Plano Independent School District

Mendenhall Elementary

2021-2022

Board Approval Date: November 3, 2021

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 570-600 students. The high percentage of economically disadvantaged (80-88%) 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
- Bilingual Campus
- One Way Dual Language Program-develop biliteracy (Beg. 2019-2020)
- Increased support for our At-Risk students (Instructional Specialist, Social Worker on a Tier 3 need, 2 Counselors)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Strengthen SEL and restorative practices. **Root Cause:** Lack of incentives, recognitions and Restorative Circles in our Student Management Program.

Student Learning

Student Learning Summary

Mendenhall Elementary Goals Including HB3 Goals: Individual goals are set for specific student groups (SpEd and All Students) with the expectation of high standards (Meets and Masters) as well as to narrow the learning gap between each group and the All Students group.

In most quintiles in each content area, the majority of our students land in Quintiles 4 and 5. There are minimal students in Quintiles 1 and 2 and those students are not making significant growth.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Mendenhall 2021 STAAR data was more than 10% below the 2018-2019 STAAR score in Reading and Math. **Root Cause:** Decline in hands-on, interactive and engagement tools and strategies in both reading and math.

Problem Statement 2 (Prioritized): Reading: There is a gap between the All student group Meets performance level on STAAR Reading (13%) and the Special Education (11%) and Economically Disadvantaged (11%) student groups. **Root Cause:** Low interaction with physical text using literacy strategies. Not a variety of texts online vs. physical book in both languages.

Problem Statement 3 (Prioritized): Math: There is a gap between the All student group Meets performance level on STAAR Math (13%) and the Special Education (less than 10%) and Economically Disadvantaged (less than 10%) student groups. **Root Cause:** Decrease with hands on math tools and strategies incorporated into instruction.

Problem Statement 4 (Prioritized): Science: There is a gap between the All student group Meets performance level on STAAR Science (11%) and the Special Education (17%) and Economically Disadvantaged (less than 10%) student groups. **Root Cause:** Decrease with hands on science experiences.

School Processes & Programs

School Processes & Programs Summary

Mendenhall operates based on our two rules 1) Work Hard and 2) Be nice. This reflects our committment to our campus and community that growing the whole child remains our top prioirity. 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 addtion to the required curriculum through Lego Robotics. We provide our teachers with 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

- 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)
- Mendenhall Houses

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There isn't a campus wide consistent 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 to use.

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, Book Drive, Back to School supply drive, and Holiday support. Students success is celebrated every 9 weeks and through various Mendenhall House Challenges. Families enjoy PTA sponsored events such as Community Night events, Book Fair, In and Out Fundraiser, Carnival (Chase Oaks), and Family Dances.

Perceptions Strengths

- Counselors, Parent Liasion hand in hand to increase and welcome family engagement and education
- Families receive weekly news via Twitter, Facebook, eNews, Digital Marquee, SchoolMessenger
- Students and Staff are recognized every Monday via Morning Announcements
- Students are recognized for their achievements every 9 weeks at our Spirit Assemblies
- 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 including parent workshops and academic nights that are focused on student achievement **Root Cause:** Parent(s) work and transportation is a factor that plays into low attendance.

Priority Problem Statements

Problem Statement 1: Mendenhall 2021 STAAR data was more than 10% below the 2018-2019 STAAR score in Reading and Math.

Root Cause 1: Decline in hands-on, interactive and engagement tools and strategies in both reading and math.

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 (13%) and the Special Education (11%) and Economically Disadvantaged (11%) student groups.

Root Cause 2: Low interaction with physical text using literacy strategies. Not a variety of texts online vs. physical book in both languages.

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 (13%) and the Special Education (less than 10%) and Economically Disadvantaged (less than 10%) student groups.

Root Cause 3: Decrease with hands on math tools and strategies incorporated into instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Science: There is a gap between the All student group Meets performance level on STAAR Science (11%) and the Special Education (17%) and Economically Disadvantaged (less than 10%) student groups.

Root Cause 4: Decrease with hands on science experiences.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- 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 diagnostic reading assessment data
- 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

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2020 to 2022.

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

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading - 3rd Grade

Summative Evaluation: Some progress made toward meeting Objective
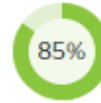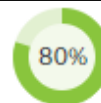
Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High Teacher Achievement with the planning and instructional process for Tier 1 Instruction as measured by CWT and Planning WT and use of the data protocol. Increase in student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** STAAR Practice Assessments - 211 Title I, Part A - $164.85	50%	60%	95%

Strategy 2 Details	Formative Reviews

Strategy 2: Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.

	Formative		
	Nov	**Feb**	**June**

    Strategy's Expected Result/Impact: Increased academic achievement

    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin

45%	45%	80%

    Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**

    Problem Statements: Student Learning 1, 2, 3

    Funding Sources: Adult Temp (Monolingual-Math) - 211 Title I, Part A - $3,360, Adult Temp (Bilingual-Reading) - 211 Title I, Part A - $3,360, Adult Temp (Monolingual-Reading) - 211 Title I, Part A - $3,360, Adult Temp (Monolingual-Math) - 211 Title I, Part A - $3,360

Strategy 3 Details	Formative Reviews

Strategy 3: Increase engagement and intervention support through technology apps.

	Formative		
	Nov	**Feb**	**June**

    Strategy's Expected Result/Impact: Increase in academic achievement as evidence through CWT.

    Staff Responsible for Monitoring: Teacher, Admin, CTA, Instructional Specialists

50%	60%	85%

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

    Problem Statements: Student Learning 2

    Funding Sources: HMH-Waggle - 211 Title I, Part A - $3,200

Strategy 4 Details	Formative Reviews

Strategy 4: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.

	Formative		
	Nov	**Feb**	**June**

    Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly.

    Staff Responsible for Monitoring: SpEd Department, Teacher, Admin

35%	40%	80%

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

Strategy 5 Details	Formative Reviews

Strategy 5 Details			
Strategy 5: Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.	**Formative**		
Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referrals and incidents in the classroom and allow students to stay in class and receive their instruction. These strategies can be shared with familie to utilize at home.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Admin, Counselor, Teachers	35%	50%	90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**			
Funding Sources: The Game Plan Game (Life Skills for Kids) - 211 Title I, Part A - $29.95			

Strategy 6 Details	Formative Reviews

Strategy 6 Details			
Strategy 6: Incorporate the use of academic language and vocabulary in across all content areas.	**Formative**		
Strategy's Expected Result/Impact: This will be evidenced through observational data, CWT and TELPAS.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teacher, Instructional Specialist, Admin	25%	70%	90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Mendenhall 2021 STAAR data was more than 10% below the 2018-2019 STAAR score in Reading and Math. **Root Cause**: Decline in hands-on, interactive and engagement tools and strategies in both reading and math.
Problem Statement 2: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (13%) and the Special Education (11%) and Economically Disadvantaged (11%) student groups. **Root Cause**: Low interaction with physical text using literacy strategies. Not a variety of texts online vs. physical book in both languages.
Problem Statement 3: Math: There is a gap between the All student group Meets performance level on STAAR Math (13%) and the Special Education (less than 10%) and Economically Disadvantaged (less than 10%) student groups. **Root Cause**: Decrease with hands on math tools and strategies incorporated into instruction.

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2020 to 2022.

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

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: TouchPhonics Program:The Hands-on Approach to Phonics and Word Study	**Formative**		
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.	**Nov**	**Feb**	**June**

Strategy's Expected Result/Impact: close reading gaps
    Staff Responsible for Monitoring: teacher, instructional specialist, admin
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**
    Funding Sources: Literacy Footprints - 211 Title I, Part A - $14,800
	45%	60%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons	**Formative**		
and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.	**Nov**	**Feb**	**June**

Strategy's Expected Result/Impact: High teacher achievement with the planning and instructional process for Tier 1 instruction and targeted intervention.
    Staff Responsible for Monitoring: Admin, Teachers, Instructional Specialists
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**
    Problem Statements: Student Learning 1, 2
    Funding Sources: Multi-Sensory Raised Ruled Tablet - 211 Title I, Part A - $159.25
	50%	60%	85%

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic achievement. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2	45%	45%	85%

Strategy 4 Details	Formative Reviews

	Formative		
Strategy 4: Increase engagement and intervention support through technology apps.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in academic achievement as evidence through CWT. **Staff Responsible for Monitoring:** Teacher, Admin, CTA, Instructional Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2	50%	60%	80%

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly. **Staff Responsible for Monitoring:** SpEd Dept., Teacher, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2	35%	35%	80%

Strategy 6 Details	Formative Reviews		
Strategy 6: Students and staff will participate in Community Circle (2nd Step) daily, monthly guidance lessons with SEL embedded.	**Formative**		
Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referral and incidents in the classroom and allow students to stay in class and receive their instruction. These strategies can be shared with families to utilize at home. **Staff Responsible for Monitoring:** Admin, Counselors, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1	**Nov** 35%	**Feb** 45%	**June** 90%

Strategy 7 Details	Formative Reviews		
Strategy 7: Incorporate the use of academic language and vocabulary across all content areas.	**Formative**		
Strategy's Expected Result/Impact: This will be evidenced through observational data, CWT, TELPAS **Staff Responsible for Monitoring:** Teacher, Instructional Specialist, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Literacy Footprints - 211 Title I, Part A - $14,800, Dry Erase Boards - 211 Title I, Part A - $1,376.60	**Nov** 35%	**Feb** 70%	**June** 80%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Mendenhall 2021 STAAR data was more than 10% below the 2018-2019 STAAR score in Reading and Math. **Root Cause**: Decline in hands-on, interactive and engagement tools and strategies in both reading and math.
Problem Statement 2: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (13%) and the Special Education (11%) and Economically Disadvantaged (11%) student groups. **Root Cause**: Low interaction with physical text using literacy strategies. Not a variety of texts online vs. physical book in both languages.

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2020 to 2022.
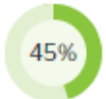
Performance Objective 1: HB3 - The percent of Mendenhall 3rd grade students that score meets grade level or above on STAAR Math will increase from 46% in 2020 to 47% by June 2022. The Special Education student group performance will increase from 19% in 2020 to 22% in 2022. The English Learner student group performance will increase from 43% in 2020 to 45% in 2022.

Targeted or ESF High Priority
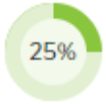
HB3 Goal

Evaluation Data Sources: 2022 STAAR Math - 3rd Grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: High Teacher Achievement with the planning and instructional process for Tier 1 Instruction Increase in student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2	45%	45%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referrals and incidents in the classroom and allow students to stay in class and receive their instruction. **Staff Responsible for Monitoring:** Admin, Counselor, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	35%	55%	90%

Strategy 3 Details	**Formative Reviews**		

Strategy 3: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.

	Formative		
	Nov	**Feb**	**June**

    Strategy's Expected Result/Impact: High Teacher achievement with the planning and instructional process for Tier I instruction as measured by CWT, Planning walk-throughs and use of the data protocol.

    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin

50%	60%	80%

    Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**

    Problem Statements: Student Learning 1, 3

Strategy 4 Details	**Formative Reviews**		

Strategy 4: Increase engagement and intervention support through technology apps and visuals.

	Formative		
	Nov	**Feb**	**June**

    Strategy's Expected Result/Impact: Increase in academic achievement as evidenced through CWT.

    Staff Responsible for Monitoring: Teacher, Admin, CTA, Instructional Specialist

50%	60%	90%

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

    Problem Statements: Student Learning 1, 3

    Funding Sources: Chart Paper-Post It (Sticky back) - 211 Title I, Part A - $4,695.07, Skip Counting Mats - 211 Title I, Part A - $1,320

Strategy 5 Details	**Formative Reviews**		

Strategy 5: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.

	Formative		
	Nov	**Feb**	**June**

    Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly.

    Staff Responsible for Monitoring: SpEd department, Teacher, Admin

35%	40%	80%

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

    Problem Statements: Student Learning 1, 3

Strategy 6 Details	Formative Reviews		
Strategy 6: Incorporate the use of academic language and vocabulary across all content areas.	**Formative**		
Strategy's Expected Result/Impact: This will be evidenced through observational data, CWT, and TELPAS	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teacher Instructional Specialist, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3	25%	70%	90%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Mendenhall 2021 STAAR data was more than 10% below the 2018-2019 STAAR score in Reading and Math. **Root Cause**: Decline in hands-on, interactive and engagement tools and strategies in both reading and math.
Problem Statement 2: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (13%) and the Special Education (11%) and Economically Disadvantaged (11%) student groups. **Root Cause**: Low interaction with physical text using literacy strategies. Not a variety of texts online vs. physical book in both languages.
Problem Statement 3: Math: There is a gap between the All student group Meets performance level on STAAR Math (13%) and the Special Education (less than 10%) and Economically Disadvantaged (less than 10%) student groups. **Root Cause**: Decrease with hands on math tools and strategies incorporated into instruction.

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2020 to 2022.

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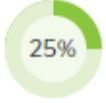
Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High Teacher Achievement with the planning and instructional process for Tier 1 Instruction as measured by CWT and Planning WT and use of the data protocol. Increase in student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** STAAR Practice Assessments - 211 Title I, Part A - $164.85, Multi-Sensory Raised Ruled Tablet - 211 Title I, Part A - $159.25	50%	60%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic achievement **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Adult Temp (Monolingual-Math) - 211 Title I, Part A - $3,360, Adult Temp (Bilingual-Reading) - 211 Title I, Part A - $3,360, Adult Temp (Monolingual-Reading) - 211 Title I, Part A - $3,360, Adult Temp (Monolingual-Math) - 211 Title I, Part A - $3,360	45%	50%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase engagement and intervention support through technology apps.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in academic achievement as evidence through CWT. **Staff Responsible for Monitoring:** Teacher, Admin, CTA, Instructional Specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** HMH-Waggle - 211 Title I, Part A - $3,200	50%	60%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly. **Staff Responsible for Monitoring:** SpEd Department, Teacher, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	35%	40%	80%

Strategy 5 Details	Formative Reviews		
Strategy 5: Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.	Formative		
Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referrals and incidents in the classroom and allow students to stay in class and receive their instruction. These strategies can be shared with familie to utilize at home. **Staff Responsible for Monitoring:** Admin, Counselor, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Funding Sources:** The Game Plan Game (Life Skills for Kids) - 211 Title I, Part A - $29.95	**Nov** 35%	**Feb** 45%	**June** 90%

Strategy 6 Details	Formative Reviews		
Strategy 6: Incorporate the use of academic language and vocabulary in across all content areas.	Formative		
Strategy's Expected Result/Impact: This will be evidenced through observational data, CWT and TELPAS. **Staff Responsible for Monitoring:** Teacher, Instructional Specialist, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	**Nov** 25%	**Feb** 70%	**June** 90%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Mendenhall 2021 STAAR data was more than 10% below the 2018-2019 STAAR score in Reading and Math. **Root Cause**: Decline in hands-on, interactive and engagement tools and strategies in both reading and math.
Problem Statement 2: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (13%) and the Special Education (11%) and Economically Disadvantaged (11%) student groups. **Root Cause**: Low interaction with physical text using literacy strategies. Not a variety of texts online vs. physical book in both languages.
Problem Statement 3: Math: There is a gap between the All student group Meets performance level on STAAR Math (13%) and the Special Education (less than 10%) and Economically Disadvantaged (less than 10%) student groups. **Root Cause**: Decrease with hands on math tools and strategies incorporated into instruction.

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2020 to 2022.

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

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Science

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High Teacher Achievement with the planning and instructional process for Tier 1 Instruction as measured by CWT and Planning WT and use of the data protocol. Increase in student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** STAAR Practice Assessments - 211 Title I, Part A - $164.85	50%	60%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Supplemental instruction will be provided using Adult Temps. Adult Temps will support students instructional needs based on student's assessment data.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic achievement **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Adult Temp (Monolingual-Math) - 211 Title I, Part A - $3,360, Adult Temp (Bilingual-Reading) - 211 Title I, Part A - $3,360, Adult Temp (Monolingual-Reading) - 211 Title I, Part A - $3,360, Adult Temp (Monolingual-Math) - 211 Title I, Part A - $3,360	45%	45%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase engagement and intervention support through technology apps.	Formative		
Strategy's Expected Result/Impact: Increase in academic achievement as evidence through CWT. **Staff Responsible for Monitoring:** Teacher, Admin, CTA, Instructional Specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** HMH-Waggle - 211 Title I, Part A - $3,200	**Nov**	**Feb**	**June**
	50%	60%	85%

Strategy 4 Details	Formative Reviews		
Strategy 4: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.	Formative		
Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly. **Staff Responsible for Monitoring:** SpEd Department, Teacher, Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	**Nov**	**Feb**	**June**
	35%	35%	75%

Strategy 5 Details	Formative Reviews		
Strategy 5: Students and staff will participate in Community Circle (daily), monthly guidance lessons with SEL embedded.	Formative		
Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referrals and incidents in the classroom and allow students to stay in class and receive their instruction. These strategies can be shared with familie to utilize at home. **Staff Responsible for Monitoring:** Admin, Counselor, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Funding Sources:** The Game Plan Game (Life Skills for Kids) - 211 Title I, Part A - $29.95	**Nov**	**Feb**	**June**
	35%	40%	90%

Strategy 6 Details	Formative Reviews		
Strategy 6: Incorporate the use of academic language and vocabulary in across all content areas.	Formative		
Strategy's Expected Result/Impact: This will be evidenced through observational data, CWT and TELPAS. **Staff Responsible for Monitoring:** Teacher, Instructional Specialist, Admin	**Nov**	**Feb**	**June**

| **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** | 25% | 70% | 85% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Mendenhall 2021 STAAR data was more than 10% below the 2018-2019 STAAR score in Reading and Math. **Root Cause**: Decline in hands-on, interactive and engagement tools and strategies in both reading and math.
Problem Statement 2: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (13%) and the Special Education (11%) and Economically Disadvantaged (11%) student groups. **Root Cause**: Low interaction with physical text using literacy strategies. Not a variety of texts online vs. physical book in both languages.
Problem Statement 3: Math: There is a gap between the All student group Meets performance level on STAAR Math (13%) and the Special Education (less than 10%) and Economically Disadvantaged (less than 10%) student groups. **Root Cause**: Decrease with hands on math tools and strategies incorporated into instruction.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jana Prince	Principal
Administrator	Lindsay Sivick	Asst. Principal
Counselor	Aja Coleman	Faculty Member
Instructional Specialist	Paula Mahon	Faculty Member
Instructional Specialist	Marcy Feist	Faculty Member
SpEd Teacher	Nicole Shingler	Faculty Members
Classroom Teacher	Emily Shattle	Faculty Member
Classroom Teacher	Debbie Lachey	Faculty Member
Classroom Teacher	Shannon Jameson	Faculty Member
District-level Professional	Kristin Anderson	District- Level Professional Staff Member
Paraprofessional	Verenice Gutierrez	Support Staff Member
Community Representative	Karen Noble	Community Members
Community Representative	Fawn Henderson	Community Members
Parent	Glenda Osorio	Parent
Business Representative	Jerome Prince	Business Representative
Community Representative	Minee Peterson	Community Members
Community Representative	Cathy Taylor	Community Members
Business Representative	Tracy Parlin	Business Representative
Parent	Brittany Powell	Parent
Parent	Kelly Foster	Parent

Campus Funding Summary

			199 State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,262.00
				+/- Difference	$8,262.00
			199 Bilingual/ESL/ELL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,932.00
				+/- Difference	$1,932.00
			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	STAAR Practice Assessments		$164.85
1	1	2	Adult Temp (Monolingual-Reading)		$3,360.00
1	1	2	Adult Temp (Monolingual-Math)		$3,360.00
1	1	2	Adult Temp (Bilingual-Reading)		$3,360.00
1	1	2	Adult Temp (Monolingual-Math)		$3,360.00
1	1	3	HMH-Waggle		$3,200.00
1	1	5	The Game Plan Game (Life Skills for Kids)		$29.95
1	2	1	Literacy Footprints		$14,800.00
1	2	2	Multi-Sensory Raised Ruled Tablet		$159.25
1	2	7	Literacy Footprints		$14,800.00
1	2	7	Dry Erase Boards		$1,376.60
2	1	4	Chart Paper-Post It (Sticky back)		$4,695.07
2	1	4	Skip Counting Mats		$1,320.00
2	2	1	STAAR Practice Assessments		$164.85
2	2	1	Multi-Sensory Raised Ruled Tablet		$159.25

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Adult Temp (Monolingual-Reading)		$3,360.00
2	2	2	Adult Temp (Monolingual-Math)		$3,360.00
2	2	2	Adult Temp (Bilingual-Reading)		$3,360.00
2	2	2	Adult Temp (Monolingual-Math)		$3,360.00
2	2	3	HMH-Waggle		$3,200.00
2	2	5	The Game Plan Game (Life Skills for Kids)		$29.95
3	1	1	STAAR Practice Assessments		$164.85
3	1	2	Adult Temp (Monolingual-Reading)		$3,360.00
3	1	2	Adult Temp (Monolingual-Math)		$3,360.00
3	1	2	Adult Temp (Bilingual-Reading)		$3,360.00
3	1	2	Adult Temp (Monolingual-Math)		$3,360.00
3	1	3	HMH-Waggle		$3,200.00
3	1	5	The Game Plan Game (Life Skills for Kids)		$29.95
				Sub-Total	$87,814.57
				Budgeted Fund Source Amount	$345,074.00
				+/- Difference	$257,259.43
282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,650.00
				+/- Difference	$10,650.00
				Grand Total Budgeted	$365,918.00
				Grand Total Spent	$87,814.57
				+/- Difference	$278,103.43

Addendums

Mendenhall - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 24% in 2019 to 26% by June 2021.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	*	23	0	*	*	*	*	6	21	*	19	21	45	24
2020	*	25	0	*	*	*	*	7	23	*	20	21	46	25
2021	*	27	1	*	*	*	*	8	26	*	22	22	48	26
2022	*	31	1	*	*	*	*	10	30	*	25	22	50	28
2023	*	35	2	*	*	*	*	13	35	*	28	23	53	30
2024	*	41	4	*	*	*	*	16	41	*	33	25	56	32
2019-2021	*	4	1	*	*	*	*	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Mendenhall - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 29% in 2019 to 31% by June 2021.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	20	27	50	*	*	*	*	15	24	*	25	31	21	29
2020	21	28	50	*	*	*	*	16	25	*	26	31	22	30
2021	24	31	50	*	*	*	*	17	28	*	27	31	23	31
2022	27	33	51	*	*	*	*	19	31	*	28	32	25	32
2023	31	37	51	*	*	*	*	22	35	*	30	32	27	33
2024	36	42	52	*	*	*	*	25	40	*	33	33	30	34
2019-2021	4	4	0	*	*	*	*	2	4	*	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Mendenhall

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	5	72	5					16	77		61	73	14	87
2019	40	35	60					19	35		34	37	36	37
2020	42	37	60					20	37		36	37	37	38
2021	44	40	61					22	40		38	38	39	39
2022	47	43	62					24	44		40	39	41	41
2023	51	48	63					26	49		44	40	44	43
2024	56	53	64					29	55		48	41	48	45

District Goals for Grade 3 STAAR

	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
District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	5	72	5					16	77		61	73	14	87
2019	40	43	80					19	44		43	47	43	46
2020	42	45	80					20	46		44	47	44	47
2021	44	47	81					22	48		45	48	45	47
2022	47	50	81					24	51		47	48	47	48
2023	51	54	82					26	55		49	49	49	50
2024	56	59	83					29	60		52	50	52	51

District Goals for Grade 3 STAAR

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Mendenhall

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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	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	- Employ discipline interventions - Use other intervention strategies as necessary/appropriate - Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** - K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. - K-8 Include at least one Parent on Campus Wellness Team. - K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. - K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. - K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** 3-8 Pre and Post Assess all eligible students using fitness test components. 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** - K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. - K-8 Measure MVPA and physical activity time	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local	ESSA	
Principal	**Parent Involvement** ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and		

	community informed. Funding source: State and Local ● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local ● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local ● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		