San Marcos CISD

Mendez Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: D


MIGHTY
STRIKERS
MENDEZ ELEMENTARY

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.

Vision

Our vision is to create a challenging learning environment that encourages high expectations for success along with college and career readiness through the development of appropriate differentiated instruction that allows for individual differences and learning styles. All learners are encouraged to be self-sufficient, responsible, cooperative and respectful members of our community.

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

Needs Assessment Overview

Needs Assessment Overview Summary

The staff at Mendez Elementary values the importance of feedback to improve student achievement. Through surveys, planning, and data analysis, the Mendez staff can identify the needs of the students for the purpose of providing an equitable opportunity to all students. The staff continues to create efficient and effective systems. The primary focus at Mendez Elementary is accelerated student achievement.

Demographics

Demographics Summary

Mendez Mission

At Mendez Elementary, every student belongs, every voice matters, and every year we rise together in language, achievement, and purpose. Yes we can!

Our mission is to make our vision and beliefs a reality by ensuring that the campus staff focuses on implementing the following with consistency for the 2026- 2027 School Year.

1. Celebrate Students

2. Increase Attendance

3. Deliver Rigorous Tier One Instruction

4. Provide Multi-Tiered Systems of Support

5. Provide Equitable Enrichment Instruction

Mendez Vision

Mendez Elementary School is committed to fostering a challenging and engaging learning environment where every student is valued as a unique individual. Through high expectations, creativity, and a supportive atmosphere, the school empowers students to reach their full intellectual, social, emotional, and physical potential. Grounded in respect, understanding, and compassion, Mendez aims to develop well-rounded learners prepared for lifelong success.

Grade Level	Number of Dual Language Classes and Students	Number of Monolingual Classes and Students
Kindergarten	4 Classes, 71 students	3 Classes, 57 students
First Grade	4 Classes, 88 students	2 Classes, 45 students
Second Grade	4 Classes, 90 students	2 Classes, 44 students
Third Grade	4 Classes, 78 students	2 Classes, 42 students
Fourth Grade	4 Classes, 88 students	3 Classes, 60 students
Fifth Grade	3 Classes, 70 students	2 Classes, 45 students
ACL		2 Classes, 27 students

Demographics Summary
Mendez Campus Enrollment: 746 Students

Hispanic	88.07%	Special Education	22.12%
African American	5.63%	Gifted and Talented	6.30%
White	9.52%	Emergent Bilingual	47.72%
Special Education	22.12%	Economically Disadvantaged	92.38%

Achievement Summary
Here’s a summary of the accountability results for Mendez Elementary School (San Marcos CISD) for the 2025-26 school year.

Mendez Elementary earned an overall **D rating** from the Texas Education Agency (TEA) for 2025-26.

In the three tracked domains:

Student Achievement: Rated D

School Progress: Rated C

Closing the Gaps: Rated F

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mendez Elementary serves 746 students with an overall economically disadvantaged percentage of 92%, with achievement gaps that track demographic lines
Root Cause: Instructional supports are not differentiated to match the concentration and diversity of need within the campus's economically disadvantaged, multilingual, and racially diverse student population.

Student Learning

Student Learning Summary

Student Achievement Summary

Mendez Elementary in San Marcos, Texas, received a D rating under the Texas A–F Accountability System for the 2025–2026 school year, a decline from the B rating (89 overall) the campus earned the previous year. Spring 2026 STAAR and TELPAS results point to the source of that decline: growth rates fell below 50% in both core tested subjects, signaling that instruction is occurring but not yet consistently translating into measurable student progress campuswide.

The campus's Reading/Language Arts passing rate stood at 63.5%, with only 41% of students reaching Meets or Masters — a 12-point gap behind the state average — while just 49.7% of RLA students showed year-over-year academic growth. Mathematics followed a similar pattern, with a 66.3% passing rate but only 48.7% of students demonstrating growth, leaving 87 students in the Did Not Meet category. Science was the campus's most urgent subject-area concern, with only 20.9% of Grade 5 students likely to pass and two-thirds of that grade level sitting in the Zone of Uncertainty.

Emergent Bilingual students and students receiving Special Education services remain the campus's most pressing equity gaps. Only 30.4% of ELL students showed TELPAS composite growth, with nearly 62% showing no growth at all, while Special Education students posted 0% Masters in RLA for a third consecutive year. Demographically, Mendez continues to serve a highly diverse, majority-Hispanic student population with a large share of students who qualify for free or reduced lunch, underscoring the equity stakes behind these gaps.

Despite the decline, one bright spot stands out: Grade 5 RLA Masters performance has climbed from 12% to 23% over three years, evidence that sustained instructional momentum is achievable at Mendez. With a new observation-feedback cycle, six Quantitative Performance Objectives, and continued focus on daily attendance and core instruction, the campus has identified a clear path back toward its previous B rating and is positioning its resources around the students with the greatest need.

Student Learning Strengths

Mendez Elementary's 2025–2026 STAAR and TELPAS data, while reflecting a D accountability rating overall, contain real points of strength that position the campus for a strong rebound. The clearest of these is the three-year trajectory in Grade 5 RLA, where the percentage of students reaching Masters has climbed steadily from 12% to 13% to 23% — an 11-point gain that represents sustained, replicable instructional momentum rather than a single-year anomaly.

The data also reveals a substantial "moveable middle" of students sitting just below proficiency across subjects. In RLA, roughly 29% of students fall between Approaches and Meets, representing a group of students close enough to grade-level performance that targeted instructional support could shift them into the Meets/Masters category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education (11% Meets) and Emergent Bilingual (30% Meets) students perform significantly below the campus average in STAAR achievement.
Root Cause: Limited access to grade-level Tier 1 Instruction with appropriate scaffolds

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Mendez Elementary provides a standards-based curriculum to all students and incorporates strong Tier 1 instructional strategies in every classroom. Mendez Elementary follows the TEKS Resource System, a rigorous scope and sequence, and embeds HQIM curriculum in all classrooms to ensure that our students are mastering the grade-level standards. Mendez teachers focus on research-based best instructional strategies, including intentional backwards planning to deliver effective lesson cycles daily. Vertical alignment meetings are held weekly to ensure that instructional practices in all K-5 classrooms are aligned to ensure success for our students from grade level to grade level. Mendez teachers monitor student progress through benchmarks, common assessments, and exit tickets, and each analyzes student data to make an intentional plan for re-teach, intervention, and enrichment that meets each student's needs. Teams meet with administration to internalize their data-based plan and receive support and feedback to implement this plan with fidelity. Our instructional coach at Mendez is bilingual certified and can coach our entire school in best practices. Our goal is to continue to develop our teachers in order to continue our progress in raising our student achievement in every single content area. One hundred percent of Mendez students receive the Character Strong curriculum in morning meetings daily and are given the time to start their mornings with intentional relationship building.

Summary of Goals:

1.

2.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Math and Reading Achievement and Growth are among the campus's most significant academic gaps. For reading, only 41% of students reached Meets or Masters, a 12-point gap behind the state average of 53%, with just 49.7% of students demonstrating year-over-year academic growth. For Math, only 39.5% of students reached Meets or Masters, with 33.7% falling into Did Not Meet.
Root Cause: Tier 1 math and reading instruction lacks consistent, high-leverage instructional practices and a systematic progress-monitoring process to identify and respond to students in real time.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Goals

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By the end of the 2026-2027 school year, Mendez Elementary will strengthen PLC effectiveness so that data-driven collaboration translates into measurable student achievement gains, evidenced by 100% alignment between PLC action plans and walkthrough/observation data, verifying that planned strategies are being implemented in classrooms as documented.

High Priority

HB3 Goal

Evaluation Data Sources: PLC action plans/logs, STAAR interim and benchmark assessments, walkthrough/observation logs, running records/progress monitoring data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data-Driven PLC Cycles Aligned to LIFT & Bluebonnet Math-Every PLC opens with a review of current student data; formative assessments, running records, or STAAR-aligned benchmarks -- before planning begins. Each PLC produces a written action plan naming the specific strategy, the students it targets, and how success will be measured. Grade-level teams identify and monitor a "movable middle" group each cycle, tracking their progress across PLCs. Administration and instructional coaches attend PLCs on a rotating basis to support planning quality and verify strategies align with walkthrough/observation-feedback expectations. This structure directly mirrors the district's LIFT grant (Leadership and Instructional Foundations for Texas) framework, which pairs Bluebonnet Math implementation with strengthened PLC systems, instructional materials internalization protocols, student work analysis, and observation-feedback routines. By building our PLC cycle around data-first planning, written action plans, and coach/admin participation, Mendez is positioning its PLC structure to meet LIFT's expectations for sustainable, districtwide HQIM implementation -- using Bluebonnet Math as the instructional material this cycle is designed to internalize and deliver with fidelity. **Strategy's Expected Result/Impact:** 100% of PLC meetings produce a documented action plan tied to specific student data. Movement in the "movable middle" student group increases each nine-week cycle, and this improved planning-to-practice alignment drives a generalized increase in student academic achievement across Reading, Math, and Science. **Staff Responsible for Monitoring:** Medrano, Instructional Coach; Grade-Level Team Leads; Suzanne Perkins, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 2: By the end of the 2026-2027 school year, Mendez will strengthen campus instructional coherence as evidenced by progress towards average performance levels of 80% Approaches, 50% Meets, and 30% Masters on the common district assessment in the core curriculum.

High Priority

HB3 Goal

Evaluation Data Sources: District Common Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Vertical and Horizontal Curriculum Alignment Establish consistent vertical alignment meetings (K-5 by subject) and horizontal grade-level alignment within PLCs to ensure every teacher is teaching the same standards, with the same rigor and pacing, at each grade level -- closing gaps caused by inconsistent implementation between classrooms and grade levels. **Strategy's Expected Result/Impact:** Common district assessment results show reduced variance in performance between classrooms at the same grade level, indicating consistent instructional delivery rather than teacher-dependent outcomes. Vertical alignment documentation shows clear, coherent skill progression from grade to grade, and campus average performance on the common assessment moves toward 80% Approaches, 50% Meets, and 30% Masters. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Classroom Teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Common Assessment Data Protocol Implement a consistent, campus-wide protocol for analyzing common district assessment data immediately after each administration -- including item analysis, identification of the "movable middle," and a documented reteach/enrichment plan created collaboratively in PLC, so every grade level responds to data with the same rigor and process. **Strategy's Expected Result/Impact:** 100% of grade-level teams complete the data protocol within [X days] of each common assessment, producing a documented reteach/enrichment plan tied to specific standards. Performance on subsequent common assessments shows measurable movement toward the 80/50/30 targets, with a visible, trackable link between the data protocol and score movement. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Classroom Teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** - **Additional Targeted Support Strategy**	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Instructional Coherence Monitoring Through Observation-Feedback Use the campus observation-feedback cycle specifically to verify that common-assessment-informed reteach plans and aligned instructional strategies are being implemented consistently across classrooms, not just planned in PLC -- closing the gap between planning coherence and classroom-level coherence. **Strategy's Expected Result/Impact:** Walkthrough data shows consistent implementation of PLC-planned strategies across classrooms at the same grade level, verified through cross-referencing walkthrough logs with PLC action plans. As instructional coherence becomes visible and verified rather than assumed, campus average performance on the common district assessment moves steadily toward 80% Approaches, 50% Meets, and 30% Masters across all core subjects. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Classroom Teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** - **Additional Targeted Support Strategy**	Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 1: By Spring 2027, the percentage of Mendez Elementary students in Grades 3-5 who score at Meets Grade Level or above on STAAR RLA will increase from 36% to 50%, including an increase for Emergent Bilingual students from 32% to 42% and students receiving Special Education services from 14% to 24%.

High Priority

HB3 Goal

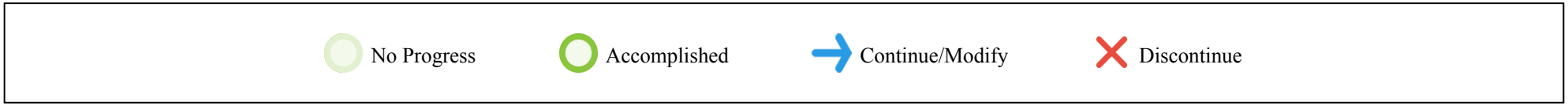
Evaluation Data Sources: 2026 STAAR RLA results
* PLC lesson plans
* Walkthrough/observation logs
* District Common Assessment Data Anaylsis/Performance Indicators

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complex Text & Comprehension Close reading protocol: Teach students to read complex texts three times with a different purpose each time (What does it say? How does it say it? What does it mean?), using text-dependent questions tied to the standard being assessed Text-marking/annotation: Explicitly teach annotation symbols (circle unknown words, underline evidence, star main idea) so students actively interact with text rather than passively reading Chunking complex text: Break dense passages into smaller sections with a stop-and-check question after each chunk, gradually releasing students to handle longer stretches independently **Strategy's Expected Result/Impact:** Classrooms show consistent use of close reading protocols, leveled questioning, and accountable talk stems, visible during walkthroughs rather than only appearing in lesson plans. Students increasingly cite text evidence in both discussion and written responses, and small-group reteach for the "moveable middle" shows measurable movement between progress-monitoring checks every 2-3 weeks. As these strategies take hold with fidelity, RLA Meets/Masters rises from 41% toward 50%, and the RLA growth rate climbs above the current 49.7% by the spring benchmark. **Staff Responsible for Monitoring:** *Saskia Medrano, Instructional Coach * Grade-Level Team Leads (3-5) * Suzanne Perkins, Principal **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Questioning & Discourse Depth of Knowledge (DOK) level questioning: Move beyond literal recall questions to explicitly plan DOK 2-3 questions (inference, analysis, synthesis) tied to the actual rigor level of STAAR items Accountable talk stems: Teach and post sentence stems ("The text states... which shows..."; "I disagree because...") so students practice citing evidence verbally before writing about it Socratic seminar/structured discussion: Build in regular small-group or whole-class discussion where students defend interpretations using textual evidence, not just teacher-led Q&A **Strategy's Expected Result/Impact:** Classrooms show consistent use of close reading protocols, leveled questioning, and accountable talk stems, visible during walkthroughs rather than only appearing in lesson plans. Students increasingly cite text evidence in both discussion and written responses, and small-group reteach for the "moveable middle" shows measurable movement between progress-monitoring checks every 2-3 weeks. As these strategies take hold with fidelity, RLA Meets/Masters rises from 41% toward 50%, and the RLA growth rate climbs above the current 49.7% by the spring benchmark. **Staff Responsible for Monitoring:** Saskia Medrano, Instructional Coach * Grade-Level Team Leads (3-5) * Suzanne Perkins, Principal **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Vocabulary & Academic Language Explicit Tier 2 vocabulary instruction: Pre-teach high-utility academic vocabulary (e.g., "infer," "analyze," "central idea") before the text, not just define words as they come up Morphology instruction: Teach common prefixes/suffixes/roots explicitly so students can decode unfamiliar multisyllabic words independently -- especially valuable for EB and struggling readers **Strategy's Expected Result/Impact:** Classrooms show consistent use of close reading protocols, leveled questioning, and accountable talk stems, visible during walkthroughs rather than only appearing in lesson plans. Students increasingly cite text evidence in both discussion and written responses, and small-group reteach for the "moveable middle" shows measurable movement between progress-monitoring checks every 2-3 weeks. As these strategies take hold with fidelity, RLA Meets/Masters rises from 41% toward 50%, and the RLA growth rate climbs above the current 49.7% by the spring benchmark. **Staff Responsible for Monitoring:** Saskia Medrano, Instructional Coach * Grade-Level Team Leads (3-5) * Suzanne Perkins, Principal **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Writing About Reading Constructed response practice: Regularly require short written responses citing specific text evidence (RACE or similar framework: Restate, Answer, Cite, Explain), scored against STAAR-style rubrics Modeled think-alouds: Teachers model their own thinking process when answering a text-based question before releasing students to try it independently **Strategy's Expected Result/Impact:** Classrooms show consistent use of close reading protocols, leveled questioning, and accountable talk stems, visible during walkthroughs rather than only appearing in lesson plans. Students increasingly cite text evidence in both discussion and written responses, and small-group reteach for the "moveable middle" shows measurable movement between progress-monitoring checks every 2-3 weeks. As these strategies take hold with fidelity, RLA Meets/Masters rises from 41% toward 50%, and the RLA growth rate climbs above the current 49.7% by the spring benchmark. **Staff Responsible for Monitoring:** Saskia Medrano, Instructional Coach * Grade-Level Team Leads (3-5) * Suzanne Perkins, Principal **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 2: By Spring 2027, the percentage of Mendez Elementary K-5 Emergent Bilingual students who advance at least one overall composite proficiency level (Beginning - Intermediate - Advanced - Advanced High) on TELPAS will increase from 30% to 50%, as measured by the 2027 TELPAS composite results.

High Priority

HB3 Goal

Evaluation Data Sources: *2026 TELPAS composite/domain results
* LPAC documentation
* ELD block walkthrough documentation
* PLC lesson internalization/instructional block ELD implementation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Protect daily ELD instructional time campus-wide, provide domain-level differentiation with a priority focus on Writing (65.2% at Beginning), and embed academic language instruction directly into Tier 1 core content delivery. **Strategy's Expected Result/Impact:** TELPAS composite growth rate reaches 45%; reduction in the 61.9% no-growth rate; measurable Writing domain gains, especially in Grade 1 (100% Beginning/Intermediate) **Staff Responsible for Monitoring:** Saskia Medrano, Instructional Coach Dual Language/EB Team Leads Suzanne Perkins, Principal	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 3: By Spring 2027, the percentage of Mendez Elementary students in Grades 3-5 who score at Meets Grade Level or above on STAAR Mathematics will increase from 41% to 55%, including an increase for Emergent Bilingual students from 32%to 45% and students receiving Special Education services from 18% to 28%.

High Priority

HB3 Goal

Evaluation Data Sources: 2026 STAAR Math results
MTSS Tier 2 progress monitoring
*Walkthrough/observation logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Number Sense & Fluency Daily fluency practice: Short, timed number-sense routines (e.g., number talks, fact fluency drills) at the start of math block to build automaticity with foundational operations, freeing up cognitive load for complex problem-solving Concrete-Representational-Abstract (CRA) sequence: Explicitly move students through hands-on manipulatives - visual models (drawings, number lines) - abstract equations, rather than jumping straight to algorithms **Strategy's Expected Result/Impact:** Classrooms show consistent use of the explicit problem-solving model, CRA sequencing, and math discourse strategies, visible during walkthroughs rather than only appearing in lesson plans. Students increasingly show and explain their reasoning through multiple representations and accountable math talk, and small-group reteach for the "moveable middle" and MTSS Tier 2 support show measurable movement between progress-monitoring checks. As these strategies take hold with fidelity, Math Approaches or above rises from 66.3% toward 75%, and the Math growth rate climbs above the current 48.7% by the spring benchmark. **Staff Responsible for Monitoring:** Grade-Level Team Leads Intervention Team Suzanne Perkins, Principal **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Problem-Solving & Reasoning Explicit problem-solving model (RDW-Read, Draw, Write): Teach a consistent step-by-step approach to word problems -- identify what's being asked, underline key information, choose an operation, solve, check -- so students have a repeatable process rather than guessing Multiple representations: Require students to show their thinking in more than one way (equation, model, words) so teachers can pinpoint exactly where a misconception lives Error analysis tasks: Give students a worked problem with a mistake and have them find and explain the error -- this builds the reasoning skills STAAR increasingly tests **Strategy's Expected Result/Impact:** Classrooms show consistent use of the explicit problem-solving model, CRA sequencing, and math discourse strategies, visible during walkthroughs rather than only appearing in lesson plans. Students increasingly show and explain their reasoning through multiple representations and accountable math talk, and small-group reteach for the "moveable middle" and MTSS Tier 2 support show measurable movement between progress-monitoring checks. As these strategies take hold with fidelity, Math Approaches or above rises from 66.3% toward 75%, and the Math growth rate climbs above the current 48.7% by the spring benchmark. **Staff Responsible for Monitoring:** Suzanne Perkins-Principal Antonio Oquendo-Perez- AP Cecilia Reyes- AP Saskia Medrano- Instructional Coach **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Explicit Instruction & Modeling "I do, we do, you do" for every new skill: Model the strategy explicitly first, guide practice together, then release to independent work -- avoid skipping straight to independent practice Think-alouds during modeling: Verbalize your own reasoning process when solving a problem, not just the steps, so students learn how to think about math, not just what to write Math Discourse Turn and talk on strategy comparison: Have students discuss and compare different solution strategies with a partner before whole-group discussion, building flexibility in how they approach problems Accountable math talk stems: Post and use stems like "I solved it this way because..." or "I agree/disagree with your strategy because..." so students explain reasoning, not just answers **Strategy's Expected Result/Impact:** Classrooms show consistent use of the explicit problem-solving model, CRA sequencing, and math discourse strategies, visible during walkthroughs rather than only appearing in lesson plans. Students increasingly show and explain their reasoning through multiple representations and accountable math talk, and small-group reteach for the "moveable middle" and MTSS Tier 2 support show measurable movement between progress-monitoring checks. As these strategies take hold with fidelity, Math Approaches or above rises from 66.3% toward 75%, and the Math growth rate climbs above the current 48.7% by the spring benchmark. **Staff Responsible for Monitoring:** Suzanne Perkins-Principal Antonio Oquendo-Perez- AP Cecilia Reyes- AP Saskia Medrano- Instructional Coach **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 4: By Spring 2027, the percentage of Mendez Elementary students in Grade 5 who score at Approaches or above on STAAR Science will increase from 55% to 65% as measured by the STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: 2026 STAAR Science early results
STEAM/Science walkthrough/observation logs
District Common Assessment Data Analysis/Strategy Implementation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: K-2: Building Scientific Vocabulary & Observation Skills Explicit academic vocabulary instruction: Teach science-specific terms (observe, predict, evidence, classify) explicitly and repeatedly across units, not just during science block -- these are the words STAAR questions are built on by 5th grade Hands-on inquiry stations: Give young students regular, structured opportunities to observe, sort, and describe phenomena (weather, plants, materials) using academic language, not just play-based exploration Science journals starting in Kindergarten: Have students draw and label observations early, building the habit of recording scientific thinking that becomes writing-based by upper grades **Strategy's Expected Result/Impact:** Classrooms show consistent use of explicit science vocabulary instruction, hands-on inquiry, and STEAM lab activities aligned to grade-level TEKS, visible during walkthroughs rather than only appearing in lesson plans. Students increasingly demonstrate scientific vocabulary, data/graph interpretation, and reasoning skills across grade levels, with K-4 vertical alignment building the depth needed for 5th grade STAAR success **Staff Responsible for Monitoring:** Science/Math Classroom Teachers Grade 5 Team Lead Suzanne Perkins, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 3-4: TEKS-Aligned Content Depth & Inquiry Full TEKS coverage with depth, not just exposure: Ensure every 3rd-4th grade science TEKS is taught with enough instructional time to build real understanding, since gaps here surface directly in 5th grade STAAR content Inquiry-based investigations: Structure regular hands-on investigations where students form a hypothesis, collect data, and draw conclusions -- build the scientific method as a repeatable process, not a one-time unit Cross-curricular science vocabulary in reading/writing: Reinforce science vocabulary during ELA instruction (informational text units) so language isn't only reinforced during the science block **Strategy's Expected Result/Impact:** Classrooms show consistent use of explicit science vocabulary instruction, hands-on inquiry, and STEAM lab activities aligned to grade-level TEKS, visible during walkthroughs rather than only appearing in lesson plans. Students increasingly demonstrate scientific vocabulary, data/graph interpretation, and reasoning skills across grade levels, with K-4 vertical alignment building the depth needed for 5th grade STAAR success. **Staff Responsible for Monitoring:** Science/Math Classroom Teachers Grade 5 Team Lead Suzanne Perkins, Principal **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 5th Grade: STAAR-Specific Preparation STEAM lab TEKS alignment: Restructure the science lab to explicitly connect to grade-level TEKS rather than open-ended exploration, ensuring lab time reinforces tested content STAAR-format practice with explanation: Have students practice STAAR-style questions and explain their reasoning for correct/incorrect answers, building test-specific stamina and reasoning skills Explicit science vocabulary instruction for EL students: Pre-teach key vocabulary before each unit, since EB students face compounding language and content gaps in a tested subject with dense academic vocabulary Data/graph interpretation practice: Explicitly teach students to read and interpret charts, graphs, and diagrams, since STAAR Science heavily tests this skill alongside content knowledge **Strategy's Expected Result/Impact:** Classrooms show consistent use of explicit science vocabulary instruction, hands-on inquiry, and STEAM lab activities aligned to grade-level TEKS, visible during walkthroughs rather than only appearing in lesson plans. Students increasingly demonstrate scientific vocabulary, data/graph interpretation, and reasoning skills across grade levels, with K-4 vertical alignment building the depth needed for 5th grade STAAR success. **Staff Responsible for Monitoring:** Science/Math Classroom Teachers Grade 5 Team Lead Suzanne Perkins, Principal **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 1: By the end of the 2026-2027 school year, Mendez Elementary will increase overall student attendance from 94.4% to 96%, as measured by district attendance data.

High Priority

HB3 Goal

Evaluation Data Sources: Skyward Daily Attendance Reports
Campus Attendance Committee Meeting Agendas
PEIMS Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monitor daily/weekly attendance data by grade level in PLC and address chronic absenteeism early **Strategy's Expected Result/Impact:** Reduced chronic absenteeism; campus average attendance at or above 96% by the end of the year **Staff Responsible for Monitoring:** Suzanne Perkins-Principal Jessica Manichia- Counselor Front Office/Attendance Clerk- Becky Camacho **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement attendance incentives and recognition tied to Mendez Mighty Strikers branding **Strategy's Expected Result/Impact:** Reduced chronic absenteeism; campus average attendance at or above 96% by the end of the year **Staff Responsible for Monitoring:** Suzanne Perkins-Principal Jessica Manichia- Counselor Front Office/Attendance Clerk- Becky Camacho **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Attendance committee follow-up (calls, letters, home visits) for students below 90% attendance **Strategy's Expected Result/Impact:** Reduced chronic absenteeism; campus average attendance at or above 96% by the end of the year **Staff Responsible for Monitoring:** Suzanne Perkins-Principal Jessica Manichia- Counselor Front Office/Attendance Clerk- Becky Camacho **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Partner with front office and counselor to identify transportation or other barriers to attendance **Strategy's Expected Result/Impact:** Reduced chronic absenteeism; campus average attendance at or above 96% by the end of the year **Staff Responsible for Monitoring:** Suzanne Perkins-Principal Jessica Manichia- Counselor Front Office/Attendance Clerk- Becky Camacho **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy**	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 2: By the end of the 2026-2027 school year, 100% of Mendez students will have access to a curriculum and a classroom environment that support building their character, identifying and regulating emotions, and positive communication with others.

Evaluation Data Sources: Observations, Curriculum Implementation, Character Strong, Classroom Set Up

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The daily schedule begins with the Character Strong Curriculum during Morning Meeting. **Strategy's Expected Result/Impact:** Decrease in Discipline/Conduct Referrals Decrease in Tier 2 and Tier 3 students on MTSS Behavior **Staff Responsible for Monitoring:** Classroom Teachers Counselor Administrative Team **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: School Counselor Guidance Lessons at least twice a month per grade level, centered around needs assessment and the Character Strong Curriculum. All classrooms consist of a regulation station or calming corner. **Strategy's Expected Result/Impact:** Decrease in Discipline/Conduct Referrals Decrease in Tier 2 and Tier 3 students on MTSS Behavior **Staff Responsible for Monitoring:** Classroom Teachers Counselor Administrative Team **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: All classrooms consist of a regulation station or calming corner. **Strategy's Expected Result/Impact:** Decrease in Discipline/Conduct Referrals Decrease in Tier 2 and Tier 3 students on MTSS Behavior **Staff Responsible for Monitoring:** Classroom Teachers Counselor Administrative Team **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 3: By the end of the 2026-2027 school year, Mendez Elementary will strengthen partnerships with families and community organizations to support communication, academic achievement, attendance, and students' social-emotional well-being of students as evidenced by 90% weekly communication by staff as measured by end-of-year parent survey and CARE team service data.

High Priority

HB3 Goal

Evaluation Data Sources: Daily and Weekly Communication with Mendez families
School Events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Classroom teachers communicate daily through School Status Administration sends out a weekly newsletter to families. Monthly school and community events are aligned with academics and fine arts. **Strategy's Expected Result/Impact:** Families receive daily, direct communication from their child's teacher through School Status, creating a consistent, real-time line of contact rather than relying on infrequent or one-way updates 100% of families receive a weekly newsletter from administration, keeping the full campus community informed of school-wide events, academic priorities, and important dates At least one school or community event takes place monthly, each intentionally connected to academics or fine arts rather than standing alone as a social event Increased family attendance and participation at school-hosted events over the course of the year Measurable increase in two-way communication -- families responding to teacher messages, attending conferences, and engaging with School Status content, not just receiving it	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Build background knowledge, academic vocabulary, and real-world application through curriculum-aligned field trips and a weekly Innovation Hour. Students will use what they learn to speak, write, and create, strengthening language proficiency for EB students and science achievement for all. **Strategy's Expected Result/Impact:** Students will use content-specific academic vocabulary in complete sentences when speaking and writing, observed in 80% or more of classroom walkthroughs. Writing 90% or more of students will complete a post-trip speaking and writing task, with growth shown in student writing samples across the year. Engagement Students will show increased engagement and curiosity through Innovation Hour projects, measured by project completion and student presentations. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 4: By the end of the 2026-2027 school year, Mendez Elementary will strengthen staff-perceived Goal Focus from 6% Dependence to 35% Independence score on the Organizational Health Inventory (OHI).

High Priority

HB3 Goal

Evaluation Data Sources: OHI (Organizational Health Inventory) results -- Goal Focus subscale, pre/post administration
EOY Staff Survey results
Staff meeting/PLC attendance and participation records
Staff focus group or listening session notes (if conducted)
Campus theme/goal-alignment walkthrough or check-in data (e.g., staff able to articulate shared priorities when asked informally)

Title I Personnel

Name	Position	Program	FTE
Nicole Yonker	ILS Split	Title I	.5
Patricia Metsis	Interventionist	Title I	.5
Saskia Medrano	Campus Instructional Coach	Title I	.5
Tonya Malott	DL Interventionist	Title I	1

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Darren Cole-Ochoa	8/10/2026	Twila Guajardo	8/10/2026
Student Welfare: Discipline/Conflict/Violence Management	Walker Cleveland	9/3/2026	Twila Guajardo	9/3/2026