

Plano Independent School District
Mendenhall Elementary
2022-2023 Campus Improvement Plan



Mission Statement

WORK HARD. BE NICE.

Vision

Committed to Excellence

Dedicated to Caring

Poewred by Learning

Plano ISD Proud

Value Statement

We Believe:

ALL students are at the heart of our decisions.

High expectations lead to growth and achievement for each student and staff member.

Graduates must possess the skills and knowledge that prepare them to become responsible citizens and successful leaders.

All students will utilize social, emotional and academic skills in order to become resilient and resourceful lifelong learners.

The highest levels of learning occur when students are engaged in work that is relevant, authentic and challenging.

Equity and access to equal opportunities are essential to reaching the highest levels of student achievement.

As good stewards, we provide access to resources that enable each student to reach his/her aspirations.

Our diverse, innovative and future-focused employees are the most valuable resource vital to the growth, care and success of each student.

We embrace families, staff, students, and our community in the shared responsibility of educating our children.

Developing meaningful, collaborative relationships in a welcoming, safe and caring environment is essential for student success.

Quality public education is the foundation of a thriving community.

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Priority Problem Statements

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 and STAAR Writing from 2020 to 2022.

Performance Objective 1: HB3 - The percent of Mendenhall 3rd grade students that score meets grade level or above on STAAR Reading will increase from 37% in 2020 to 39% by June 2022. The Special Education student group performance will increase from 19% in 2020 to 22% in 2022. The English Learner student group performance will increase from 34% in 2020 to 38% in 2022.





High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading - 3rd Grade

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: High Teacher Achievement with the planning and instructional process for Tier 1 Instruction as measured by CWT and Planning WT and use of the data protocol.</p> <p>Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: STAAR Practice Assessments - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Adult Temp (Monolingual-Math) - 211 Title I, Part A, Adult Temp (Bilingual-Reading) - 211 Title I, Part A, Adult Temp (Monolingual-Reading) - 211 Title I, Part A, Adult Temp (Monolingual-Math) - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase engagement and intervention support through technology apps.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement as evidence through CWT.</p> <p>Staff Responsible for Monitoring: Teacher, Admin, CTA, Instructional Specialists</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: HMH-Waggle - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.</p> <p>Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly.</p> <p>Staff Responsible for Monitoring: SpEd Department, Teacher, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.</p> <p>Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referrals and incidents in the classroom and allow students to stay in class and receive their instruction. These strategies can be shared with familie to utilize at home.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: The Game Plan Game (Life Skills for Kids) - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Incorporate the use of academic language and vocabulary in across all content areas.</p> <p>Strategy's Expected Result/Impact: This will be evidenced through observational data, CWT and TELPAS.</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Specialist, Admin</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
 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 and STAAR Writing from 2020 to 2022.





Performance Objective 2: The percent of Mendenhall students that score Meets grade level or above on STAAR Reading 3-5 will increase from 35% in 2020 to 37% by June 2022. The Special Education student group performance will increase from 16% in 2020 to 19% in 2022. The English Learner student group performance will increase from 29% in 2020 to 33% in 2022.

High Priority

Evaluation Data Sources: 2022 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TouchPhonics Program: The Hands-on Approach to Phonics and Word Study Provide at-risk students with an alternative approach to phonics, word structure, and spelling with this unique, multisensory program. Touch-Units(r) make decoding concepts attainable by involving four modalities: visual, auditory, kinesthetic, and tactile. Through manipulation of the Touch-Units students can link sounds to letters, recognize patterns, and build and write words before finally reading words in context.</p> <p>Strategy's Expected Result/Impact: close reading gaps Staff Responsible for Monitoring: teacher, instructional specialist, admin</p> <p>- ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Literacy Footprints - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: High teacher achievement with the planning and instructional process for Tier 1 instruction and targeted intervention. Staff Responsible for Monitoring: Admin, Teachers, Instructional Specialists</p> <p>- TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Multi-Sensory Raised Ruled Tablet - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase engagement and intervention support through technology apps.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement as evidence through CWT.</p> <p>Staff Responsible for Monitoring: Teacher, Admin, CTA, Instructional Specialist</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.</p> <p>Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly.</p> <p>Staff Responsible for Monitoring: SpEd Dept., Teacher, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students and staff will participate in Community Circle (2nd Step) daily, monthly guidance lessons with SEL embedded.</p> <p>Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referral and incidents in the classroom and allow students to stay in class and receive their instruction. These strategies can be shared with families to utilize at home.</p> <p>Staff Responsible for Monitoring: Admin, Counselors, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Incorporate the use of academic language and vocabulary across all content areas.</p> <p>Strategy's Expected Result/Impact: This will be evidenced through observational data, CWT, TELPAS</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Specialist, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Literacy Footprints - 211 Title I, Part A, Dry Erase Boards - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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 2020 to 2022.

Performance Objective 1: HB3 - The percent of Mendenhall 3rd grade students that score meets grade level or above on STAAR Math will increase from 46% in 2020 to 47% by June 2022. The Special Education student group performance will increase from 19% in 2020 to 22% in 2022. The English Learner student group performance will increase from 43% in 2020 to 45% in 2022.





High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR Math - 3rd Grade

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p>Strategy's Expected Result/Impact: High Teacher Achievement with the planning and instructional process for Tier 1 Instruction</p> <p>Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.</p> <p>Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referrals and incidents in the classroom and allow students to stay in class and receive their instruction.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: High Teacher achievement with the planning and instructional process for Tier I instruction as measured by CWT, Planning walk-throughs and use of the data protocol.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase engagement and intervention support through technology apps and visuals.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement as evidenced through CWT.</p> <p>Staff Responsible for Monitoring: Teacher, Admin, CTA, Instructional Specialist</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Chart Paper-Post It (Sticky back) - 211 Title I, Part A, Skip Counting Mats - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.</p> <p>Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly.</p> <p>Staff Responsible for Monitoring: SpEd department, Teacher, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Incorporate the use of academic language and vocabulary across all content areas.</p> <p>Strategy's Expected Result/Impact: This will be evidenced through observational data, CWT, and TELPAS</p> <p>Staff Responsible for Monitoring: Teacher Instructional Specialist, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</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 2020 to 2022.





Performance Objective 2: The percent of Mendenhall students that score Meets grade level or above on STAAR Math 3-5 will increase from 43% in 2020 to 44% by June 2022. The Special Education student group performance will increase from 14% in 2020 to 17% in 2022. The Economically Disadvantaged student group performance will increase from 40% in 2020 to 44% in 2022.

High Priority

Evaluation Data Sources: 2022 STAAR Math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: High Teacher Achievement with the planning and instructional process for Tier 1 Instruction as measured by CWT and Planning WT and use of the data protocol.</p> <p>Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: STAAR Practice Assessments - 211 Title I, Part A, Multi-Sensory Raised Ruled Tablet - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Adult Temp (Monolingual-Math) - 211 Title I, Part A, Adult Temp (Bilingual-Reading) - 211 Title I, Part A, Adult Temp (Monolingual-Reading) - 211 Title I, Part A, Adult Temp (Monolingual-Math) - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase engagement and intervention support through technology apps.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement as evidence through CWT.</p> <p>Staff Responsible for Monitoring: Teacher, Admin, CTA, Instructional Specialists</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: HMH-Waggle - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.</p> <p>Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly.</p> <p>Staff Responsible for Monitoring: SpEd Department, Teacher, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.</p> <p>Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referrals and incidents in the classroom and allow students to stay in class and receive their instruction. These strategies can be shared with familie to utilize at home.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: The Game Plan Game (Life Skills for Kids) - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Incorporate the use of academic language and vocabulary in across all content areas.</p> <p>Strategy's Expected Result/Impact: This will be evidenced through observational data, CWT and TELPAS.</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Specialist, Admin</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 2020 to 2022.





Performance Objective 1: The percent of Mendenhall students that score Meets grade level or above on STAAR Science 5 will increase from 29% in 2020 to 31% by June 2022. The Special Education student group performance will increase from 15% in 2020 to 17% in 2022. The Economically Disadvantaged student group performance will increase from 24% in 2020 to 28% in 2022.

High Priority

Evaluation Data Sources: 2022 STAAR Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: High Teacher Achievement with the planning and instructional process for Tier 1 Instruction as measured by CWT and Planning WT and use of the data protocol.</p> <p>Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: STAAR Practice Assessments - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Adult Temp (Monolingual-Math) - 211 Title I, Part A, Adult Temp (Bilingual-Reading) - 211 Title I, Part A, Adult Temp (Monolingual-Reading) - 211 Title I, Part A, Adult Temp (Monolingual-Math) - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase engagement and intervention support through technology apps.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement as evidence through CWT.</p> <p>Staff Responsible for Monitoring: Teacher, Admin, CTA, Instructional Specialists</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: HMH-Waggle - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.</p> <p>Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly.</p> <p>Staff Responsible for Monitoring: SpEd Department, Teacher, Admin</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.</p> <p>Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referrals and incidents in the classroom and allow students to stay in class and receive their instruction. These strategies can be shared with familie to utilize at home.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: The Game Plan Game (Life Skills for Kids) - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Incorporate the use of academic language and vocabulary in across all content areas.</p> <p>Strategy's Expected Result/Impact: This will be evidenced through observational data, CWT and TELPAS.</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Specialist, Admin</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.
1	1	2	Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.
1	1	3	Increase engagement and intervention support through technology apps.
1	1	4	SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.
1	1	5	Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.
1	1	6	Incorporate the use of academic language and vocabulary in across all content areas.
1	2	1	TouchPhonics Program: The Hands-on Approach to Phonics and Word Study Provide at-risk students with an alternative approach to phonics, word structure, and spelling with this unique, multisensory program. Touch-Units(r) make decoding concepts attainable by involving four modalities: visual, auditory, kinesthetic, and tactile. Through manipulation of the Touch-Units students can link sounds to letters, recognize patterns, and build and write words before finally reading words in context.
1	2	2	Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.
1	2	3	Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.
1	2	4	Increase engagement and intervention support through technology apps.
1	2	5	SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.
1	2	7	Incorporate the use of academic language and vocabulary across all content areas.
2	1	1	Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.
2	1	2	Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.
2	1	3	Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.
2	1	4	Increase engagement and intervention support through technology apps and visuals.
2	1	5	SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.
2	1	6	Incorporate the use of academic language and vocabulary across all content areas.

Goal	Objective	Strategy	Description
2	2	1	Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.
2	2	2	Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.
2	2	3	Increase engagement and intervention support through technology apps.
2	2	4	SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.
2	2	5	Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.
2	2	6	Incorporate the use of academic language and vocabulary in across all content areas.
3	1	1	Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.
3	1	2	Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.
3	1	3	Increase engagement and intervention support through technology apps.
3	1	4	SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.
3	1	5	Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.
3	1	6	Incorporate the use of academic language and vocabulary in across all content areas.

Addendums

Mendenhall - 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 24% in 2019 to 26% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
25% 2019 Baseline: 24%	26%	28%	30%	32%

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	*	23	0	*	*	*	*	6	21	*	19	21	45	24
2020	*	25	0	*	*	*	*	7	23	*	20	21	46	25
2021	*	27	1	*	*	*	*	8	26	*	22	22	48	26
2022	*	31	1	*	*	*	*	10	30	*	25	22	50	28
2023	*	35	2	*	*	*	*	13	35	*	28	23	53	30
2024	*	41	4	*	*	*	*	16	41	*	33	25	56	32
2019-2021	*	4	1	*	*	*	*	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

Mendenhall - 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 29% in 2019 to 31% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
30% 2019 Baseline: 29%	31%	32%	33%	34%

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	20	27	50	*	*	*	*	15	24	*	25	31	21	29
2020	21	28	50	*	*	*	*	16	25	*	26	31	22	30
2021	24	31	50	*	*	*	*	17	28	*	27	31	23	31
2022	27	33	51	*	*	*	*	19	31	*	28	32	25	32
2023	31	37	51	*	*	*	*	22	35	*	30	32	27	33
2024	36	42	52	*	*	*	*	25	40	*	33	33	30	34
2019-2021	4	4	0	*	*	*	*	2	4	*	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

Mendenhall

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
2019 # of Students	5	72	5					16	77		61	73	14	87
2019	40	35	60					19	35		34	37	36	37
2020	42	37	60					20	37		36	37	37	38
2021	44	40	61					22	40		38	38	39	39
2022	47	43	62					24	44		40	39	41	41
2023	51	48	63					26	49		44	40	44	43
2024	56	53	64					29	55		48	41	48	45

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	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

Mendenhall

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
2019 # of Students	5	72	5					16	77		61	73	14	87
2019	40	43	80					19	44		43	47	43	46
2020	42	45	80					20	46		44	47	44	47
2021	44	47	81					22	48		45	48	45	47
2022	47	50	81					24	51		47	48	47	48
2023	51	54	82					26	55		49	49	49	50
2024	56	59	83					29	60		52	50	52	51

District Goals for Grade 3 STAAR

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mendenhall

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	39	33	47					16	32	40	29	36	32	35
2020	41	35	47					17	34	41	31	36	33	36
2021	43	38	48					19	37	43	33	37	35	37
2022	46	41	49					21	41	45	35	38	37	39
2023	50	46	50					23	46	48	39	39	40	41
2024	55	51	51					26	52	52	43	40	44	43

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	39	41	65					14	40	50	44	46	32	43
2020	41	43	65					15	42	51	45	46	33	44
2021	43	45	66					17	44	52	46	47	34	44
2022	46	48	66					19	47	54	48	47	36	45
2023	50	52	67					21	51	56	50	48	38	47
2024	55	57	68					24	56	59	53	49	41	48

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>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	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"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● 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. ● K-8 Measure MVPA and physical activity time 	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"> ● 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. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● 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 ● 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 ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

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