

# Plano Independent School District

## Mendenhall Elementary

2019-2020



**Board Approval Date:** October 1, 2019

# Mission Statement

## WORK HARD. BE NICE.

### Vision

- Committed to Excellence
- Dedicated to Caring
- Powered by Learning
- **Plano ISD Proud.**

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# Comprehensive Needs Assessment

Revised/Approved: September 05, 2019

## Demographics

### Demographics Strengths

- Diverse Student Population
- High Average attendance 95.78%
- Bilingual Campus
- One Way Dual Language Program-develop biliteracy (Beg. 2019-2020)
- Increased support for our At-Risk students (SEL, Social Worker, 2 Counselors)

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Strengthen SEL and restorative practices. **Root Cause:** Build Restorative Circles into our Student Management Program.

**Problem Statement 2:** The high percentage of ELLs and Econ. Disadv. students results in needs that require interventions and teaching strategies that target specific needs. **Root Cause:** Incorporate ELPS strategies into daily instruction and analyze students' data to better understand students specific needs in order to target appropriate interventions.

# Student Academic Achievement

## Student Academic Achievement Strengths

- Met Standard
- Extended Planning
- Revising the Master Schedule
- Intervention Team
- Enrichment
- Focus Friday
- Saturday School
- Planning Protocol/UnPacking TEKS
- Data Driven Discussion Protocol

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Mendenhall will increase student learning and growth as evidenced by an increase in the percentage of all students performing at the Meets and Masters level by 9% on STAAR Reading and 3% on STAAR Math. 25% of students in grades 3-5 did not meet standard and of that 15% made LIM progress. Of the 39% that received Approaches, 16% of them had LIM growth. Of the 19% of students that received Meets, 13% had LIM growth. In addition to decreasing the percentage of students that do not meet standard, we must continue to ensure an increase in the growth measure ( EXP and ACC).

**Root Cause:** Need to address the need for effective data analysis by ensuring there are adequate structures in place for the process.

**Problem Statement 2:** Mendenhall will increase student learning and growth for students supported through Special Education as evidenced by an increase in students performing at the Meets and Masters level by 3% on STAAR Reading and 9% on STAAR Math. The percentage of SpEd students in 3-5 that did not meet standard was 59%. 9% of those students had limited growth. We need to decrease the percentage of students who are not meeting standard and continue to increase the growth measure (EXP and ACC). **Root Cause:** Need for SpEd and General Education teacher to plan collaboratively and build a push-in model with SpEd support.

# School Processes & Programs

## School Processes & Programs Strengths

- A high number of retained teachers and staff provide a level of consistency for our students, parents, and community.
- Faculty and Staff have opportunities to share, support and to collaborate with one another (Planning, Vertical Team, Data analysis)
- Peer Observation opportunities
- Community Circle (Daily)
- After School Academy (ASA)
- Lego Robotics
- Self-Manager Program (Student Mgmt. Program)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Lack of campus wide approach to working together when analyzing data in order to improve Tier 1 Instruction and targeted interventions and increase students opportunity for critical thinking. **Root Cause:** No campus wise procedures/protocol for analyzing grade level data.

**Problem Statement 2:** Students, parents, and the community do not have multiple opportunities to provide feedback to the campus. **Root Cause:** Implement formal ways to provide input regarding the optimal functioning of the school.

# Perceptions

## Perceptions Strengths

- Counselors, Parent Liaison, and Social Worker work hand in hand to increase and welcome family engagement and education
- Families receive weekly news via Twitter, Facebook, eNews, Digital Marquee
- Students are recognized for their achievements every 9 weeks at our Spirit Assemblies
- Faculty and Staff perceive the school environment as safe and orderly
- Students, parents, and the community perceive the school environment as safe and orderly
- Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Low attendance at parent workshops focused on student achievement **Root Cause:** Parents work and there is time factor during the school day. Night activities have a better participation rate.

# Priority Problem Statements

**Problem Statement 1:** Mendenhall will increase student learning and growth as evidenced by an increase in the percentage of all students performing at the Meets and Masters level by 9% on STAAR Reading and 3% on STAAR Math. 25% of students in grades 3-5 did not meet standard and of that 15% made LIM progress. Of the 39% that received Approaches, 16% of them had LIM growth. Of the 19% of students that received Meets, 13% had LIM growth. In addition to decreasing the percentage of students that do not meet standard, we must continue to ensure an increase in the growth measure ( EXP and ACC).

**Root Cause 1:** Need to address the need for effective data analysis by ensuring there are adequate structures in place for the process.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** Mendenhall will increase student learning and growth for students supported through Special Education as evidenced by an increase in students performing at the Meets and Masters level by 3% on STAAR Reading and 9% on STAAR Math. The percentage of SpEd students in 3-5 that did not meet standard was 59%. 9% of those students had limited growth. We need to decrease the percentage of students who are not meeting standard and continue to increase the growth measure (EXP and ACC).

**Root Cause 2:** Need for SpEd and General Education teacher to plan collaboratively and build a push-in model with SpEd support.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Strengthen SEL and restorative practices.

**Root Cause 3:** Build Restorative Circles into our Student Management Program.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Lack of campus wide approach to working together when analyzing data in order to improve Tier 1 Instruction and targeted interventions and increase students opportunity for critical thinking.

**Root Cause 4:** No campus wise procedures/protocol for analyzing grade level data.



**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Low attendance at parent workshops focused on student achievement

**Root Cause 5:** Parents work and there is time factor during the school day. Night activities have a better participation rate.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: September 05, 2019

**Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.**



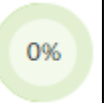
**Performance Objective 1:** Mendenhall will increase student learning and growth as evidenced by an increase in the percentage of all students performing at the Meets and Masters level by 9% on STAAR Reading and 3% on STAAR Math.









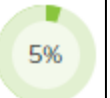









**Evaluation Data Source(s) 1:** MAP, STAAR, EOLs, DreamBox, TELPAS, Sign-In Sheets, Data tracking documentation, Edugence documentation





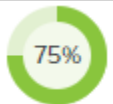

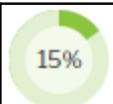
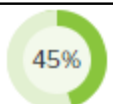
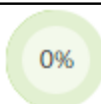

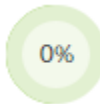

**Summative Evaluation 1:** No progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 1:** Due to COVID-19 and moving to remote learning we will reevaluate this performance objective for the 2020-2021 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 1) Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons. Teachers will also participate in Extended Planning opportunities.	2.4, 2.5	Admin Teachers Instructional Specialist	High Teacher Achievement with the planning and instructional process for Tier 1 Instruction  Increase in student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 1		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Professional Development on analyzing data, root cause analysis, and setting instructional goals based on findings. PD will also include a look at the various data reports in Edugence, DreamBox, and NWEA.	2.4, 2.5, 2.6	Admin Instructional Specialist	High Teacher Achievement with the planning and instructional process for Tier 1 Instruction  Increase in student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 1		
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Data meetings will be held 1-2 times per month to review student progress to guide instruction and intervention planning in addition keeping the documentation Data Binders.	2.4, 2.5, 2.6	Admin Teachers Instructional Specialist	High Teacher Achievement with the planning and instructional process for Tier 1 Instruction and Targeted Intervention  Increase in student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 1		
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.	2.4, 2.5, 2.6	Admin Teachers Instructional Specialist	High Teacher Achievement with the planning and instructional process for Tier 1 Instruction and Targeted Intervention  Increase in student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 1		
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Monitor effectiveness of teachers by frequent walk-throughs and Instructional Rounds	2.4, 2.5, 2.6	Admin Teachers Instructional Specialist	High Teacher Achievement with the planning and instructional process for Tier 1 Instruction and Targeted Intervention  Increase in student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 1		
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 6) All grade levels will have a dedicated Intervention and Enrichment block during the instructional day.	2.4, 2.5, 2.6	Admin Teachers Instructional Specialist	High Teacher Achievement with the planning and instructional process for Tier 1 Instruction and Targeted Intervention  Increase in student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 1		
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Campus level CMIT meetings will be held every 6-9 weeks in order to identify students who have data indicating intensive interventions	2.4, 2.5, 2.6	Admin Teachers Counselor Instructional Specialist	Identification of specific interventions and other potential services for students in need			
				<b>Problem Statements:</b> Student Academic Achievement 1		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Targeted Support Strategy</b> 8) After School Enrichment program (ASA) and Lego Robotics to continue the learning on Tuesdays and Thursdays.	2.4, 2.5, 2.6	Admin Teachers	Increase in student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 Title I, Part A - 460.56		
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 9) Incorporate more writing into the instructional block. Incorporate the use of academic vocabulary in writing and increase dictionary usage to help with this.	2.4, 2.5, 2.6	Admin Teachers Specialist	Increase in academic achievement.			
				<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 Title I, Part A - 392.25		
<b>TEA Priorities</b> Build a foundation of reading and math 10) Saturday School will be additional time to provide targeted interventions to help close gaps. During this time, students in attendance will also receive additional instruction on grade level priority standards.	2.4, 2.5, 2.6	Admin Teachers	Increase in academic achievement.			
				<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 Title I, Part A - 0.00		
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> Mendenhall will increase student learning and growth as evidenced by an increase in the percentage of all students performing at the Meets and Masters level by 9% on STAAR Reading and 3% on STAAR Math. 25% of students in grades 3-5 did not meet standard and of that 15% made LIM progress. Of the 39% that received Approaches, 16% of them had LIM growth. Of the 19% of students that received Meets, 13% had LIM growth. In addition to decreasing the percentage of students that do not meet standard, we must continue to ensure an increase in the growth measure ( EXP and ACC). <b>Root Cause 1:</b> Need to address the need for effective data analysis by ensuring there are adequate structures in place for the process.

**Goal 1: Learning and Teaching:** All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.










**Performance Objective 2:** Mendenhall will increase student learning and growth for students supported through Special Education as evidenced by an increase in students performing at the Meets and Masters level by 3% on STAAR Reading and 9% on STAAR Math.

**Evaluation Data Source(s) 2:** MAP, STAAR, EOLs, DreamBox, TELPAS

**Summative Evaluation 2:** No progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 2:** Due to COVID-19 and moving to remote learning we will reevaluate this performance objective for the 2020-2021 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 1) Review and revise SpEd schedule to identify opportunities for more in-class time for students and SpEd support	2.4, 2.5, 2.6	Admin SpEd Department Teachers	High Teacher Achievement with the planning and instructional process for Tier 1 Instruction and Targeted Intervention  Increase in student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 2		
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Review programs to ensure that all instructional strategies are supported by scientifically-based research and instruction is aligned to students grade level TEKS	2.4, 2.5, 2.6	Admin Teachers SpEd Department	High Teacher Achievement with the planning and instructional process for Tier 1 Instruction and Targeted Intervention  Increase in student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 2		
<div> = Accomplished = No Progress = Discontinue</div>						

**Performance Objective 2 Problem Statements:**

## Student Academic Achievement

**Problem Statement 2:** Mendenhall will increase student learning and growth for students supported through Special Education as evidenced by an increase in students performing at the Meets and Masters level by 3% on STAAR Reading and 9% on STAAR Math. The percentage of SpEd students in 3-5 that did not meet standard was 59%. 9% of those students had limited growth. We need to decrease the percentage of students who are not meeting standard and continue to increase the growth measure (EXP and ACC). **Root Cause 2:** Need for SpEd and General Education teacher to plan collaboratively and build a push-in model with SpEd support.












## Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

**Performance Objective 1:** Decrease the percentage of students missing in-class instruction due to behavior (ISS, OSS, DAEP).

**Evaluation Data Source(s) 1:** PEIMS data

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** For the 2020-2021 school year, we will need to merge guidance and SEL together as well as continue Community Circle daily. The counselors will take on the role of our SEL teacher due to the fact that the district has absorbed our dedicated SEL teacher. It is imperative that Admin and the Counselors support teachers in this transition.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Students and staff will participate in Community Circle (daily), monthly guidance lessons with the counselor, and monthly social emotional lesson with the SEL coach.	2.4, 2.5, 2.6	Admin SEL Coach Counselor Teachers	Emotionally strong students who have strategies to help them cope when dysregulated  Decrease in office referrals and incidents in the classroom			
				Problem Statements: Demographics 1		
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Refine and execute the Mendenhall Behavior Mgmt Plan. Build in Restorative Circle process into Mgmt Plan.	2.4, 2.5, 2.6	Admin SEL Coach Counselors Instructional Specialist Teachers	Decrease in office referrals and incidents  Increase in parent communication			
				Problem Statements: Demographics 1		
<div> = Accomplished = No Progress = Discontinue</div>						

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Strengthen SEL and restorative practices. <b>Root Cause 1:</b> Build Restorative Circles into our Student Management Program.

**Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.**







## Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

**Performance Objective 1:** Expand outreach opportunities to all family and community members and implement engagement opportunities.

**Evaluation Data Source(s) 1:** sign in sheets

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Due to COVID-19 and moving to remote learning we will reevaluate this performance objective for the 2020-2021 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Classes, workshops, and family and community nights will be offered to support and address parent and student needs.	3.2	Admin Social Worker Counselors Teachers	Increase in Parent Involvement  Support Parent and Student Needs			
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 Title I, Part A - 0.00					
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Low attendance at parent workshops focused on student achievement <b>Root Cause 1:</b> Parents work and there is time factor during the school day. Night activities have a better participation rate.

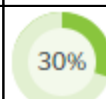
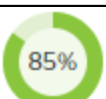

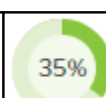
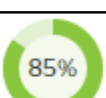

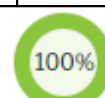
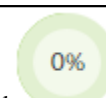

## Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

**Performance Objective 1:** Resources purchased will support our need to decrease our percentage of students who had limited growth and increase the percentage of our SpEd students who had limited growth and/or did not meet standard.

**Evaluation Data Source(s) 1:** STAAR, MAP

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Due to COVID-19 and moving to remote learning we will reevaluate this performance objective for the 2020-2021 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Targeted Support Strategy TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Teachers will collaborate with Instructional Specialists to identify what additional resources and/or trainings need to be purchased to increase students growth.	2.4, 2.5, 2.6	Admin Instructional Specialists Teachers SEL Teacher Counselors Social Worker	Increase in student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 1		
<b>Targeted Support Strategy TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 2) SpEd Teachers=will collaborate with their SpEd Team leader and teachers to identify what additional resources and/or trainings need to be purchased to increase students growth.	2.4, 2.5, 2.6	Admin SpEd Department Teachers SEL Teacher Counselors Social Worker	Increase student achievement			
				<b>Problem Statements:</b> Student Academic Achievement 2		
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

### Performance Objective 1 Problem Statements:

### Student Academic Achievement

**Problem Statement 1:** Mendenhall will increase student learning and growth as evidenced by an increase in the percentage of all students performing at the Meets and Masters level by 9% on STAAR Reading and 3% on STAAR Math. 25% of students in grades 3-5 did not meet standard and of that 15% made LIM progress. Of the 39% that received Approaches, 16% of them had LIM growth. Of the 19% of students that received Meets, 13% had LIM growth. In addition to decreasing the percentage of students that do not meet standard, we must continue to ensure an increase in the growth measure ( EXP and ACC). **Root Cause 1:** Need to address the need for effective data analysis by ensuring there are adequate structures in place for the process.

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# Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jana Prince	Principal
Administrator	Kelly Foster	Asst. Principal
Instructional Specialist	Shannon Sparks	Instructional Specialist
Instructional Specialist	Suzi Campbell	Instructional Specialist
Classroom Teacher	Yolanda Gonzalez	1st Grade Teacher
Classroom Teacher	Isabel Cordonnier	1st Grade Team Leader
Classroom Teacher	Jennifer Fernando	5th Grade Bil. Teacher
District-level Professional	Kristin Anderson	Coordinator AVID, Secondary Curric & Instruction
Instructional Specialist	Dalia Mercado	Bil Instructional Specialist
Parent	Fawn Henderson	Parent
Parent	Misty Keasler	Parent
Parent	Chris Terry	Parent
Community Representative	Cathy Taylor	Community Member
Community Representative	Karen Noble	Community Member
Community Representative	Janice Dreyer	Community Member
Business Representative	Tracy Parlin	Business Representative
Business Representative	Jerome Prince	Business Representative
Parent	Minee Petersen	Parent
Parent	Glenda Osorio	Parent
Parent	Patricia Rodriguez	Parent
Paraprofessional	Patricia Carbajal	Paraprofessional

# Addendums

**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.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>1. Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>Identify high risk areas</li> <li>Monitor high risk areas</li> <li>Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>Establish recommended intervention strategies for classroom/campus</li> <li>Implement campus referral plan</li> <li>Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>Clearly state student expectations/campus rules/citizenship</li> <li>Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>Explain referral process/contacts</li> <li>Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>Apply classroom interventions</li> <li>Employ discipline interventions</li> <li>Use other intervention strategies as necessary/appropriate</li> <li>Conference with parents/students</li> </ul>	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>2. Coordinated Health Program</b>  <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 4<sup>th</sup> and 7<sup>th</sup> Ensure all data for 3<sup>rd</sup> - 8<sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.</li> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.</li> </ul>	<p>TEC 11.253(d)  Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>			
<p><b>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas.</li> <li>Funding source: State and Local</li> </ul>	ESSA	Principal	
<p><b>4. Parent Involvement</b></p> <ul style="list-style-type: none"> <li>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>Utilize social media to keep parents and community informed. Funding source: State and Local</li> <li>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li> <li>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li> <li>Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li> </ul>		Principal	