase and improve teacher modeling of writing process in all grade levels	All Teachers	May-08	Time for planning and instruction and Time/opportunities for training/workshops	
Increase effectiveness of writing conferences and opportunities for teacher feedback at several points during writing process	All Teachers	May-08	Training on effective writing conferences and Time for conferencing	
Improve spelling and mechanic skills through direct, intentional instruction such as McCracken, Targeted Writing Skills, spelling stations, etc.	All Teachers	May-08	Time and Spelling Materials	
Expose students to quality writing and literature through professional author and storyteller presentations	Librarian and All Teachers	May 2008	Funding for presentations	
Utilize campus cultural presentations (International Fair, Nana Puddin, Classics, author and storyteller visits) to provide students real life cultural experiences for writing	All Teachers	May 2008	Funding for presentations	
Students will be exposed to numerous examples of exemplary writing (professional and student)	All Teachers	May 2008	Exemplary Writing Samples	
Students will be provided with opportunities for publishing their writing (Treehouse, Literary Magazine)	All Teachers	May 2008	Materials and Funding for Publishing and Assistance with Publishing	

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Goal Indicator: Writing

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Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide a strong reading/language arts program utilizing district curriculum and resources, including intentional instruction in 6-traits writing model	All Teachers	May-08	District Curriculum and materials	
Collaborate with campus curriculum specialists (ESL, PACE, CLS, Special Education) to provide differentiated instruction	All Teachers	May-08	Time for collaboration and Campus Curriculum Specialists	
Increase and improve teacher modeling of writing process in all grade levels	All Teachers	May-08	Time for planning and instruction and Time/opportunities for training/workshops	
Increase effectiveness of writing conferences and opportunities for teacher feedback at several points during writing process	All Teachers	May-08	Training on effective writing conferences and Time for conferencing	
Improve spelling and mechanic skills through direct, intentional instruction such as McCracken, Targeted Writing Skills, spelling stations, etc.	All Teachers	May-08	Time and Spelling Materials	
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Students will be provided with opportunities for publishing their writing (Treehouse, Literary Magazine)	All Teachers	May 2008	Materials and Funding for Publishing and Assistance with Publishing	

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Goal Indicator: Writing

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Student Group: Whites

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide a strong reading/language arts program utilizing district curriculum and resources, including intentional instruction in 6-traits writing model	All Teachers	May-08	District Curriculum and materials	
Collaborate with campus curriculum specialists (ESL, PACE, CLS, Special Education) to provide differentiated instruction	All Teachers	May-08	Time for collaboration and Campus Curriculum Specialists	
Increase and improve teacher modeling of writing process in all grade levels	All Teachers	May-08	Time for planning and instruction and Time/opportunities for training/workshops	
Increase effectiveness of writing conferences and opportunities for teacher feedback at several points during writing process	All Teachers	May-08	Training on effective writing conferences and Time for conferencing	
Improve spelling and mechanic skills through direct, intentional instruction such as McCracken, Targeted Writing Skills, spelling stations, etc.	All Teachers	May-08	Time and Spelling Materials	
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Students will be exposed to numerous examples of exemplary writing (professional and student)	All Teachers	May 2008	Exemplary Writing Samples	
Students will be provided with opporutnities for publishing their writing (Treehouse, Literary Magazine)	All Teachers	May 2008	Materials and Funding for Publishing and Assistance with Publishing	
Students will be provided with frequent opportunities to share and evaluate their writing both formally and informally	All Teachers	May 2008	Time/Opportunity for sharing and to instruct students on how to share	

Students in grades 3-5 will have opportunity to participate in Word Masters Challenges	All Teachers and Pace Specialist	May 2008	Time to participate and Word Master Materials	
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Goal Indicator: Writing

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Student Group: Economically Disadvantaged

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide a strong reading/language arts program utilizing district curriculum and resources, including intentional instruction in 6-traits writing model	All Teachers	May-08	District Curriculum and materials	
Collaborate with campus curriculum specialists (ESL, PACE, CLS, Special Education) to provide differentiated instruction	All Teachers	May-08	Time for collaboration and Campus Curriculum Specialists	
Increase and improve teacher modeling of writing process in all grade levels	All Teachers	May-08	Time for planning and instruction and Time/opportunities for training/workshops	
Increase effectiveness of writing conferences and opportunities for teacher feedback at several points during writing process	All Teachers	May-08	Training on effective writing conferences and Time for conferencing	
Improve spelling and mechanic skills through direct, intentional instruction such as McCracken, Targeted Writing Skills, spelling stations, etc.	All Teachers	May-08	Time and Spelling Materials	
Expose students to quality writing and literature through professional author and storyteller presentations	Librarian and All Teachers	May 2008	Funding for presentations	
Utilize campus cultural presentations (International Fair, Nana Puddin, Classics, author and storyteller visits) to provide students real life cultural experiences for writing	All Teachers	May 2008	Funding for presentations	
Students will be exposed to numerous examples of exemplary writing (professional and student)	All Teachers	May 2008	Exemplary Writing Samples	
Students will be provided with opporutnities for publishing their writing (Treehouse, Literary Magazine)	All Teachers	May 2008	Materials and Funding for Publishing and Assistance with Publishing	
Students will be provided with frequent opportunities to share and evaluate their writing both formally and informally	All Teachers	May 2008	Time/Opportunity for sharing and to instruct students on how to share	

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Goal Indicator: Writing

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Student Group: African American

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide a strong reading/language arts program utilizing district curriculum and resources, including intentional instruction in 6-traits writing model	All Teachers	May-08	District Curriculum and materials	
Collaborate with campus curriculum specialists (ESL, PACE, CLS, Special Education) to provide differentiated instruction	All Teachers	May-08	Time for collaboration and Campus Curriculum Specialists	
Increase and improve teacher modeling of writing process in all grade levels	All Teachers	May-08	Time for planning and instruction and Time/opportunities for training/workshops	
Increase effectiveness of writing conferences and opportunities for teacher feedback at several points during writing process	All Teachers	May-08	Training on effective writing conferences and Time for conferencing	
Improve spelling and mechanic skills through direct, intentional instruction such as McCracken, Targeted Writing Skills, spelling stations, etc.	All Teachers	May-08	Time and Spelling Materials	
Expose students to quality writing and literature through professional author and storyteller presentations	Librarian and All Teachers	May 2008	Funding for presentations	
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Students will be exposed to numerous examples of exemplary writing (professional and student)	All Teachers	May 2008	Exemplary Writing Samples	
Students will be provided with opportunities for publishing their writing (Treehouse, Literary Magazine)	All Teachers	May 2008	Materials and Funding for Publishing and Assistance with Publishing	

Students will be provided with frequent opportunities to share and evaluate their writing both formally and informally	All Teachers	May 2008	Time/Opportunity for sharing and to instruct students on how to share	
Students in grades 3-5 will have opportunity to participate in Word Masters Challenges	Pace Teachers and Pace Specialist	May 2008	Time to participate and Word Master Materials	

2007-2008 CIP Evaluation Form
Document A

Mitchell Elementary School		Goal	Plan Page Reference	Target	Range	Formative Measure	Summative Measure	Improvement Measure
Due by October 31, 2007						Due by Feb. 29, 2008	Due by May 30, 2008	Due by May 30, 2008
Reading		No State Acct						
All students		Proficiency rate will meet targeted expectations.	1	94	88-94			
African American		Proficiency rate will meet targeted expectations.	2	90	78-91			
Hispanic		Proficiency rate will meet targeted expectations.	3	88	82-89			
White		Proficiency rate will meet targeted expectations.	4	97	91-97			
Econ Disadv		Proficiency rate will meet targeted expectations.	5	86	82-86			
Writing								
All students		Proficiency rate will meet targeted expectations.	8	92	88-92			
African American		Proficiency rate will meet targeted expectations.	7		9 out of 11			
Hispanic		Proficiency rate will meet targeted expectations.	6		15 out of 16			
White		Proficiency rate will meet targeted expectations.	9	92	94-96			
Econ Disadv		Proficiency rate will meet targeted expectations.	10		14 out of 17			
Mathematics								
All students		Proficiency rate will meet targeted expectations.	11	93	91-93			
African American		Proficiency rate will meet targeted expectations.	12	84	80-85			
Hispanic		Proficiency rate will meet targeted expectations.	13	91	89-91			
White		Proficiency rate will meet targeted expectations.	14	96	94-96			
Econ Disadv		Proficiency rate will meet targeted expectations.	15	82	82-82			
Science								
All students		Proficiency rate will meet targeted expectations.	16	99	68-99			
African American		Proficiency rate will meet targeted expectations.	17		12 out of 15			
Hispanic		Proficiency rate will meet targeted expectations.	18		10 out of 12			
White		Proficiency rate will meet targeted expectations.	19	100	75-100			
Econ Disadv		Proficiency rate will meet targeted expectations.	20		12 out of 15			
Attendance								
All students		Increase percentage of students in attendance	21	% St. in Attnd.	97.50%			
African American		Increase percentage of students in attendance	22	% St. in Attnd.	97.80%			
Hispanic		Increase percentage of students in attendance	23	% St. in Attnd.	97.50%			
White		Increase percentage of students in attendance	24	% St. in Attnd.	97.50%			
Econ Disadv		Increase percentage of students in attendance	25	% St. in Attnd.	97.00%			
All students		Increase number of students making E in citizenship	26	# St. with E's on Report Cards	30%			