

Plano Independent School District

Mendenhall Elementary

2022-2023



Board Approval Date: September 20, 2022

Mission Statement

WORK HARD. BE NICE.

Vision

Committed to Excellence

Dedicated to Caring

Poewred by Learning

Plano ISD Proud

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 5
 - Perceptions 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 9
 - 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 2022 to 2023. 10
 - 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 2022 to 2023. 15
 - 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 2022 to 2023. 21
- Site-Based Decision Making Committee 24
- Campus Funding Summary 25
- Addendums 27

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%
- Special Education—18.2%
- Mobility Rate 22.5%
- Gifted and Talented 4.8%

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, Community in Schools, 2 Counselors)
- k-3 Teachers have obtained Reading Academy Certification

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 plan.

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 quintile 1 and 2, however most students in all quintiles demonstrated significant growth specially in 3rd grade.

Student Learning Strengths

- Revising the Master Schedule (protected Tier 1 instructional time and uninterrupted science blocks)
- Intervention Team
- Enrichment
- Planning Protocol/UnPacking TEKS (Collaborative Team Framework implementation campus wide, learning, and language objectives posted campus wide)
- K-3 Teachers – Obtained Reading Academy Certification
- Data Driven Discussion Protocol (scheduled after each assessment window)
- Data Dashboard

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Mendenhall's 2022 STAAR Data showed that 40% of students were in Approaches and 9% were in the Meets category. **Root Cause:** The science block of time was interrupted with various students getting pulled for tiered interventions, guidance, and other groups. Science visuals were not consistently implemented and hands-on learning was not evident enough.

Problem Statement 2: Mendenhall's 2022 STAAR Math Data showed that 43% of students did not meet, 32% were in the approaches category, 15% were in the meets category, and 10% were in the masters category. **Root Cause:** Teachers were planning content areas independently and shared activities rather than unpacking the TEKS and coming up with a collaborative plan. Tier 1 instruction was interrupted due to students getting pulled out for small groups.

Problem Statement 3: Mendenhall's 2022 STAAR Reading Data showed that 35% of students did not meet, 27% were in the approaches category, 21% were in the meets category, and 17% were in the masters category. **Root Cause:** Teachers were planning content areas independently and shared activities rather than unpacking the TEKS and coming up with a collaborative plan. Tier 1 instruction was interrupted due to students getting pulled out for small 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 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
- Planning Observation/Feedback Forms
- Community Circle and Second Step (Daily)
- Lego Robotics
- Self-Manager Program (Student Mgmt. Program)
- Mendenhall Houses
- Guidance Lessons
- Food For Kids
- Brighter Bites Program
- Community in Schools

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Tier 1 one instructional blocks were interrupted by various pull out programs on the campus. **Root Cause:** There was not a protected Tier 1 instructional block reflected in the master schedule

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 through various Mendenhall House Challenges and Spirit Assemblies. Families enjoy PTA sponsored events such as Community Night events, Book Fair, In and Out Fundraiser, Carnival (Chase Oaks), and Back to School Picnic.

Perceptions Strengths

- Counselors, Parent Liasion, and Community and Schools all work hand in hand to increase and welcome family engagement and education.
- Families receive weekly news via Twitter, 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 participation with parent volunteers, parent workshops, and academic nights that are focused on student achievement. **Root Cause:** Parent(s) work and transportation are factors that play into low attendance as well as a better need to understand the significance that these events play in their child's educational future.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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


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 2022 to 2023.







Performance Objective 1: HB3 - The percent of Mendenhall 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% in 2022 to 41% by June 2023. The Special Education student group performance will increase from 25% in 2022 to 28% in 2023. The English Learner student group performance will increase from 29% in 2022 to 31% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Reading - 3rd Grade

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



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




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






Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2022 to 2023.

Performance Objective 2: The percent of Mendenhall students that score Meets grade level or above on STAAR Reading 3-5 will increase from 39% in 2022 to 40% by June 2023. The Special Education student group performance will increase from 20% in 2022 to 23% in 2023. The English Learner student group performance will increase from 31% in 2022 to 33% in 2023.

Evaluation Data Sources: 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: High teacher achievement with the planning and instructional process for Tier 1 instruction and targeted intervention.</p> <p>Staff Responsible for Monitoring: Admin, Teachers, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplemental instruction will be provided using Adult Temps and an online reading intervention program. Both Adult Temps and the online reading intervention program will support students instructional needs based on student's assessment data.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Istation - 211 Title I, Part A - \$6,410.14, Adult Temp - 282 ESSER III - \$7,425</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase engagement and strengthen Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement as evidence through CWT.</p> <p>Staff Responsible for Monitoring: Teacher, Admin, Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum.</p> <p>Strategy's Expected Result/Impact: Student achievement with the planning and instruction as evidenced through lesson plans weekly.</p> <p>Staff Responsible for Monitoring: SpEd Dept., Teacher, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students and staff will participate in Community Circle (2nd Step) daily, monthly guidance lessons with SEL embedded.</p> <p>Strategy's Expected Result/Impact: Emotionally strong students who have strategies to help them cope when dysregulated will decrease office referral and incidents in the classroom and allow students to stay in class and receive their instruction. These strategies can be shared with families to utilize at home.</p> <p>Staff Responsible for Monitoring: Admin, Counselors, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			



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




Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.






Performance Objective 1: HB3 - The percent of Mendenhall 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% in 2022 to 41% by June 2023. The Economically Disadvantaged student group performance will increase from 39% in 2022 to 41% in 2023. The English Learner student group performance will increase from 27% in 2022 to 29% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Math - 3rd Grade

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


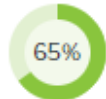
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.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




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






Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 2: The percent of Mendenhall students that score Meets grade level or above on STAAR Math 3-5 will increase from 29% in 2022 to 30% by June 2023. The Special Education student group performance will increase from 21% in 2022 to 24% in 2023. The English Learner student group performance will increase from 24% in 2022 to 26% in 2023.

Evaluation Data Sources: 2023 STAAR Math

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



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




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






Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

Performance Objective 1: The percent of Mendenhall students that score Meets grade level or above on STAAR Science 5 will increase from 10% in 2022 to 11% by June 2023. The English Learner student group performance will increase from 7% in 2022 to 9% in 2023. The Economically Disadvantaged student group performance will increase from 8% in 2022 to 10% in 2023.

Evaluation Data Sources: 2023 STAAR Science

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

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

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

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jana Prince	Principal
Administrator	Dora DeBoer	Asst. Principal
Instructional Specialist	Paula Mahon	Faculty Member
SpEd Teacher	Nicole Shingler	Faculty Members
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	Kelly Foster	Parent
Faculty Member	Blanca Solares	MTTS Coordinator
Faculty Member	Kellie Choate	Classroom Teacher
Faculty Member	Callie Wallace	Classroom Teacher
Faculty Member	Sahira Jenkins	Classroom Teacher
Faculty Member	Cindy Briones	Classroom Teacher
Faculty Member	Tera Harrison	Classroom Teacher
Faculty Member	Dalia Mercado	Instructional Specialist
Faculty Member	suzi campbell	Instructional Specialist
Parent	Yoanna Rodriguez	Parent
Community Representative	Emelia Ahmed	Community Member
Faculty Member	Jackie Strack	Classroom Teacher
Parent	Vanessa Sandoval	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					\$8,226.00
+/- Difference					\$8,226.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,052.00
+/- Difference					\$2,052.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Adult Temp		\$0.00
1	1	3	HMH-Waggle		\$0.00
1	1	5	The Game Plan Game (Life Skills for Kids)		\$0.00
1	2	2	Istation		\$6,410.14
2	1	4	Chart Paper-Post It (Sticky back)		\$0.00
2	1	4	Skip Counting Mats		\$0.00
2	2	1	STAAR Practice Assessments		\$0.00
2	2	1	Multi-Sensory Raised Ruled Tablet		\$0.00
2	2	2	Adult Temp (Monolingual-Reading)		\$0.00
2	2	2	Adult Temp (Monolingual-Math)		\$0.00
2	2	2	Adult Temp (Bilingual-Reading)		\$0.00
2	2	2	Adult Temp (Monolingual-Math)		\$0.00
2	2	3	HMH-Waggle		\$0.00
2	2	5	The Game Plan Game (Life Skills for Kids)		\$0.00
3	1	1	STAAR Practice Assessments		\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Adult Temp		\$0.00
Sub-Total					\$6,410.14
Budgeted Fund Source Amount					\$404,040.00
+/- Difference					\$397,629.86
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Adult Temp		\$7,425.00
Sub-Total					\$7,425.00
Budgeted Fund Source Amount					\$7,425.00
+/- Difference					\$0.00
Grand Total Budgeted					\$421,743.00
Grand Total Spent					\$13,835.14
+/- Difference					\$407,907.86

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mendenhall

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	72	5	0	0	0	20	71	3	59	75	18	93
2022	55	33	60				25	39	33	29	33	67	40
2023	57	35	61				28	41	34	31	34	68	41
2024	59	37	61				31	43	34	33	34	70	41
2025	61	39	62				35	45	35	36	35	72	42
2026	65	43	64				41	49	37	40	37	75	44
2027	69	47	65				48	53	38	45	38	78	45

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mendenhall

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Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	60	6	0	1	0	22	63	3	52	49	29	78
2022	40	32	50		0		18	32	33	33	33	34	33
2023	42	34	51		1		21	34	34	35	34	35	34
2024	44	36	51		1		24	36	34	37	34	37	34
2025	46	38	52		2		28	38	35	40	35	39	35
2026	50	42	54		4		34	42	37	44	37	42	37
2027	54	46	55		5		41	46	38	49	38	45	38

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Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	63	10	0	4	0	19	65	7	58	63	25	88
2022	50	37	60		50		16	37	29	31	38	52	42
2023	52	39	61		51		19	39	30	33	39	53	43
2024	54	41	61		51		22	41	30	35	39	55	43
2025	56	43	62		52		26	43	31	38	40	57	44
2026	60	47	64		54		32	47	33	42	42	60	46
2027	64	51	65		55		39	51	34	47	43	63	47

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mendenhall

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Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	29	195	21	0	5	0	61	199	13	169	187	72	259
2022	48	34	57		40		20	36	31	31	35	49	39
2023	50	36	58		41		23	38	32	33	36	50	40
2024	52	38	58		41		26	40	32	35	36	52	40
2025	54	40	59		42		30	42	33	38	37	54	41
2026	58	44	61		44		36	46	35	42	39	57	43
2027	62	48	62		45		43	50	36	47	40	60	44

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	72	5	0	0	0	20	71	3	59	75	18	93
2022	55	35	60				35	39	0	27	36	56	40
2023	58	37	61				38	41	1	29	37	58	41
2024	61	40	63				41	44	3	31	39	60	43
2025	64	44	65				45	48	5	34	41	63	45
2026	70	48	67				50	52	7	38	43	67	47
2027	76	54	70				57	58	10	43	46	72	50

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mendenhall

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Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	60	6	0	1	0	22	63	3	52	49	29	78
2022	30	17	33		0		18	17	33	15	22	14	19
2023	33	19	34		1		21	19	34	17	23	16	20
2024	36	22	36		3		24	22	36	19	25	18	22
2025	39	26	38		5		28	26	38	22	27	21	24
2026	45	30	40		7		33	30	40	26	29	25	26
2027	51	36	43		10		40	36	43	31	32	30	29

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Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	63	10	0	4	0	19	65	7	58	63	25	88
2022	25	27	30		50		11	26	14	28	29	24	27
2023	28	29	31		51		14	28	15	30	30	26	28
2024	31	32	33		53		17	31	17	32	32	28	30
2025	34	36	35		55		21	35	19	35	34	31	32
2026	40	40	37		57		26	39	21	39	36	35	34
2027	46	46	40		60		33	45	24	44	39	40	37

HB3 Campus Goals - All Grades STAAR at Meets Standard

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2023	41	29	39		41		24	30	16	26	31	30	30
2024	44	32	41		43		27	33	18	28	33	32	32
2025	47	36	43		45		31	37	20	31	35	35	34
2026	53	40	45		47		36	41	22	35	37	39	36
2027	59	46	48		50		43	47	25	40	40	44	39

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	63	10	0	4	0	19	65	7	58	63	25	88
2022	12	8	20		25		11	8	0	7	13	4	10
2023	15	10	21		26		14	10	1	9	14	6	11
2024	18	13	23		28		17	13	3	11	16	8	13
2025	21	17	25		30		21	17	5	14	18	11	15
2026	27	22	27		32		26	22	8	18	20	15	17
2027	33	28	30		35		33	28	12	23	23	19	20

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
Principal, Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<p>Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time 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. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local 		

	<ul style="list-style-type: none">● 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		
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