



**Plano Independent School District
Campus Improvement Plan**

Mendenhall Elementary

1330 19th Street

Plano, TX 75074

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

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

Plano ISD Mission Statement

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

District Goals

Plano ISD has two major ongoing district goals:

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

Campus Mission Statement

The mission of Mendenhall Elementary School is success for each student.

Campus Information

Administration Team

Principal, Jana Prince

Assistant Principal, Lara Mercer

About Us

We believe that education is an essential ingredient of success that leads to productive citizens.

We believe that each person is ultimately responsible for his/her actions. We believe that education has an obligation to provide experiences that prepare students to live and work cooperatively in all cultures. We believe that the mastery of basic skills is essential for all students. We believe that all students must be effective problem solvers, analytical thinkers, and responsible decision-makers. We believe that children learn best in an atmosphere of support, encouragement, and trust created by an active partnership among students, parents, school staff, and community. We believe that education must instill an enjoyment of learning as well as a continuous desire to learn throughout life. We believe that each child is unique and has individual needs and gifts that must be valued for optimum learning to take place. We believe that children must meet with many successes in their learning for continued motivation to learn. We believe that all students are important, have self-worth, and should be the focus of education.

We believe that all students can learn when provided with an appropriate environment, experiences, and resources.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/30/2018 04:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/24/2019 04:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/16/2019 04:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

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

The State of Texas Public Education Objectives

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

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

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

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

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

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

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

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

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

TEA Strategic Priorities

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

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

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

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

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Shannon Sparks	Faculty Member	17-18	X		
Suzi Campbell	Faculty Member	16-17	X	X	
Yolanda Gonzalez	Faculty Member	18-19	X	X	X
Isabel Cordonnier	Faculty Member	18-19	X	X	
Jennifer Fernando	Faculty Member	18-19	X	X	X
Angela Asel	Faculty Member, Special Ed	15-16	X		
Jana Prince	Principal	17-18	X		X
Kristin Anderson	District Professional	11-12	X	X	
Lara Mercer	Campus Professional, Non-teaching	17-18	X	X	X
Dalia Mercado	Support Staff Member	16-17	X	X	
Amber Mendoza	Parent-Selected by PTA	18-19	X		
Glenda Osorio	Parent-Selected by Principal	18-19			
Fawn Henderson	Parent	15-16	X		
Misty Keasler	Parent	16-17	X	X	
Chris Terry	Parent	16-17	X		
Christine Barrantes	Parent	18-19	X		
Cathy Taylor	Community Member	11-12	X		X
Karen Noble	Community Member	17-18	X	X	X
Tracy Parlin	Business Representative	16-17	X	X	X
Jerome Prince	Business Representative	17-18	X		X
Janice Dreyer	Community Member	11-12	X		X

State Compensatory Education Program Information

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

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

SCE Program Funding

SCE Total	\$368,063.42	State Compensatory Ed funds allocated for allowable supplemental resources and 6 staff.
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Title I Program Information

Title I - Schoolwide Components

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

Title I, Part A Program Funding

Staffing	\$385,558.00	Total Funding for 5 Title I Support Teachers (including tutoring, adult temp staff) and for 1 Paraprofessionals.
Professional and Consulting Services	\$	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$3,361.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>High average attendance rate of 95.99%.</p> <p>Increased support for our At-Risk students, including social emotional leader and part time social worker</p>	<p>The high mobility rate (20.3) results in students not being exposed to the TEKS which align vertically. This requires interventions and teaching strategies that reinforce prior skills taught.</p> <p>The high percentage of economically disadvantaged (89%) students results in needs that require more SEL strategies and a greater understanding of individual student background.</p> <p>The high percent of English Language Learners (60.3) results in a need for our bilingual, ESL, and monolingual programs to ensure the efficacy of teaching strategies and ELPS standards in all classrooms.</p>	<p>Strengthen SEL and restorative practices</p> <p>Due to the diverse campus needs, increase targeted and differentiated instruction</p>
Student Achievement	<p>Percent of students at the Approaches level was higher than district average for Economically Disadvantaged students for both math and reading 5th grade STAAR.</p>	<p>Teacher collaboration regarding student assessment data and student evidence of learning</p>	<p>According to STAAR data for 2017-2018, fourth grade instruction in reading, writing, and math, needs improvement.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Bilingual and ESL students that met the Approaches level was higher than the district average for both math and reading 5th grade STAAR.</p> <p>Increased knowledge of planning protocol (unpacking standards, planning with the end in mind, etc.)</p>	<p>According to STAAR data for 2017-2018, fourth grade instruction in reading, writing, and math, needs improvement.</p>	<p>Provide focused tier one instruction to fill gaps in reading, writing, and math.</p>
School Culture and Climate	<p>According to the HRS survey, teachers and staff indicated that they feel safe and know rules and procedures that are in place.</p> <p>According to the HRS survey, teachers and staff indicated that they feel there is a system in place for school leaders to communicate with parents about issues regarding school safety.</p> <p>According to the HRS survey, our teachers feel that Mendenhall does a great job involving students, parents, and the community by using networking technologies.</p>	<p>Providing students, parents and the community ways to give input about how the school functions.</p> <p>Increase the number of mentors for the Mendenhall mentoring program</p> <p>There is a low volunteer rate from parents (PTA, academic, events)</p>	<p>Increase the number of mentors for the Mendenhall mentoring program.</p> <p>Increase the overall number of volunteers.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality/ Professional Development	<p>A high number of retained teachers and staff provide a level of consistency for our students, parents, and community.</p> <p>Faculty and staff who are willing to share, support and to collaborate with one another.</p> <p>Peer observation opportunities</p>	<p>Administration will continue to support teachers as they implement their instructional goals through T-TESS observations.</p>	<p>Administration will continue to support teachers as they implement their instructional goals through the new observational tool, TTESS.</p>
Curriculum, Instruction, Assessment	<p>Increased knowledge of planning protocol (unpacking standards, planning with the end in mind, etc.)</p> <p>Posted learning objectives</p> <p>A focus on the 7 Steps of Language to address meeting the needs of our ELL population.</p>	<p>Teacher collaboration regarding student assessment data and student evidence of learning.</p> <p>Creating common assessments</p> <p>An increase in attention to tier 1 instruction to close gaps daily instead of waiting for tier II intervention.</p>	<p>Teacher collaboration regarding student assessment data and student evidence of learning and adjusting instruction accordingly.</p> <p>An increase in attention to tier 1 instruction to close gaps daily instead of waiting for tier II intervention.</p>
Family and Community Involvement	<p>The campus Citizen of the Month program is supported by the Rotary Club</p>	<p>Increase parental involvement in PTA activities</p>	<p>Increase communication through a variety of social media avenues (Twitter, Blooms, Remind, Facebook, School Messenger)</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>The campus is greatly supported by an area churches, Chase Oaks and Plano Baptist.</p> <p>Social worker organizes a Community Night and Immigration Night in order for families to better understand the resources available to them.</p>	<p>Increase communication through a variety of social media avenues (Twitter, Blooms, Remind, Facebook, School Messenger)</p>	<p>Increase parental involvement in PTA activities.</p>
School Context and Organization	<p>Created a master schedule that included Focus Friday, a targeted intervention model.</p> <p>Peer observation and feedback provided on a weekly basis.</p> <p>Campus survey provided to staff to measure the campus climate.</p> <p>Campus leadership team that consists of grade level representatives and campus administration.</p>	<p>Instructional specialist providing coaching to teachers in addition to interventions to students.</p> <p>Collaboration between teachers and staff regarding assessment data and vertical alignment.</p>	<p>Collaboration between teachers and staff regarding assessment data and vertical alignment.</p>
Technology	<p>Increased Google Classroom usage</p>	<p>Develop a digital citizenship contract.</p>	<p>Develop a digital citizenship contract.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Reduced the amount of time students need to login by using QR codes.	<p>A tool or application to measure reading comprehension and literacy.</p> <p>Increase daily use of Osmos K-5</p>	

Critical Action #1

Problem Statement	The percentage of students meeting the Approaches, Meets, & Masters Grade Level standard is below the district average in the following groups: Grade 4 Math- 65%/28%/7%- Dist. 83%/59%/39% Grade 4 Reading- 54%/22%/11%- Dist. 81%/60%/38% Grade 4 Writing- 39%/16%/4%- Dist. 73%/54%/21%
Root Cause and Strategy	We will address the need to provide focused tier one instruction to fill gaps in reading, math, and writing.
Goal	Increase student achievement by implementing focused tier one instruction to fill gaps in reading, math, and writing.
Project Lead	Principal and Assistant Principal
Staff, Title I Staff	Fourth grade team teachers, principal, assistant principal, specialist
Materials and Resources	TEKS, PISD Curriculum, Edugence, Dictionaries, KAMICO etc.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Review and revise the master schedule to identify opportunities for extended instructional time.	Time allotments		0	July 2018	Master Schedule	Increased Learning Time	Significant Progress	Significant Progress Our master schedule was revised and teachers are able to schedule extended planning to discuss curriculum, plans, common assessments, and data.	Significant Progress	2

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Additional paraprofessional to provide targeted instruction to fill gaps in learning.	Staffing	6120 - Paraprofessional Salaries (Half/Full-Time)	28,000	July 2018	PISD Hiring process and TEAMS	Increased Learning Time	Significant Progress	Significant Progress We have hired an additional para to help aid our 3rd, 4th, and 5th grade teachers in filling instructional gaps with targeted and specific strategies.	Significant Progress	2
Adult temps provided to target instruction to fill gaps in learning.	Staffing	6117 – Professional Salaries (Adult Temp)	3,558	As need arises	MAP data, STAAR data, lesson plans	Increased Learning Time	Significant Progress	Significant Progress We have hired an adult temp to help aid our students by filling instructional gaps with targeted and specific strategies.	Significant Progress	2
	Staffing	6117 – Professional Salaries (Adult Temp)	10,024							
Review programs to ensure that all instructional strategies are supported by scientifically-based research.	Develop School Wide Strategies		0	July 2018 and review every 9 weeks	Changes made to curriculum, lesson plans, and activities.	Improved Academic Performance	On Track to Make Progress Teachers quickly realized they would need more research based materials to help aid in in instruction, such as, KAMICO and dictionaries.	Some Progress Teachers received both Planning Protocol 1 and 2. These trainings have enabled teachers to plan for instruction that is supported by research, collect data through common formative assessment, and meet to discuss the results.	Significant Progress	2
Monitor effectiveness of teachers by frequent walk-throughs.	Ensure instruction in all content areas meets state standards		0	Weekly	Data Collection from Walk-Through Form	Improved Academic Performance	Significant Progress	Significant Progress Teachers must complete one walk through each week that provides feedback to a	Significant Progress	3

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								peer. That data is collected and returned for teachers to reflect. Currently, we have 633 responses.		
Provide professional development for teachers to utilize research-based strategies that increase student engagement.	Professional Development - Funded by district, not by school.	6200 – Professional and Consulting Services	7,022.00	Aug 2018	Kagan Professional Development	Improved Academic Performance	Significant Progress Teachers were provided professional development on Kagan Strategies.	Significant Progress Teachers are required to use one Kagan strategy in their content area each day. Teachers are students are accustomed to the strategies and increased engagement is noticeable.	Significant Progress	4
Purchase STAAR rigorous materials to aid students in test preparation.	Materials	6399 – Supplies and Materials (Instructional Supplies)	1945.20	Jan 2019	KAMICO and STAAR Warm Ups	Improved Academic Performance	On Track to Make Progress	On Track to Make Progress	Significant Progress Teachers utilized all materials to prepare students for STAAR.	
Purchase dictionaries to aid students in building their vocabulary.	Materials	6399 – Supplies and Materials (Instructional Supplies)	355.25	Jan 2019	Merriam Webster Elementary Dictionaries	Improved Academic Performance	On Track to Make Progress	On Track to Make Progress	Significant Progress Specialist and teachers used direct taught lessons to ensure effective use of dictionaries.	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Purchase Touchphonics to aid students in building their phonetic awareness.	Materials	6399 – Supplies and Materials (Instructional Supplies)	950.15	Jan 2019	Touchphonics teacher's guide and resources, etc, and storage systems.	Improved Academic Performance	On Track to Make Progress	On Track to Make Progress	Significant Progress Students were able to build a foundation of phonetic awareness that they will continue next year.	
Purchase Words Their Way materials to aid students in building their phonetic awareness.	Materials	6399 – Supplies and Materials (Instructional Supplies)	179.27	Feb. 2019	Words Their Way Teacher Materials	Improved Academic Performance		On Track to Make Progress	Significant Progress Students were able to build a foundation of phonetic awareness that they will continue next year.	
Purchase Skip Counting Mats to aid students in active engagement of math skills.	Materials	6399 – Supplies and Materials (Instructional Supplies)	1848.00	Feb. 2019	Skip counting mats	Improved Academic Performance			Significant Progress Students are able to be actively engaged and learn while closing gaps.	
Purchase Versatile and paired texts to aid students in building their phonetic awareness.	Materials	6399 – Supplies and Materials (Instructional Supplies)	1224.60	Feb. 2019	The use of the versatile and paired text	Improved Academic Performance			Significant Progress Students were able to build a foundation of phonetic awareness that they will continue next year.	
The Purchase of board games to improve critical thinking and problem solving skills.	Materials	6329 – Supplies and Materials (Teacher Materials)	384.90	Feb. 2019	The practice of problem solving and critical thinking skills.	Improved Academic Performance			On Track to Make Progress Specialist are working with teachers to incorporate games into the classroom.	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Purchase Literacy and Math Kits to support students and help maintain the progress they have made over the course of the school year.	Materials	6399 – Supplies and Materials (Instructional Supplies)	5100	May 2019	BOY MAP scores	Improved Academic Performance			On Track to Make Progress Kits will be sent home for summer of 2019.	

Critical Action #2

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process policies and practices
Root Cause and Strategy	We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that PLC process is implemented consistently using the district's PLC protocols with fidelity.
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	All campus team leaders, Principal, etc.
Staff, Title I Staff	Core teachers, Title I Teacher, Specialist, etc.
Materials and Resources	TEKS, PISD Curriculum, Edugence, etc.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Rearrange the school day to include a block of time during school for collaborative meetings or planning time across content area.	Time allotment			Weekly collaborative team meetings and as need arise	Lesson plans and planning notes	Improved Academic Performance	Significant Progress Schedule was arranged before school began.	Significant Progress Teachers have a block of time to collaborate as a PLC. Data, instruction, curriculum, and assessments are discussed.	Significant Progress	4
Identify how each activity in your school strengthens the core academic program.	Develop School Wide Strategies		0	Weekly collaborative team meetings and as need arise	Lesson plans and planning notes	Improved Academic Performance	On Track to Make Progress Planning protocol 1 and 2 was given to teachers.	On Track to Make Progress Teachers and specialist spend time each week discussing data, instruction, curriculum, and assessments to ensure that each activity used for instruction is strengthening our program.	On Track to Make Progress	2

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Disaggregate the data by sub-groups to determine your programs' effectiveness in meeting the needs of historically underserved student populations.	Develop School Wide Strategies		0	Weekly collaborative team meetings and as need arise	Lesson plans and planning notes	Improved Academic Performance	On Track to Make Progress Identified sub-groups that are traditionally underserved.	Some Progress Used domain 3 in STAAR data to locate areas where intense focus needs to take place. Created a plan to target sub-groups using instructional specialist and teachers.	Significant Progress	2

Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Review every 9 Weeks	Coaches Johnny and Emily Parks serve as Wellness Captains and coordinate meetings with the wellness team.	Wellness Team continues to meet their measurable goals.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Once per year		
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	Daily		Monitored through lesson plan reviews.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Review every 9 weeks		Bulletin boards are located in the gym and by the cafeteria.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	As need arises		Information is distributed to parents weekly through phone messages,

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						eNews, Wednesday folders, and the marquee.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Review every 9 weeks		Utilized Fitnessgram to assess and set program goals
4th & 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.	P.E. Teacher	Fitnessgram Student Report	Review every 9 weeks		Students in grades 3-5 receive Fitnessgram report cards at the end of the spring semester.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Weekly		Students receive 135 minutes of weekly physical

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Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	(MVPA) 50% of the physical education class period.					education instruction.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	As need arises		Pedometers are used to track student step count/target heart rate.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form	Daily		PE and Health TEKS are followed as well as district curriculum.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily		All grade levels receive 30 minutes a day of unstructured play at recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily		Coaches have trained teachers on Brain Breaks. Reminders and strategies are shared at staff meetings throughout the school year.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Daily		Attendance data is monitored by the secretary and truancy is filed as necessary.

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Review each 9 weeks		Campus building and grounds has been assessed and as needed throughout the year.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily		Staff are assigned to duty positions in strategic locations throughout the building during transition times.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily		Staff Handbook distributed to campus employees in August 2018. Campus rules, expectations, and norms are included.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Once per year		Required district training through SafeSchools addresses sexual harassment. Bullying prevention and intervention training was completed in August 2018.
Review referral process.	Principal or designee	Campus referral plan	review at monthly staff meetings		Included in Staff Handbook, distributed in August 2018.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2018		Strategies are reviewed and shared with staff through the Student Management vertical team. Each teacher was provided with a calm down box to use with students.

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					Additional tools were added throughout the year as needed.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018		Flow chart for Behavior Referrals provided in Staff Handbook and reviewed at PDH in August and reviewed by team leaders in May.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily		Campus utilizes a Behavior Practice Program to assist students with appropriate behaviors.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Daily		Schoolwide Positive Behavior Support system defines and rewards expected student behavior and good citizenship

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily		Staff assigned duty schedule to monitor high-risk areas.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 2018		Included in Staff Handbook and reviewed at PDH in August 2018. Reviewed with students through guidance lessons for K-5.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All teachers	Daily		Guidance lessons for K-5. SEL Lessons
Employ discipline interventions.	Designated staff	Admin	Daily		Staff follows campus discipline plan.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		Daily		Guidance lessons, small group

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
		Administrative staff or counselors			activities, one-on-one support.
Conference with parents/students.	Teachers or other staff	All teachers or administrative staff	As need arises		Conferences are done annually with parents 3 times a year in K-2. Conferences for 3-5 are held once after beginning of year assessment and thereafter as needed.

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal	All staff along with administration team	August 2018		August 2018: Registration information mailed to all families. August 2018: Parent Information Fair held to assist parents in registering online via the Parent Portal.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal and parent liaison	Principal and parent liaison	Weekly		Hard copies of school information are distributed to families through weekly communication folders on Wednesdays.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	CTA	As need arises		Website reviewed by CTA and updates made as necessary. Updates are made continually throughout the year, as needed.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal and Assistant Principal	Principal and Assistant Principal	Weekly		eNews sent out routinely as information is available.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal and Assistant Principal	Principal and Assistant Principal	Daily		Pictures and information are routinely tweeted out and that links to our PTA Facebook page. We also use Remind as a form of communication.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal and Assistant Principal	Principal and Assistant Principal	Monthly		8/4, 9/2, 11/1, 12/4, 1/8, 2/7, 3/5, 4/2, 5/7
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal and Assistant Principal	Principal and Assistant Principal. To cover cost of our Parental Engagement programs,	Monthly		Mc Donald's Night, Glow Party, Summer Bash, Chuck E.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
		<p>we need to budget \$3361. Included in that budget, we plan to send our Parent Liaison and PTA member(s) to One Dream, One Team Conference in December.</p> <p>We need to increase our students ability to think critically through games. We invite parents to play games with their student(s) at home. Critical thinking utilizes other important life skills like making connections, increase communication. Critical thinking also helps us make good, sound decisions. We would need \$384.90 to purchase a variety of games.</p>			Cheese Night, Penny Wars.

Transition

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Angela Asel and Hollie Hayes	Angela Asel and Hollie Hayes	Weekly		Action Completed
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Kinder Team Leader	Pre-K Teachers and Kinder Teachers	Weekly		Action Completed
Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local	Title I Specialist	Title I Specialist	Monthly		Kindergarten Round Up and RAMP kits were given
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	Pre-K Teachers and Kinder Teachers	Pre-K Teachers and Kinder Teachers	Weekly during Big Centers		Action Completed

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local					

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators		August 2018		Action Completed

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Shannon Sparks	Faculty Member	17-18	<i>S. Sparks</i>		
Suzi Campbell	Faculty Member	16-17	<i>Suzi Campbell</i>		
Yolanda Gonzalez	Faculty Member	18-19	<i>Yolanda Gonzalez</i>		
Isabel Cordonnier	Faculty Member	18-19	<i>Isabel Cord.</i>		
Jennifer Fernando	Faculty Member	18-19			
Angela Asel	Faculty Member, Special Ed	15-16	<i>A. Asel</i>		
Jana Prince	Principal	17-18			
Kristin Anderson	District Professional	11-12	<i>KA</i>		
Lara Mercer	Campus Professional, Non-teaching	17-18			
Dalia Mercado	Support Staff Member	16-17	<i>D. Mercado</i>		
Amber Mendoza	Parent-Selected by PTA	18-19	<i>Amber Mendoza</i>		
Glenda Osorio	Parent-Selected by Principal	18-19			
Fawn Henderson	Parent	15-16	<i>Fawn Henderson</i>		
Misty Keasler	Parent	16-17			
Chris Terry	Parent	16-17	<i>Chris Terry</i>		
Christine Barrantes	Parent	18-19	<i>Christine Barrantes</i>		
Cathy Taylor	Community Member	11-12	<i>Cathy Taylor</i>		
Karn Noble	Community Member	17-18			
Tracy Parlin	Business Representative	16-17			
Janice Dreyer	Business Representative	11-12	<i>Janice Dreyer</i>		
Jerome Prince	Business Representative	17-18	<i>Jerome Prince</i>		