

# Plano Independent School District

## Mendenhall Elementary

2020-2021



Board Approval Date: October 20, 2020

# **Mission Statement**

**WORK HARD. BE NICE.**

## **Vision**

*Committed to Excellence*

*Dedicated to Caring*

*Poewred by Learning*

*Plano ISD Proud*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our current population fluctuates between 550-600 students. The high percentage of economically disadvantaged (77-80%) students results in needs that require more SEL strategies and a greater understanding of individual student background. 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. Due to the diverse campus needs, increase targeted and differentiated instruction is required.

- African American-11%
- Hispanic-76%
- White-8.1%
- American Indian-0.2%
- Asian-1.9%
- Pacific Islander-0.2%
- Two or More Races-2.2%
- Econ. Disadvantaged-87.2%
- English Learners-57.2%
- At-Risk-75.5%

### 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 (Instructional Specialist, 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.

# Student Learning

## Student Learning Summary

**Mendenhall Elementary Goals Including HB3 Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

## Student Learning Strengths

- Met Standard
- Revising the Master Schedule
- Intervention Team
- Enrichment
- Planning Protocol/UnPacking TEKS
- Data Driven Discussion Protocol

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 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).

**Problem Statement 2 (Prioritized):** Reading: There is a gap between the All student group Meets performance level on STAAR Reading (35%) and the Special Education (16%) and Economically Disadvantaged (32%) student groups.

**Problem Statement 3 (Prioritized):** Math: There is a gap between the All student group Meets performance level on STAAR Math (43%) and the Special Education (14%) and Economically Disadvantaged (40%) student groups.

**Problem Statement 4 (Prioritized):** Writing: There is a gap between the All student group Meets performance level on STAAR Writing (24%) and the English Learner (19) and Economically Disadvantaged (21%) student groups.

**Problem Statement 5 (Prioritized):** Science: There is a gap between the All student group Meets performance level on STAAR Science (29%) and the Special Education (15%) and Economically Disadvantaged (24%) student groups.

# School Processes & Programs

## School Processes & Programs Summary

Mendenhall operates based on our two rules 1) Work Hard and 2) Be nice. This reflects our commitment to our campus and community that growing the whole child remains our top priority. Through our various programs including SEL, Self-Manager, and focused interventions, we provide our students opportunities develop the skills necessary to grow and be ready for what comes next. We also offer our students opportunities to develop skills in addition to the required curriculum through Lego Robotics. We provide our teachers with extended planning opportunities, planning protocols to guide them as they target instruction, and professional development opportunities to allow them to better prepare our students.

## 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, Data analysis)
- CWTs
- Community Circle (Daily)
- Lego Robotics
- Self-Manager Program (Student Mgmt. Program)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Strengthen 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 consistent data analysis platform for grade levels

# Perceptions

## Perceptions Summary

Mendenhall has a very diverse community make-up and we welcome all students and are excited to partner with families for student success. We participate in a number of programs including Food4kids, Operation School Bell, Toy Drive, Back to School supply drive, and Holiday support. Students success is celebrated every 9 weeks. Families enjoy PTA sponsored events such as Community Night events, Immigration Information Night, Book Fair, In and Out Fundraiser, Carnival (Chase Oaks), and Family Dances. In addition to supporting our community with a variety of outreach, we also want to continue to practice safety with our students as well.

## Perceptions Strengths

- Counselors, Parent Liasion, 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, SchoolMessenger
- 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 and/or virtual activities may 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:**

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Reading: There is a gap between the All student group Meets performance level on STAAR Reading (35%) and the Special Education (16%) and Economically Disadvantaged (32%) student groups.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Math: There is a gap between the All student group Meets performance level on STAAR Math (43%) and the Special Education (14%) and Economically Disadvantaged (40%) student groups.

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Writing: There is a gap between the All student group Meets performance level on STAAR Writing (24%) and the English Learner (19) and Economically Disadvantaged (21%) student groups.

**Root Cause 4:**

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Science: There is a gap between the All student group Meets performance level on STAAR Science (29%) and the Special Education (15%) and Economically Disadvantaged (24%) student groups.

**Root Cause 5:**

**Problem Statement 5 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Accountability Data

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

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- TTESS data

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

Revised/Approved: September 10, 2020

**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 2019 to 2021.

**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 2019 to 39% by June 2021. The Special Education student group performance will increase from 19% in 2019 to 22% in 2021. The English Learner student group performance will increase from 34% in 2019 to 38% in 2021.

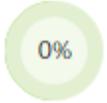
**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2021 STAAR Reading - 3rd Grade

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> High Teacher Achievement with the planning and instructional process for Tier 1 Instruction</p> <p>Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Data meetings will be held 1-2 times per month to review student progress to guide instruction and intervention planning in addition to keeping the documentation in google folders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Adult Temp - 211 Title I, Part A - \$10,920</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monitor effectiveness of teachers by frequent walk-throughs (F2F and virtual).</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instructional process for Tier 1 instruction and targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will utilize a variety of technology apps and headphones to increase engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Admin, CTA, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Review, revise, and adjust as needed, the SpEd schedule to identify opportunities for more in-class time for students and SpEd support.</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instruction. Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> SpEd Department, Teacher, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> The Game Plan Game (Life Skills for Kids) - 211 Title I, Part A - \$29.95</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Give running records to Tier 3 students every 4-5 weeks to monitor students reading and comprehension progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading progress.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Incorporate the use of academic vocabulary in writing and increase dictionary usage to help with this.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in vocabulary and academic reading progress</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Instructional Specialist, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Dictionaries - 211 Title I, Part A - \$360.60</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Teachers will use a variety of assessment tools to monitor student progress and adjust instruction accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> STAAR Practice Assessments (Time for Kids) - 211 Title I, Part A - \$164.85</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

## Student Learning

**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).

**Problem Statement 2:** Reading: There is a gap between the All student group Meets performance level on STAAR Reading (35%) and the Special Education (16%) and Economically Disadvantaged (32%) student groups.

**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 2019 to 2021.

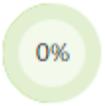
**Performance Objective 2:** The percent of Mendenhall students that score Meets grade level or above on STAAR Reading 3-5 will increase from 35% in 2019 to 37% by June 2021. The Special Education student group performance will increase from 16% in 2019 to 19% in 2021. The English Learner student group performance will increase from 29% in 2019 to 33% in 2021.

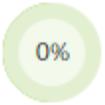
**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Reading

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> close reading gaps  <b>Staff Responsible for Monitoring:</b> teacher, instructional specialist, admin  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> TouchPhonics Kits - 211 Title I, Part A - \$10,994.40</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> High Teacher Achievement with the planning and instructional process for Tier 1 Instruction</p> <p>Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Data meetings will be held 1-2 times per month to review student progress to guide instruction and intervention planning in addition to keeping the documentation in google folders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Monitor effectiveness of teachers by frequent walk-throughs (F2F and virtual).</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instructional process for Tier 1 instruction and targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Students will utilize a variety of technology apps and headphones to increase engagement. These apps can also be utilized at home and families can help track their student's progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Admin, CTA, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Review, revise, and adjust as needed, the SpEd schedule to identify opportunities for more in-class time for students and SpEd support.</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instruction. Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> SpEd Department, Teacher, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Students will read provided texts over the summer to encourage continued reading, vocabulary and comprehension activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Take-Home Backpacks - 211 Title I, Part A - \$12,420</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><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).</p>
<p><b>Problem Statement 2:</b> Reading: There is a gap between the All student group Meets performance level on STAAR Reading (35%) and the Special Education (16%) and Economically Disadvantaged (32%) student groups.</p>

**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 2019 to 2021.

**Performance Objective 3:** The percent of Mendenhall students that score Meets grade level or above on STAAR Writing 4 will increase from 24% in 2019 to 26% by June 2021. The Economically Disadvantaged student group performance will increase from 21% in 2019 to 26% in 2021. The English Learner student group performance will increase from 19% in 2019 to 22% in 2021.

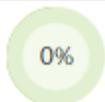
**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Writing

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Positive Behavior Incentives-These objects will allow us to provide positive reinforcements to celebrate and recognize appropriate behaviors and achievements. Positive reinforcement helps children feel good about their choices, which motivates them to increase the behaviors that bring rewards which keeps them in class to receive the instruction. Praise and positive reinforcement usually produces both short-term and long-term benefits as children learn helpful habits that will prove beneficial throughout life.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in expected behaviors which results in students staying in class and receiving Tier 1 instruction as well as their Tier 2 and/or Tier 3.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Specialists, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> High Teacher Achievement with the planning and instructional process for Tier 1 Instruction</p> <p>Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Data meetings will be held 1-2 times per month to review student progress to guide instruction and intervention planning in addition to keeping the documentation in google folders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Incorporate more writing into the instructional block. Incorporate the use of academic vocabulary in writing and increase dictionary usage to help with this.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Students will utilize a variety of technology apps and headphones to increase engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Admin, CTA, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Monitor effectiveness of teachers by frequent walk-throughs (F2F and virtual).</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instructional process for Tier 1 instruction and targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Increase students reading response to support comprehension and practice writing complete sentences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2, 4</p> <p><b>Funding Sources:</b> write and wipe lapboards and magnetic early writing page - 211 Title I, Part A - \$95.97, write and wipe lapboards - 211 Title I, Part A - \$395.88, Rigby Spanish Leveled Library with Take and Teach Lessons-Grade 1 - 211 Title I, Part A - \$3,477.50, Arriba La Lectura: Rigby Spanish Leveled Library with Take and Teach Lessons-Grade K - 211 Title I, Part A - \$3,477.50, write and wipe lapboards - 211 Title I, Part A - \$329.90, Literacy Footprints - 211 Title I, Part A - \$2,459.16</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> PD and focused instruction on writing with our bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic achievement with a writing focus.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Admin</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Level 5: Effective Instruction - **Comprehensive Support Strategy**

**Problem Statements:** Student Learning 4

**Funding Sources:** Patterns of Power en espanol: Inviting Bilingual Writers into the Conventions of Spanish - 211 Title I, Part A - \$51.87, Empowering Writers: Sentence a Day (English and Spanish) - 211 Title I, Part A - \$130



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

**Student Learning**

**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).

**Problem Statement 2:** Reading: There is a gap between the All student group Meets performance level on STAAR Reading (35%) and the Special Education (16%) and Economically Disadvantaged (32%) student groups.

**Problem Statement 4:** Writing: There is a gap between the All student group Meets performance level on STAAR Writing (24%) and the English Learner (19) and Economically Disadvantaged (21%) student groups.

**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 2019 to 2021.

**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 2019 to 47% by June 2021. The Special Education student group performance will increase from 19% in 2019 to 22% in 2021. The English Learner student group performance will increase from 43% in 2019 to 45% in 2021.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2021 STAAR Math - 3rd Grade

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> High Teacher Achievement with the planning and instructional process for Tier 1 Instruction</p> <p>Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Data meetings will be held 1-2 times per month to review student progress to guide instruction and intervention planning in addition to keeping the documentation in google folders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monitor effectiveness of teachers by frequent walk-throughs (F2F and virtual).</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instructional process for Tier 1 instruction and targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will utilize a variety of technology apps and headphones to increase engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Admin, CTA, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Review, revise, and adjust as needed, the SpEd schedule to identify opportunities for more in-class time for students and SpEd support.</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instruction. Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> SpEd Department, Teacher, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><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).</p>

**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 2019 to 2021.

**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 2019 to 44% by June 2021. The Special Education student group performance will increase from 14% in 2019 to 17% in 2021. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 44% in 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Math

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> High Teacher Achievement with the planning and instructional process for Tier 1 Instruction</p> <p>Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Data meetings will be held 1-2 times per month to review student progress to guide instruction and intervention planning in addition to keeping the documentation in google folders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monitor effectiveness of teachers by frequent walk-throughs (F2F and virtual).</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instructional process for Tier 1 instruction and targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will utilize a variety of technology apps and headphones to increase engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Admin, CTA, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Review, revise, and adjust as needed, the SpEd schedule to identify opportunities for more in-class time for students and SpEd support.</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instruction. Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> SpEd Department, Teacher, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Utilize Tens-Frames in addition to other math manipulatives to provide visual and hands on support to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Specialists, Teachers, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Magnetic Tens-Frame Answer Board - 211 Title I, Part A - \$89.97</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress      Accomplished      Continue/Modify      Discontinue			

**Performance Objective 2 Problem Statements:**

Student Learning
<p><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).</p> <p><b>Problem Statement 3:</b> Math: There is a gap between the All student group Meets performance level on STAAR Math (43%) and the Special Education (14%) and Economically Disadvantaged (40%) student groups.</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 2019 to 2021.

**Performance Objective 1:** The percent of Mendenhall students that score Meets grade level or above on STAAR Science 5 will increase from 29% in 2019 to 31% by June 2021. The Special Education student group performance will increase from 15% in 2019 to 17% in 2021. The Economically Disadvantaged student group performance will increase from 24% in 2019 to 28% in 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Science

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> High Teacher Achievement with the planning and instructional process for Tier 1 Instruction</p> <p>Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Data meetings will be held 1-2 times per month to review student progress to guide instruction and intervention planning in addition to keeping the documentation in google folders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monitor effectiveness of teachers by frequent walk-throughs (F2F and virtual).</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instructional process for Tier 1 instruction and targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will utilize a variety of technology apps and headphones to increase engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Admin, CTA, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Review, revise, and adjust as needed, the SpEd schedule to identify opportunities for more in-class time for students and SpEd support.</p> <p><b>Strategy's Expected Result/Impact:</b> High teacher achievement with the planning and instruction. Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> SpEd Department, Teacher, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><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).</p>

# 2020-21 SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jana Prince	Principal
Administrator	Kelly Foster	Asst. Principal
Paraprofessional	Verenice Gutierrez	Support Staff
Instructional Specialist	Paula Mahon	Teacher
Instructional Specialist	Marcy Feist	Teacher
Counselor	Aja Coleman	Counselor
Art Teacher	Ericka Pomponio	Teacher
Classroom Teacher	Emily Schattle	Teacher
Instructional Specialist	Suzi Campbell	Campus Professional
District-level Professional	Kristin Anderson	Coordinator AVID, Secondary Curric & Instruction
Parent	Misty Keasler	Parent
Parent	Fawn Henderson	Parent
Parent	Glenda Osorio	Parent
Parent	Brittany Powell	Parent
Parent	Myriam Brown	Parent
Parent	Minee Petersen	Parent
Business Representative	Tracy Parlin	Business Representative
Business Representative	Jerome Prince	Business Representative
Community Representative	Cathy Taylor	Community Representative
Community Representative	Karen Noble	Community Representative

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

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	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
<b>2019 # of Students</b>	5	72	5					16	77		61	73	14	87
<b>2019</b>	40	43	80					19	44		43	47	43	46
<b>2020</b>	42	45	80					20	46		44	47	44	47
<b>2021</b>	44	47	81					22	48		45	48	45	47
<b>2022</b>	47	50	81					24	51		47	48	47	48
<b>2023</b>	51	54	82					26	55		49	49	49	50
<b>2024</b>	56	59	83					29	60		52	50	52	51

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	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><b>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> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><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>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	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"> <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> <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>		
Principal	<p><b>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>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</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><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>		
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