

Plano Independent School District

Mendenhall Elementary

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

WORK HARD. BE NICE.

Vision
Committed to Excellence
Dedicated to Caring
Poewred by Learning
Plano ISD Proud

Value Statement

We Believe:

ALL students are at the heart of our decisions.

High expectations lead to growth and achievement for each student and staff member.

Graduates must possess the skills and knowledge that prepare them to become responsible citizens and successful leaders.

All students will utilize social, emotional and academic skills in order to become resilient and resourceful lifelong learners.

The highest levels of learning occur when students are engaged in work that is relevant, authentic and challenging.

Equity and access to equal opportunities are essential to reaching the highest levels of student achievement.

As good stewards, we provide access to resources that enable each student to reach his/her aspirations.

Our diverse, innovative and future-focused employees are the most valuable resource vital to the growth, care and success of each student.

We embrace families, staff, students, and our community in the shared responsibility of educating our children.

Developing meaningful, collaborative relationships in a welcoming, safe and caring environment is essential for student success.

Quality public education is the foundation of a thriving community.

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

Demographics Strengths

- Diverse Student Population
- Bilingual Campus
 - Bilingual Office staff.
- One Way Dual Language Program-develop biliteracy PreK-4th (Beg. 2019-2020)
- Increased support for our At-Risk students (Instructional Specialist, Community in Schools, 2 Counselors, Bilingual Parent Liaison)
- K-3 Teachers have obtained Reading Academy Certification

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Strengthen CARE program and Restorative Practices **Root Cause:** Lack of consistency using the restorative circle strategy between teacher/student and/or student/student as part of our behavior management plan.

Student Learning

Student Learning Summary

Mendenhall Elementary Goals Including HB4545 Goals: Individual goals are set for specific students with the expectation of high performance (Meets and Masters) as well as to narrow the learning gap between each demographic 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.

Student Learning Strengths

- Revising the Master Schedule (protected Tier 1 instructional time and uninterrupted science blocks)
- Intervention Team
- I/E blocks in master schedule
- Implementation of Mendenhall's Instructional Framework. (collaborative planning, LO-LOs, tier 1 instruction, student engagement)
- 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 (Prioritized): Mendenhall's 2023 Science STAAR Data showed that XX % of students were in Approaches and XX % were in the Meets category. **Root Cause:** Lack of opportunity to engage in critical thinking skills through text. The instruction during the science block lacked consistent use of level 2 and 3 questions. Science visuals were not consistently implemented, and hands-on learning was not evident enough.

Problem Statement 2 (Prioritized): Mendenhall's 2022 STAAR Reading Data showed that XX% of students did not meet, XX% were in the approaches' category, XX% were in the meets category, and XX% were in the masters category. **Root Cause:** Lack of opportunity to engage in critical thinking skills through text. Teachers did not plan and/or deliver rigorous questions (level2, level 3). Students had limited opportunities to demonstrate their learning at a rigorous level.

Problem Statement 3 (Prioritized): Mendenhall's 2023 STAAR Math Data showed that XX% of students did not meet, XX% were in the approaches category, XX% were in the meets category, and XX% were in the masters category. **Root Cause:** Lack of opportunity to engage in critical thinking skills through text. Teachers did not plan and/or deliver rigorous questions (level2, level 3). Students had limited opportunities to demonstrate their learning at a rigorous level.

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 CARE, Self-Manager, and focused interventions, we provide our students opportunities to 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)
- CWT's
- Community Circle and Second Step (Daily)
- Lego Robotics
- Self-Manager Program (Student Mgmt. Program)
- Mendenhall Houses
- Guidance Lessons
- Food For Kids
- Community in Schools
- Outreach Program Services of America (iPads with internet)
- Rise Up Program through counselor's department.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of consistency with implementation of Mendenhall's Instructional Framework which includes collaborative planning, developing LO-LOs, tier 1 instruction, and student engagement. **Root Cause:** There was not a concrete plan that teachers helped to create or enough PD to support each component of Mendenhall's Instructional Framework.

Problem Statement 2 (Prioritized): The increase in the percentage of students arriving to school late/absent interferes with students receiving daily instruction. **Root Cause:** Inconsistent system with tracking and communicating with families regarding their child's attendance.

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, Free Bikes from Quality Custom Distribution, Operation School Bell, Toy Drive, Book Drive, Back to School supply drive, iPads with internet for families, and holiday support. Student's 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 Liaison, and Community in Schools all work hand in hand to increase and welcome family engagement and education
- Families receive weekly news via Twitter, Digital Marquee, School Messenger, Bloomz, Mendenhall Smore
- 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 (Prioritized): 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

Problem Statement 1: Mendenhall's 2023 Science STAAR Data showed that XX % of students were in Approaches and XX % were in the Meets category.

Root Cause 1: Lack of opportunity to engage in critical thinking skills through text. The instruction during the science block lacked consistent use of level 2 and 3 questions. Science visuals were not consistently implemented, and hands-on learning was not evident enough.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Mendenhall's 2022 STAAR Reading Data showed that XX% of students did not meet, XX% were in the approaches' category, XX% were in the meets category, and XX% were in the masters category.

Root Cause 2: Lack of opportunity to engage in critical thinking skills through text. Teachers did not plan and/or deliver rigorous questions (level2, level 3). Students had limited opportunities to demonstrate their learning at a rigorous level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Mendenhall's 2023 STAAR Math Data showed that XX% of students did not meet, XX% were in the approaches category, XX% were in the meets category, and XX% were in the masters category.

Root Cause 3: Lack of opportunity to engage in critical thinking skills through text. Teachers did not plan and/or deliver rigorous questions (level2, level 3). Students had limited opportunities to demonstrate their learning at a rigorous level.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of consistency with implementation of Mendenhall's Instructional Framework which includes collaborative planning, developing LO-LOs, tier 1 instruction, and student engagement.

Root Cause 4: There was not a concrete plan that teachers helped to create or enough PD to support each component of Mendenhall's Instructional Framework.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Low participation with parent volunteers, parent workshops, and academic nights that are focused on student achievement.

Root Cause 5: 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.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Strengthen CARE program and Restorative Practices

Root Cause 6: Lack of consistency using the restorative circle strategy between teacher/student and/or student/student as part of our behavior management plan.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The increase in the percentage of students arriving to school late/absent interferes with students receiving daily instruction.

Root Cause 7: Inconsistent system with tracking and communicating with families regarding their child's attendance.

Problem Statement 7 Areas: School Processes & Programs

Goals

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details		Reviews		
Strategy 1: Professional development focused on rigorous questioning (level 2, level 3). Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Admin. And Instructional Specialists. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1 Funding Sources: iStation - 211 Title I, Part A - \$5,711.54		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: Teachers will participate in weekly collaborative planning and analyze data for guided instruction and intervention. Teachers will also participate in Extended Planning opportunities. Strategy's Expected Result/Impact: Teachers will design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. Staff Responsible for Monitoring: Teachers, Specialists. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1		Formative		Summative
		Nov	Feb	June

Strategy 3 Details		Reviews		
Strategy 3: Supplemental instruction will be provided using webbased interactive intervention programs, Adult Temps and tutors after school. Webbased interactive programs will be used during the school day based on students current levels and adjust accordingly. Adult Temps will support students instructional needs based on student's assessment data during the school day. Tutors after school will support students instructional needs based on student's assessment data after school. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Teachers, specialist, and admin. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative		Summative
		Nov	Feb	June
Strategy 4 Details		Reviews		
Strategy 4: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum. Strategy's Expected Result/Impact: Increase special education student achievement Staff Responsible for Monitoring: Sped. Department and teacher. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative		Summative
		Nov	Feb	June

Strategy 5 Details		Reviews		
Strategy 5: Students and staff will participate in Community Circle (daily) and Second Step week and monthly guidance lessons with CARE embedded. 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 families to utilize at home. Staff Responsible for Monitoring: Teachers and counselors Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Strengthen CARE program and Restorative Practices Root Cause: Lack of consistency using the restorative circle strategy between teacher/student and/or student/student as part of our behavior management plan.
Student Learning
Problem Statement 2: Mendenhall's 2022 STAAR Reading Data showed that XX% of students did not meet, XX% were in the approaches' category, XX% were in the meets category, and XX% were in the masters category. Root Cause: Lack of opportunity to engage in critical thinking skills through text. Teachers did not plan and/or deliver rigorous questions (level2, level 3). Students had limited opportunities to demonstrate their learning at a rigorous level.
School Processes & Programs
Problem Statement 1: Lack of consistency with implementation of Mendenhall's Instructional Framework which includes collaborative planning, developing LO-LOs, tier 1 instruction, and student engagement. Root Cause: There was not a concrete plan that teachers helped to create or enough PD to support each component of Mendenhall's Instructional Framework.

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

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1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
Strategy 1: Professional development focused on rigorous questioning (level 2, level 3). Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Admin. And Instructional Specialists. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Teachers will participate in weekly collaborative planning and analyze data for guided instruction and intervention. Teachers will also participate in Extended Planning opportunities. Strategy's Expected Result/Impact: Teachers will design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. Staff Responsible for Monitoring: Teachers, Specialists. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June

Strategy 3 Details		Reviews		
Strategy 3: Supplemental instruction will be provided using Adult Temps and tutors after school. Adult Temps will support students instructional needs based on student's assessment data during the school day. Tutors after school will support students instructional needs based on student's assessment data after school. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Teachers, specialist, and admin. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative		Summative
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Strategy 4: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum. Strategy's Expected Result/Impact: Increase special education student achievement Staff Responsible for Monitoring: Sped. Department and teacher. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative		Summative
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		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Strengthen CARE program and Restorative Practices Root Cause: Lack of consistency using the restorative circle strategy between teacher/student and/or student/student as part of our behavior management plan.
Student Learning
Problem Statement 2: Mendenhall's 2022 STAAR Reading Data showed that XX% of students did not meet, XX% were in the approaches' category, XX% were in the meets category, and XX% were in the masters category. Root Cause: Lack of opportunity to engage in critical thinking skills through text. Teachers did not plan and/or deliver rigorous questions (level2, level 3). Students had limited opportunities to demonstrate their learning at a rigorous level.
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Problem Statement 1: Lack of consistency with implementation of Mendenhall's Instructional Framework which includes collaborative planning, developing LO-LOs, tier 1 instruction, and student engagement. Root Cause: There was not a concrete plan that teachers helped to create or enough PD to support each component of Mendenhall's Instructional Framework.

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1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details		Reviews		
Strategy 1: Professional development focused on rigorous questioning (level 2, level 3). Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Admin. And Instructional Specialists. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
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Strategy 3 Details		Reviews		
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		Nov	Feb	June

Strategy 5 Details		Reviews		
Strategy 5: Students and staff will participate in Community Circle (daily) and Second Step week and monthly guidance lessons with CARE embedded. 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 families to utilize at home. Staff Responsible for Monitoring: Teachers and counselors Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative		Summative
		Nov	Feb	June
Strategy 6 Details		Reviews		
Strategy 6: Professional development focused on rigorous questioning (level 2, level 3). Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Admin. And Instructional Specialists. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1		Formative		Summative
		Nov	Feb	June

Strategy 7 Details		Reviews		
Strategy 7: Teachers will participate in weekly collaborative planning and analyze data for guided instruction and intervention. Teachers will also participate in Extended Planning opportunities. Strategy's Expected Result/Impact: Teachers will design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. Staff Responsible for Monitoring: Teachers, Specialists. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1		Formative		Summative
		Nov	Feb	June
Strategy 8 Details		Reviews		
Strategy 8: Supplemental instruction will be provided using Adult Temps and tutors after school. Adult Temps will support students instructional needs based on student's assessment data during the school day. Tutors after school will support students instructional needs based on student's assessment data after school. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Teachers, specialist, and admin. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative		Summative
		Nov	Feb	June

Strategy 9 Details	Reviews		
Strategy 9: SpEd teacher will consistently collaborate with the grade level teacher to ensure that students have access to the general education curriculum. Strategy's Expected Result/Impact: Increase special education student achievement Staff Responsible for Monitoring: Sped. Department and teacher. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative		Summative
	Nov	Feb	June
Strategy 10 Details	Reviews		
Strategy 10: Students and staff will participate in Community Circle (daily) and Second Step week and monthly guidance lessons with CARE embedded. 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 families to utilize at home. Staff Responsible for Monitoring: Teachers and counselors Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Strengthen CARE program and Restorative Practices Root Cause: Lack of consistency using the restorative circle strategy between teacher/student and/or student/student as part of our behavior management plan.
Student Learning
Problem Statement 1: Mendenhall's 2023 Science STAAR Data showed that XX % of students were in Approaches and XX % were in the Meets category. Root Cause: Lack of opportunity to engage in critical thinking skills through text. The instruction during the science block lacked consistent use of level 2 and 3 questions. Science visuals were not consistently implemented, and hands-on learning was not evident enough.

Student Learning

Problem Statement 2: Mendenhall's 2022 STAAR Reading Data showed that XX% of students did not meet, XX% were in the approaches' category, XX% were in the meets category, and XX% were in the masters category. **Root Cause:** Lack of opportunity to engage in critical thinking skills through text. Teachers did not plan and/or deliver rigorous questions (level2, level 3). Students had limited opportunities to demonstrate their learning at a rigorous level.

School Processes & Programs

Problem Statement 1: Lack of consistency with implementation of Mendenhall's Instructional Framework which includes collaborative planning, developing LO-LOs, tier 1 instruction, and student engagement. **Root Cause:** There was not a concrete plan that teachers helped to create or enough PD to support each component of Mendenhall's Instructional Framework.

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Strategy 1 Details		Reviews		
Strategy 1: Daily opportunity for students to receive an incentive for on-time arrival. Strategy's Expected Result/Impact: Reduced student tardies and absences. Staff Responsible for Monitoring: Attendance team and admin. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The increase in the percentage of students arriving to school late/absent interferes with students receiving daily instruction. Root Cause: Inconsistent system with tracking and communicating with families regarding their child's attendance.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details	Reviews		
Strategy 1: Implement a behavior support program that will include mentors Strategy's Expected Result/Impact: Reduce the number of discipline placements which will increase the time students stay in class receiving instruction. Staff Responsible for Monitoring: Counselors, admin. And teachers Title I: 2.5, 2.6 Problem Statements: Demographics 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Implement the Mendenhall House Program to build community, sense of belonging, and provide incentives for students. Strategy's Expected Result/Impact: Reduce the number of discipline placements and foster a safe school community. Staff Responsible for Monitoring: Admin. teachers, counselors, and specialists. Title I: 2.5 Problem Statements: Demographics 1	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics	
Problem Statement 1: Strengthen CARE program and Restorative Practices	Root Cause: Lack of consistency using the restorative circle strategy between teacher/student and/or student/student as part of our behavior management plan.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

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	1	iStation		\$5,711.54
Sub-Total					\$5,711.54
Budgeted Fund Source Amount					\$404,040.00
+/- Difference					\$398,328.46
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,425.00
+/- Difference					\$7,425.00
Grand Total Budgeted					\$421,743.00
Grand Total Spent					\$5,711.54
+/- Difference					\$416,031.46

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

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 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

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 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

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												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

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.

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

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.

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

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.

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

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.

Math											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	38	27	38		40		21	28	15	24	30	28	29
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

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.

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	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <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 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<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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