

San Marcos CISD

Mendez Elementary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Top 25% Closing Performance Gaps
Postsecondary Readiness



Board Approval Date: October 18, 2016
Public Presentation Date: October 18, 2016

Mission Statement

The faculty and staff of Mendez Elementary recognize that each child is an individual; that all children are creative; that all children long to succeed and be future ready. Therefore, the Mendez staff respects the individual needs of its students; is dedicated to providing a challenging, engaging learning environment that models high expectations for success, fosters the development of active, creative minds, and emphasizes the social, emotional, physical, and intellectual development of each child, empowering them with a sense of understanding and compassion for others.

Value Statement

The faculty and staff at Mendez Elementary are committed to:

- Maximizing instructional time, identifying the essential outcomes of each grade level, and helping each student achieve enduring understanding
 - Providing an inviting, engaging learning environment with clear outcomes
 - Challenging all students using dynamic grouping as a collaborative team
- Individualizing student learning by the continual monitoring of student progress reflected in the data from common assessments and district benchmarks
 - Modeling, for all students, the six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship
 - Maintaining open, welcoming relationships with our parents and the community
 - Creating critical thinkers through collaboration and inquiry using technology

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Size:	551 Students
Grade Span	K-5
Percent Economically Disadvantaged:	82.4%
Percent English Language Learners:	14.3%
Percent Special Education Students	9.5%
Mobility Rate:	27.0%
Attendance Rate:	96%

Breakdown by Race/Ethnicity

African American:	5.0%
Hispanic:	84%
White:	10%
Two or More Races:	1%

Demographics Strengths

- Diversity of student population
- Staff commitment to meeting the needs of all students
- Close proximity of students to homes

Demographics Needs

Mendez exceeds state averages in enrollment in special student groups: economically disadvantaged, ELL, and special education.

The population of students who attend school is a highly mobile group.

Student Achievement

Student Achievement Summary

Mendez Elementary Met Standard on the 2016 STAAR assessment in the following areas: student achievement, student progress, closing performance gaps, and post-secondary readiness. In addition, 9 out of 14 performance system safeguards were met along with 10 out of 10 participation rate safeguards. Areas not met were in the science categories of all students, Hispanic, and economically disadvantaged as well as special education students' achievement in mathematics and reading.

Index 1, Student Achievement (target 60) - 68

Index 2 - Student Progress (target 30) -42

Index 3 - Closing Performance Gaps (target 28) - 35

Index 4 - Post-secondary Readiness (target 12) - 19

2015 STAAR Performance

	All Students	African American	Hispanic	White	Econ Disadv	Special Ed	ELL (Current & Monitored)
Reading % at Phase-in Satisfactory	73% (151/207 Students)	91% (10/11 Students)	72% (123/171 Students)	79% (15/19 Students)	72% (121/168 Students)	23% (7/30 Students)	100% (9/9 Students)
Math % at Phase-in Satisfactory	70% (145/207 Students)	73% (8/11 Students)	69% (118/171 Students)	79% (15/19 Students)	70% (117/168 Students)	27% (8/30 Students)	100% (9/9 Students)
Writing % at Phase-in Satisfactory	66% (37/56 Students)	75% (3/4 Students)	64% (28/44 Students)	80% (4/5 Students)	66% (31/47 Students)	-	100% (4/4 Students)
Science % at Phase-in Satisfactory	48% (37/77 Students)	40% (2/5 Students)	47% (31/66 Students)	60% (3/5 Students)	44% (28/63 Students)	18% (2/11 Students)	75% (3/5 Students)

Student Achievement Strengths

- ◊ Data analysis by campus, grade level and teacher
- Team planning
- Knowledgeable support staff
- Highly motivated, highly qualified staff
- Tier II and Tier III interventions
- ◊ Extracurricular/enrichment activities to supplement core instruction
- Extended learning opportunities with morning, afternoon tutorials and Saturday School
- Character Education and campus behavior supports
- Community/parental support
- Mentoring programs

Student Achievement Needs

- Integration of technology into all curriculum areas
- Additional guided reading books for the lower levels
- Supplemental materials to support math instruction
- Continued purchase of art and science lab materials
- Continued professional development on math TEKS and how to reach struggling students
- Professional development in writing for the lower grade with an emphasis on grammar
- Strategies for increasing the number of students performing at Level 3 on state assessments
- Need for additional interventionists
- Need for full time campus based instructional coach

School Culture and Climate

School Culture and Climate Summary

- All decisions are made with the student as the primary focus
- Safe, nurturing work environment for staff
- Extracurricular activities to foster parent and student engagement
- Celebrations and recognitions of student achievement
- Engaging classroom learning environments
- Safe, orderly, nurturing learning environment for students
- Community mentorship and assistance programs
- Proactive disciplinary practices are in place
- Anti-bullying training for all grade levels through the guidance program

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School Culture and Climate Needs

- Increased participation in PTO activities
- Professional development to address Tier II behaviors

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers are highly qualified to teach at the grade level assigned. Teachers are committed to attending both district and campus staff development opportunities to enhance the delivery of instruction in the classroom. Specialty teachers have the necessary credentials and engage in professional development to support teaching areas. The campus mentoring program supports teachers new to the profession. Grade level teams support each other through common planning times. There is a high retention rate among the staff.

Staff Quality, Recruitment, and Retention Strengths

- 100% of the teaching staff meets highly qualified guidelines
- 100% of the paraprofessional staff meet all certification requirements
- Staff is committed to providing an equitable quality education for all students

Staff Quality, Recruitment, and Retention Needs

- Continue to seek strong bilingual candidates
- Campus Instructional Coach to support teachers in meeting the academic challenges of the at risk population

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- The scope and sequence provides a district curriculum
- The curriculum is aligned to the TEKS
- Engaging, hands on lessons are planned by teams during a common planning time
- Vertical teams meet to address curriculum alignment
- Common assessments/benchmark data/universal screeners are used to ensure that student progress is tracked in order to provided engaging, differentiated instruction
- Through analysis of common assessments, benchmark data, and universal screeners, interventions are implemented and modified
- Common formative assessments are created by teacher teams.
- Student progress is tracked through Eduphoria, Istation reports, and student reviews
- Full day team planning allows teachers to disaggregated data and develop action plans
- Students participate in individual goal setting
- Objectives and ELPS are framed in kid friendly academic language
- IEPs, 504 and Language Acceleration Plans are used for instructional and linguistic accommodations.

Curriculum, Instruction, and Assessment Strengths

- Guided Reading that ensures differentiated curriculum
- Full day planning by every team, every nine weeks to ensure consistency of instruction
- Technology support through iPads carts, computer lab, and programs such as iStation, Think through Math
- Consistent implementation of all components of a balanced literacy approach: shared reading, read aloud, readers and writers workshops, word work
- Academic learning camps
- Professional development opportunities
- Access to large guided reading library
- Strong intervention programs for struggling students in the areas of reading and math
- Co-teach and resource programs to address the needs of identified students
- Strong program to serve students with dyslexia
- Morning, afternoon tutorials for students in reading and math
- Common formative assessments
- Student Reviews and RtI meetings
- Curriculum aligned to standards

Curriculum, Instruction, and Assessment Needs

- Professional development focused on technology integration
- Continued professional development in balanced literacy for new staff
- Appropriate Universal Screeners in math
- Increased resources for science
- Increased resources for grammar instruction at the lower grade levels
- Additional campus interventionists
- Full time campus instructional coach

Family and Community Involvement

Family and Community Involvement Summary

Family and community involvement is a priority for the campus. Many opportunities exist for parents to attend both academic and extracurricular activities. Parents are made aware of special events through newsletters, school messenger, event specific flyers etc. all in their native language. Examples of parental/community involvement activities include:

- ♦ Folder accountability system
- ♦ Mentoring Program: Texas State University,
- ♦ First Presbyterian Church Reading Mania
- ♦ Science Fair Parent Night Special Area
- ♦ Showcase Math night
- ♦ Back to School
- ♦ Night Parent
- ♦ Conferences
- ♦ Class parties
- ♦ Fall Festival
- ♦ Texas State interns on campus
- ♦ Student teachers from Texas State
- ♦ Grade level performance
- ♦ Field Days for K-5 Field Trips
- ♦ Sights and Sounds performance
- ♦ Care Team meetings with parents
- ♦ M & M Luncheons
- ♦ Book Fair
- ♦ Wounded Warrior Project/Veterans' Day Program
- ♦ Character Counts Assemblies
- ♦ Parent Volunteer Program
- ♦ Emily Anne Theater partnership
- ♦ Translated automated phone calls
- ♦ Kids Rock Club
- ♦ College Week/ Day

- School Fuel
- Giving Hope
- Back to the Future
- Bilingual Parent Night
- Strong guidance/counseling services
- GT showcase
- Special Area showcase

The following services are available to support families of students with special needs.

- Title 1 services for reading and math
- Special Education programs-continuum of services
- Guidance and Counseling
- Bilingual speech therapist
- Home bound support
- Dyslexia services
- 504 services Bilingual services
- GT services

In addition, the part time parent liaison, school counselor, and school nurse work closely with county agencies and assist parents in making medical, psychological, and social service connections. Parents are provided opportunities to participate in local shoe and coat drives, the Tackling Hunger turkey drive, Giving Hope, School Fuel, and the local school supply drive.

Family and Community Involvement Strengths

The strength of the family involvement program lies in the variety of activities available and the dedication of the staff in providing hands on, engaging opportunities. Activities are scheduled throughout the year and after-school so working parents also have the chance to attend events with their child.

Family and Community Involvement Needs

- Increase parental involvement in PTO.
- Explore grant opportunities in the business community to fund special events.
- Increase communication with parents regarding educational websites

School Context and Organization

School Context and Organization Summary

The goals for the campus are to provide high quality, engaging lessons in all content areas. Goals are set out in the Campus Improvement Plan and reviewed by the Campus Improvement Team quarterly. Additionally, data reviews occur following every common formative assessment. Student Reviews are scheduled every nine weeks to reflect on individual student progress.

Teachers assigned to every grade level along with campus special education staff and interventionists meet regularly to plan for instruction and discuss classroom data. In addition, every team is provided with one planning day per nine weeks to develop strategies and gather materials for implementing the district scope and sequence.

Students participate in all special areas (music, art, PE). An additional art period is provided every other week and integrates social studies and art history. After school clubs are scheduled in both the spring and fall semester, and students have the opportunity to take advantage of morning and after-school tutorials and homework clubs.

School Context and Organization Strengths

- Master schedule maximizes instructional time
- Teacher voice in decision making
- Tutorial and enrichment opportunities for students
- Student reviews every nine weeks
- Common grade level planning time
- Faculty meetings that address instructional target areas
- Strong sense of urgency and commitment to student achievement
- Full day planning opportunities for all grade levels every nine weeks
- Common formative assessments
- Schoolwide celebrations
- Music performances for every grade level
- Full time art position
- Texas State mentors/volunteers
- Saturday school for at risk 3rd-5th graders

School Context and Organization Needs

- ◊ Increased opportunities for STEM activities
- Vertical teams to discuss common methods for teaching hard to teach TEKS
- Full time technologist
- Full time campus instructional coach

Technology

Technology Summary

Technology hardware and software is accessible to all students. The following tech sources are available on campus:

- ♦ iPads
- ♦ Smart Boards
- ♦ Laptops
- ♦ iPods
- ♦ Document Cameras
- ♦ Mimio Boards
- ♦ Desk tops-2-3 per classroom
- ♦ Projectors/screens
- ♦ 2 Xerox Machine
- ♦ One:one devices in second grade
- ♦ Chrome Books-6 per teacher
- ♦ On line curriculum for science and math
- ♦ Support for struggling students from Istation, Think Through Math, and Read Naturally Live
- ♦ Staff trained in the Engage to Learn Model

Staff has made progress in technological proficiency level.

Technology Strengths

Technology is utilized to support curriculum, instruction, and assessments. Students have access to computers and iPads in every classroom. Teachers have ready access to disaggregated reports.

Technology Needs

- ♦ Continued staff development on technology integration
- ♦ Out of date equipment
- ♦ Full time campus technologist

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- ♦ District goals
- ♦ Campus goals
- ♦ Current and/or prior year(s) campus and/or district improvement plans
- ♦ Campus and/or district planning and decision making committee(s) meeting data
- ♦ State and federal planning requirements

Accountability Data

- ♦ Texas Academic Performance Report (TAPR) data
- ♦ Performance Index Framework Data: Index 1 - Student Achievement
- ♦ Performance Index Framework Data: Index 2 - Student Progress
- ♦ Performance Index Framework Data: Index 3 - Closing Performance Gaps
- ♦ Performance Index Framework Data: Index 4 - Postsecondary Readiness
- ♦ System Safeguards and Texas Accountability Intervention System (TAIS) data
- ♦ Federal Report Card Data
- ♦ PBMAS data
- ♦ Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- ♦ State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- ♦ STAAR ELL Progress Measure data
- ♦ Texas English Language Proficiency Assessment System (TELPAS) results
- ♦ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ♦ Student Success Initiative (SSI) data for Grades 5 and 8
- ♦ SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ♦ SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- ♦ Local diagnostic reading assessment data
- ♦ Local diagnostic math assessment data
- ♦ Local benchmark or common assessments data
- ♦ Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Highly qualified staff data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: SMCISD is committed to all students performing at or above grade level.

Performance Objective 1: Students in grades 3-5 will show a 5% increase in the number of students performing at Final Recommendation on STAAR in all subject areas and sub groups, including special education, economically disadvantaged and ELL. Students in grades K-2 will show a 5% increase in the number of students performing on grade level as measured by guided reading levels and math benchmarks.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy 1) Utilize the district grade level scope and sequence, grade level TEKS, guided reading protocol, Lead4ward question stems, ELPs and IEPs for identified students to purposely plan for reading, math, writing, and science instruction.	1, 2, 3, 9, 10	Campus Administrators Teachers Information Literacy Specialist District Instructional Coaches	Aligned lesson plan reflecting rigor and small group work Walkthrough documentation				
2) To improve all student success in writing, teachers will incorporate Gretchen Bernabei's grammar and writing framework, actively integrate writer's notebooks in a workshop setting, plan collaboratively in grade level and vertical teams,	1, 2, 9, 10	Campus Administrators Teachers	Student writing samples Writer's Notebooks shared at faculty meetings and with vertical teams				
State System Safeguard Strategy 3) Provide staff development for all teachers including special education and bilingual and monitor for implementation in the following areas: student engagement, integration of instructional technology, Fundamental Five, small group instruction with a focus on accountable talk, math workstations, guided reading, Moak Casey data analysis, word work, Number Talks, and hands on science.	1, 2, 3, 9, 10	Campus Administrators Instructional Literacy Specialist District Instructional Coaches	Sign in sheets, walkthrough documentation verifying implementation of Fundamental 5 strategies				
4) Establish internal labs modeled by the Information Literacy Specialist, District Instructional Coaches and classroom teachers to address technology integration, accountable talk, small group guided reading and math instruction, Writer's Workshop, Gretchen Bernabei's grammar foundation, word work along with other areas identified as deficits by campus data.	1, 2, 3, 5	Campus Administrators Grade Level Team Leaders Information Literacy Specialist	Debriefing reflections following lab observations Lesson plans reflecting Grammar Keepers strategies Labs scheduled and observed Implementation in grade level classrooms as evidenced during walkthroughs.				
5) Analyze results of running records, iStation reports, Eduphoria reports, PM benchmarks, informal classroom assessments and observations and district benchmarks to make informed instructional decisions regarding appropriate interventions.	1, 2, 8	Campus Administrators Classroom Teachers Reading Specialists Special Education Staff	Nine week campus spreadsheets Minutes from Student Reviews Goal and special education schedules				

State System Safeguard Strategy 6) Actively integrate quality use of readers response journals, writers notebooks, word sorts, anecdotal records, math journals, science journals, and group projects into daily engaged lessons.	1, 2, 3	Campus Administrators Teachers	Quality displays showcased at faculty meetings Parent nights Student projects displayed in all hallways.				
State System Safeguard Strategy 7) Meet in grade level teams and PLCs to discuss student work and campus assessments, plan weekly for rigorous instruction and once per nine weeks in an extended planning session, meet with students to set goals for academic improvement, and plan for the explicit teaching of academic vocabulary in reading, math, and science.	1, 3, 8, 9	Interventionists Tutorial Staff Saturday School Teachers	Increase in the number of students meeting proficiency standards on common assessments by 5%.				
State System Safeguard Strategy 8) Meet in PLCs to collaboratively plan instruction for science using the 5 E format, organize hands on lab experiences for all students, schedule and plan for Science Day every six weeks, and plan for participation in the campus science fair at all grade levels.	1, 2, 8	Campus Administrators Teachers Information Literacy Specialist	Lesson plans for daily lessons and lab experiences Lesson plans for Science Day rotations Completed projects displayed at the campus science fair and viewed by parents at Science Fair Parent Night Increase in Science scores on STAAR fifth grade assessment				
State System Safeguard Strategy 9) Provide weekly hands on science experiments for all students in a lab environment. Utilize STEM Scopes and Foss Kits to supplement Discovery Education.	1, 2	Teachers	Lesson plans for science lab rotations				
State System Safeguard Strategy 10) Schedule Science Day every 6 weeks to spiral and review cumulative grade level TEKS. This day would be comprised of rotations with hands on activities and a focus on vocabulary development.	1, 9	Administrators	Schedule, lesson plans, student science performance data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: SMCISD is committed to establishing a rigorous academic culture where all students graduate college and career ready.

Performance Objective 1: State data will reflect a 5% increase in the Post-secondary Readiness Index as scored on the campus accountability summary.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Increase student awareness of college and career readiness by celebrating College Week.	1, 2	Campus Administrators Teachers GT Facilitator	Daily activities planned Cumulative college "pep rally" Field trip to Texas State University				
2) Enhance college awareness by providing students in second through fifth grade the opportunity to tour Texas State University.		Administrators Teachers	Participation record				
3) Provide morning enrichment activities three days per week for all grade levels.	1, 9	Administrators Teachers	Lesson plans Student progress measures				
4) Continue to provide opportunities for developing a well-rounded child through after school clubs, enrichment activities, art classes for all grade levels, weekly music classes and campus choir, and grade level performances.	1, 2	Campus Administrators Teachers	Clubs held each semester and student attendance recorded.				
5) Supplement classroom instruction with field trips that enhance the development of general knowledge and vocabulary.	1, 2	Grade Level Team Leaders	All grade levels participating in a minimum of one out-of-town field trip				
State System Safeguard Strategy 6) Provide the opportunity for all students to participate in a campus Science Fair. Involve all students in science presentations from community guests and agencies. Engage all students in group science fair projects in grades 2-5 and class projects in kindergarten and first grade.	1, 2, 9	Campus Administrators Teachers District Instructional Coach	Project Boards and displays				
7) Assist with the smooth transition of students from fifth grade to middle school and prekindergarten students to kindergarten by scheduling school tours. Fifth grade students will be exposed to possible electives. Kindergarten Round Up will take place in the spring to familiarize students and parents with the elementary setting.	7	Campus administrators in conjunction with the PreK and middle school principals. School Counselor	Tours completed				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: SMCISD is committed to creating a culture of high expectations for performance and professionalism.

Performance Objective 1: 100% of the students will experience a safe, rigorous, highly engaging learning environment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement a school wide discipline program with a consistent set of rewards and consequences using the Emergent Tree Tier I system as a foundation.	1, 2	Campus Administrators Classroom Teachers Counselor	System in place and monitored throughout the year Purple folder "Caught ya" Tickets Emergent Tree Implementation Plan				
2) Hold Character Counts Assemblies every nine weeks to recognize classrooms as well as individual students for both academic and behavioral accomplishments	1, 2, 6	Campus Administrators Special Area Team Character Counts Staff School Counselor	Pictures and videos of assemblies Newspaper recognition				
3) Monitor classroom instruction for the delivery of high quality lessons with differentiation and hands-on activities in all subject areas.	1, 2	Campus Administrators District Instructional Coaches	Walkthroughs TTESS observations				
4) Monitor campus attendance rates and meet monthly with parents of students missing 3 or more days of school.		Campus Administrators Attendance Clerk Counselor	Documentation of parent conferences				
5) Provide classroom guidance for students at all grade levels with an emphasis on decision making, anti-bullying, verbal/physical aggression prevention and internet safety.	1, 2	School Counselor	Documentation of classroom visits				
6) Train all staff on the Standard Response Protocol, blood borne pathogens, suicide prevention, anti-bullying, child abuse, sexual harassment, active shooter protocol, and The Texas Behavior Support Initiative.	4	Campus Administrators	Certificate of employee completion				
7) Provide the following interventions to support at risk students: Helping Hands Mentorships with Texas State University Mentorships with First Presbyterian Church Lunch groups Birthday celebrations	1, 2	Campus Administrators School Counselor	Record of mentor visitation Birthday celebrations held monthly Counselor's monthly schedule documenting lunch groups				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: SMCISD is committed to eliminating achievement gaps within student populations.

Performance Objective 1: State data will reflect a 5% increase in the Closing Performance Gap Index as scored on the campus accountability summary.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide research based intervention in a small group setting for students working below grade level as determined by Universal screeners, district benchmark assessments, and guided reading levels.	1, 2, 9	Campus Administrators Interventionists	Lesson plans Walkthroughs TTESS Observations				
2) Work with at risk students in small groups to teach specific math strategies to fill achievement gaps using the VMath Program.	1, 2, 9	Interventionists	Lessons completed V-Math assessments				
3) Monitor literacy and math stations to ensure that Istation and Think Through Math are used with fidelity and analyze data reports monthly.	1, 2, 9	Campus Administrators	Istation and Think Through Math reports				
4) Provide differentiated small group instruction within the general education classroom to teach specific reading strategies focused on building fluency and comprehension and math strategies with an emphasis on problem solving skills.	1, 2, 9	Campus Administrators Teachers	Walkthroughs TTESS Observations				
5) Hold ELL teachers accountable for utilizing research based instructional strategies, integrating ELPS throughout all content areas.	1, 2, 9	Campus Administrators District Bilingual Instructional Coach	Increase in the number of students passing grade level common assessments Guided Reading Levels				
6) Hold PLC meetings with bilingual staff to discuss student work and review results from campus and state assessments (STAAR, TELPAS)	1, 2, 9	Campus Administrators	Minutes from Student Reviews				
State System Safeguard Strategy 7) Provide ongoing training for teachers in processes and procedures for RtI. Hold RtI team meetings every three weeks to monitor students for academic progress.	1, 2, 4	District RtI Specialist RtI Team Campus Administrators	Minutes from RtI meetings				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: SMCISD is committed to improving parental and community engagement

Performance Objective 1: 50% of the parents whose children attend Mendez Elementary will participate in at least one school event. Partnerships with community stakeholders will continue to be an important component of the school's success.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to sponsor the following events to increase parental involvement in the school setting: Back to School Night, Open House, Title 1 Parent Engagement Meeting, PTO, Family Math Night, Science Fair Parent Night, Reading Mania, Character Counts Assemblies, M & M Days, Grandparents Day, Back to the Future, Veterans Day, GT Project Showcase, Special Area Showcase, grade level performances,	6	Campus Administrators Teachers	Parent sign-in sheets				
2) Maintain partnership with Texas State University by providing a campus site for the development of pre-service bilingual teachers and hosting counseling interns and student teachers.	1, 5	Campus Administrators	Class meetings held Interns assigned to classrooms				
3) Foster strong relationships with local churches: First Presbyterian Church, First Christian Church and the School Fuel program sponsored by First Baptist Church.	6	Campus Administrators	Sign-in sheets for mentors School Fuel bags delivered weekly				
4) Provide fifth grade students opportunities to explore various careers by sponsoring presentations by community members.	6	Counselor	Presentations scheduled and presented				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize the district grade level scope and sequence, grade level TEKS, guided reading protocol, Lead4ward question stems, ELPs and IEPs for identified students to purposely plan for reading, math, writing, and science instruction.
1	1	3	Provide staff development for all teachers including special education and bilingual and monitor for implementation in the following areas: student engagement, integration of instructional technology, Fundamental Five, small group instruction with a focus on accountable talk, math workstations, guided reading, Moak Casey data analysis, word work, Number Talks, and hands on science.
1	1	6	Actively integrate quality use of readers response journals, writers notebooks, word sorts, anecdotal records, math journals, science journals, and group projects into daily engaged lessons.
1	1	7	Meet in grade level teams and PLCs to discuss student work and campus assessments, plan weekly for rigorous instruction and once per nine weeks in an extended planning session, meet with students to set goals for academic improvement, and plan for the explicit teaching of academic vocabulary in reading, math, and science.
1	1	8	Meet in PLCs to collaboratively plan instruction for science using the 5 E format, organize hands on lab experiences for all students, schedule and plan for Science Day every six weeks, and plan for participation in the campus science fair at all grade levels.
1	1	9	Provide weekly hands on science experiments for all students in a lab environment. Utilize STEM Scopes and Foss Kits to supplement Discovery Education.
1	1	10	Schedule Science Day every 6 weeks to spiral and review cumulative grade level TEKS. This day would be comprised of rotations with hands on activities and a focus on vocabulary development.
2	1	6	Provide the opportunity for all students to participate in a campus Science Fair. Involve all students in science presentations from community guests and agencies. Engage all students in group science fair projects in grades 2-5 and class projects in kindergarten and first grade.
4	1	7	Provide ongoing training for teachers in processes and procedures for RtI. Hold RtI team meetings every three weeks to monitor students for academic progress.

State Compensatory

Personnel for Mendez Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Celina Stover	Interventionist	Reading/Math	1.0

Title I

Schoolwide Program Plan

Mendez Elementary is a School-wide Title 1 Program. The Campus Improvement Plan addresses all ten components with initiatives focused on facilitating student achievement for all students in grades K-5. Title one funding is utilized for reading and math interventionists and extended learning opportunities. All students are given the opportunity to participate in enrichment or accelerated learning activities. Students needing acceleration participate in extended day learning opportunities and Saturday school. Interventionists provide research based instruction in the areas of reading and math.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment was completed in May of 2015. All faculty and staff were given the opportunity to provide input regarding campus strengths and areas for improvement. Data was reviewed by the CIT and a plan was developed based on identified needs and supported by student data.

2: Schoolwide Reform Strategies

Intervention strategies include the following:

- Istation, Think through Math
- Pull out program to accelerate reading and math skills for at risk 3rd-5th grades
- Read Naturally
- Extended day: tutorial-both morning and afternoon
- Dyslexia Specialist working with 1st-5th grades
- Target the Question, Target Math
- Internal labs
- Hands on science
- After school clubs
- Student Reviews
- My Reading Coach
- Push in Title services
- Coordination of Title and Dyslexia services
- Saturday School
- V Math

3: Instruction by highly qualified professional teachers

100% of the teachers employed at Mendez Elementary meet the Highly Qualified standard.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Professional development opportunities exist for all staff. Forty five minutes of weekly faculty meetings are designated for training in areas identified through the campus needs assessment. Training is offered in: discipline management, all components of Balanced Literacy, data analysis, technology integration, Envision Math, Discovery Education for Science, RtI protocols, Fundamental 5, and using workstations in math and literacy. In addition, funds are available for staff to attend professional conferences, such as TABE, Dyslexia, etc. Teachers attend monthly professional development facilitated by District Instructional Coaches. In addition, one planning period per month is dedicated to training in math, word work, literacy stations, and writing. Title 1 staff participate along with all general education teachers.

5: Strategies to attract highly qualified teachers

New teachers are supported in the district through a mentoring program. Additionally on campus, team planning is scheduled weekly to support all teachers in aligning the curriculum and providing a consistent delivery of instruction for all students. Full day team planning opportunities are scheduled every nine weeks which allows for collaboration regarding lesson design. Team-building activities for staff are scheduled throughout the year. Student Reviews are held every nine weeks to provide support with needed student interventions. In addition, interventionists serve as vital representatives to the RtI team and meet every three weeks to discuss student progress.

6: Strategies to increase parental involvement

Parental involvement plays an integral part in the success of our school. Parents have the opportunity to formally conference with teachers twice a year. In addition, the following activities are scheduled to encourage parents to visit the campus: Back to School Night, Open House, Reading Mania, Family Math Night, Family Science Festival, Fall Festival, M & M Days, PTO meetings, Character Counts Assemblies, Special Area Showcase, Back to the Future, Field Day, Grandparents' Day, Bilingual Parent Meeting, Title 1 Parent Meeting, STEM Fair, class parties, and musical performances by all grade levels.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

PreK students who are zoned for Mendez Elementary have the opportunity to visit the campus during Kindergarten Round Up every spring. In addition, prior to the beginning of the year, kindergarten teachers schedule individual meetings with incoming kindergarten students and their parents.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

All student data is collected in a common reporting system, Eduphoria. Teachers are trained to run reports and work together as teams to analyze the data. Common formative assessments are developed by the team to assess student mastery of targeted objectives. Additionally, teachers have access to reports in iStation and can analyze the data to determine priority students, designation of Tier levels, and amount of time on task.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Student Reviews are held every nine weeks to determine student progress, identify students in need of interventions, identify students with behavioral and/or attendance concerns, and to identify students in need of advanced academic instruction and enrichment. Discussions are held to determine students in need of tutorials and Saturday school to close achievement gaps and fill academic deficits. Additionally, Care Team Meetings may be called to discuss students in need of physical or medical assistance.

10: Coordination and integration of federal, state and local services and programs

93% of the students at Mendez Elementary qualify for the free or reduced lunch program. Many student are homeless or live in a multi-family environment. It is the mission of the school to integrate all federal, state, and local services to meet the varied needs of the student population. Our motto is "Kids First" and every decision entered into by the Campus Improvement Team revolves around practices that are in the best interest of our students.

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Karen McGowan	Principal
Administrator	Lizette Salinas Rodriguez	Assistant Principal
Business Representative	Marty Nelson	
Business Representative	Jerry Niemiec	
Classroom Teacher	Maria Bautista	Second Grade Bilingual Teacher
Classroom Teacher	Moon Hernandez	Fourth Grade Teacher
Classroom Teacher	Joe Merchant	Fifth Grade Teacher
Classroom Teacher	Wendy Reyna	Kindergarten Teacher
Classroom Teacher	Michelle Sharpe	Third Grade Teacher
Classroom Teacher	Jessica Smith	First Grade Teacher
Fine Arts Representative	Adam Voglewede	Art Teacher
Non-classroom Professional	Adriane Clift	Information Literacy Specialist
Non-classroom Professional	Jan Niemiec	Counselor
Parent	Valerie Valdez	
Special Education Department Chair	Sallie Devereaux	Special Education Representative

Addendums

TEXAS EDUCATION AGENCY
2016 Accountability Summary
MENDEZ EL (105902108) - SAN MARCOS CISD

Accountability Rating

Met Standard

Met Standards on

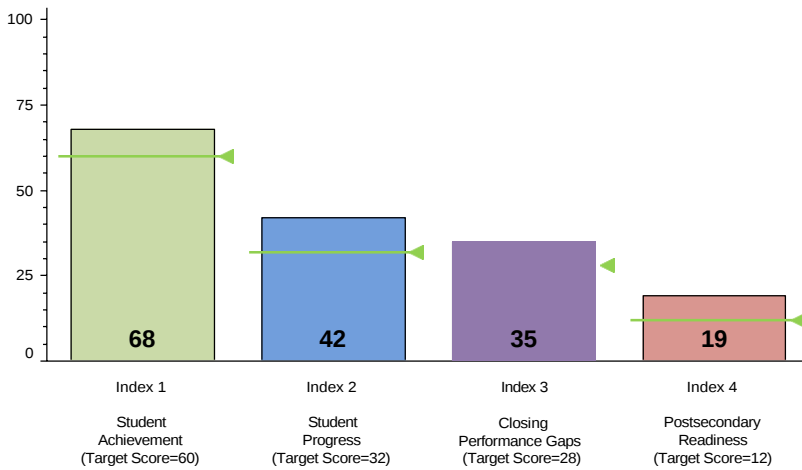
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	370	547	68
2 - Student Progress	253	600	42
3 - Closing Performance Gaps	276	800	35
4 - Postsecondary Readiness			
STAAR Score	19.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		19

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	551 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	82.4
Percent English Language Learners	14.3
Mobility Rate	27.0

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	9 out of 14 = 64%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	19 out of 24 = 79%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
MENDEZ EL (105902108) - SAN MARCOS CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60o/o	60%	60o/o	60o/o	60%	60%,	60%	60%	60%	60%				
Reading	y		y						y	N			3	4	75
Mathematics	y		y						y	N			3	4	75
Writing	y		y						y				3	3	100
Science	N		N						N				0	3	0
Social Studies													0	0	
Total													9	14	64
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N		n/a	n/a	n/a	n/a	N	N		n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N	N		n/a			
Participation Status															
Target	95%	95%	95Cjh	95o/o	95%	95o/o	95%	95o/o	95%,	95%		95%			
Reading	y		y						y	y		y	5	5	100
Mathematics	y		y						y	y		y	5	5	100
Total													10	10	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%,	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													19	24	79

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
MENDEZ EL (105902108) - SAN MARCOS CISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	151	10	123	15	0	0	0	3	121	7	9	n/a
Total Tests	207	11	171	19	0	1	0	5	168	30	9	0
%, at Level II Satisfactory Standard	73o/o	91%	72%,	79%		0%		60%	72%	23%	100%	n/a
Mathematics												
# at Level II Satisfactory Standard	145	8	118	15	0	0	0	4	117	8	9	n/a
Total Tests	207	11	171	19	0	1	0	5	168	30	9	0
% at Level II Satisfactory Standard	70%	73%	69o/o	79%		0%		80o/o	70%	27o/o	100o/o	n/a
Writing												
# at Level II Satisfactory Standard	37	3	28	4	0	0	0	2	31	0	4	n/a
Total Tests	56	4	44	5	0	1	0	2	47	7	4	0
% at Level II Satisfactory Standard	66o/o	75o/o	64%	80o/o		0o/o		100%	66o/o	0o/o	100o/o	n/a
Science												
# at Level II Satisfactory Standard	37	2	31	3	0	0	0	1	28	2	3	n/a
Total Tests	77	5	66	5	0	0	0	1	63	11	4	0
% at Level II Satisfactory Standard	48o/o	40%	47%	60%				100o/o	44%	18%	75%	n/a
Social Studies												
# at Level II Satisfactory Standard	0	0	0	0	0	0	0	0	0	0	0	n/a
Total Tests	0	0	0	0	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard												n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	272	15	230	19	0	3	0	5	223	35	n/a	48
Total Students	272	15	230	19	0	3	0	5	223	35	n/a	48
Participation Rate	100o/o	100%	100%	100%		100%		100%	100%	100%	n/a	100%,
Mathematics: 2015-2016 Assessments												
Number Participating	273	15	231	19	0	3	0	5	224	35	n/a	48
Total Students	273	15	231	19	0	3	0	5	224	35	n/a	48
Participation Rate	100%	100%	100%	100%		100%		100%	100%	100%,	n/a	100%

Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.