Birdville Independent School District
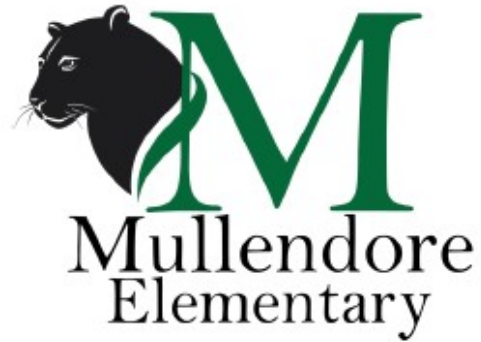
Alliene Mullendore Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of our Mullendore family is to intentionally build strong foundations for a community of life-long learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alliene Mullendore Elementary, established in 1955, is situated in the southern part of North Richland Hills, Tarrant County. The school serves a diverse student body of approximately 351 students, ranging from pre-kindergarten to fifth grade. Among these students, 39% (137 students) are White, 34% (121 students) are Hispanic, 16% (55 students) are African American, 8% (27 students) are Asian, and 2% (7 students) identify as multi-racial. The Native American and Pacific Islander populations together make up less than 1% (4 students) of the student body. Mullendore is a Title 1 campus, with around 66% (232 students) of its students classified as economically disadvantaged. Additionally, 65% (228 students) are considered "At-Risk," 19% (65 students) are emergent bilinguals, and 21% (72 students) receive academic special education services. Approximately 6% (20 students) are identified as Gifted and Talented and receive GATE services, while 7% (24 students) are identified as dyslexic. All certified staff members meet federal requirements for being highly qualified. The school's attendance rate stands at 95%.

Demographics Strengths

Student demographics have remained relatively stable over time, with most student population groups fluctuating by only 2 or 3 percentage points from year to year. No significant changes have been observed in these groups. While our overall student population is growing, partly due to students returning from the International Leadership of Texas (ILT), our recent move and relocation to the former Richland Elementary site has led to a decrease in enrollment this year, as some families have chosen schools closer to their homes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our enrollment has decreased from the previous year.   **Root Cause:** The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families $250 for each new student who enrolls and references them, has also impacted our enrollment.

Student Learning

Student Learning Summary

One of our campus academic goals is for 100% of our students to demonstrate growth in reading and math, with 80% achieving at least one year's growth or more in these subjects. Mullendore staff and administrators closely monitor student progress throughout the year using Progress Monitoring checks, student data folders, and PDSA to analyze success and refine instructional practices.

State, district, and grade-level common assessments are utilized to measure the growth each student achieves.

STAAR Data reported

Reading	Approaches	Meets	Masters
3rd Grade (48 total students)	67% (32 students)	46% (22 students)	13% (6 students)
4th Grade (54 total students)	69% (37 students)	26.% (14 students)	11% (6 students)
5th Grade (46 total students)	67 (31 students)	52% (24 students)	17% (8 students)
Math	Approaches	Meets	Masters
3rd Grade (48 total students)	81% (39 students)	46% (22 students)	15% (7 students)
4th Grade (54 total students)	41% (22 students)	22% (12 students)	6% (3 students)
5th Grade (46 total students)	50% (23 students)	26% (12 students)	9% (4 students)

In Reading, for the 2022-2023 school year, 67% of 3rd graders, 69% of 4th graders, and 67% of 5th graders met the *Approaches* standard. Performance was highest in 5th grade with 52% meeting the *Meets* standard. However, the percentage of students reaching the *Masters* level was relatively low across all grades, with 13% in 3rd grade, 11% in 4th grade, and 17% in 5th grade.

In Math, 81% of 3rd graders met the *Approaches* standard, but only 41% of 4th graders and 50% of 5th graders reached this level. The percentage of students meeting the *Meets* standard was highest in 3rd grade (46%), with lower percentages in 4th grade (22%) and 5th grade (26%). The *Masters* level was achieved by 15% of 3rd graders, 6% of 4th graders, and 9% of 5th graders.

Student Learning Strengths

When looking at data reported by the 2023-2024 STAAR assessment:

- 3rd grade math students had an increased performance of 8% for approaches, 11% increase in meets, and 2.5% increase in masters compared to the previous year.
- 3rd grade reading students had an increased performance of 8% for meets, and 9% in masters compared to the previous year.
- 4th grade reading students had an increase performance of 10% for approaches and 5% in masters compared to the previous years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm.   **Root Cause:** The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Problem Statement 2 (Prioritized): When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged.   **Root Cause:** Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.

Problem Statement 3 (Prioritized): STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year.   **Root Cause:** Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

School Processes & Programs

School Processes & Programs Summary

Mullendore houses the Structured Environment to Enhance Communication (SEEC) program for the Richland High School cluster feeder pattern. This early intervention program is designed to support Pre-Kindergarten through 5th grade students who face multiple learning and language acquisition challenges. New to Mullendore this year, we also offer the Preschool Program for Children with Disabilities (ECSE-SEEC), which serves 3- and 4-year-old children in need of early special education intervention, focusing on cognitive, social-emotional, language and communication, and physical skills.

Mullendore also has a Gifted and Talented (GATE) program that serves K-2 students identified as GT. Additionally, the campus offers an "Invest" program aimed at enhancing the skills of second-grade students who were close to meeting the qualifying requirements for GATE. This program enriches their abilities to better prepare them for GATE qualification in third grade.

For students facing academic challenges, Mullendore provides a resource program that offers both "push-in" and "pull-out" services. Students struggling with reading due to dyslexia receive intensive instruction from a full-time reading specialist trained in MTA. Those who struggle with math benefit from small group instruction led by a full-time math interventionist. Additionally, students who need extra reading support but are not classified as dyslexic receive assistance from a certified teacher who serves as a reading support tutor. Similarly, students who need extra math support but are not considered tier 3 receive help from a certified math tutor.

School Processes & Programs Strengths

Mullendore follows a structured Response to Intervention (RtI) process, where all students are reviewed in collaborative discussions every three weeks. In the first "cycle," intervention and enrichment strategies are discussed, and the student's tier placement is evaluated and adjusted if the RtI committee deems it appropriate. During the second "cycle," each student is individually reviewed to assess the effectiveness of the strategies implemented. These RtI meetings include the Principal, Assistant Principal, teacher of record, math and reading interventionists, and often an instructional coach who provides instructional and curricular recommendations.

To address the diverse social and emotional needs of our students, an alternative Friday schedule has been implemented. This schedule allows for school-wide support and encouragement. During this time, grade levels focus on Character Strong lessons and meet with a "Buddy Class" to discuss Conscious Discipline routines and procedures. Students engage in activities such as reading with their "buddy," sharing data folders, and discussing and reviewing PDSAs.

A Super PLC schedule is being implemented allowing teachers to meet for an extended conference time with the Campus Instructional Facilitator reviewing data and student supports. During this time the counselor is able to meet with students for further Character Strong Counseling lessons and our Librarian is able to support the lessons with children's literature.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our STAAR reading scores decreased from the previous year. **Root Cause:** The focus of the PLC was not tightly aligned.

Problem Statement 2 (Prioritized): Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support. **Root Cause:** Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Perceptions

Perceptions Summary

Implementing Conscious Discipline as our school-wide discipline strategy has fostered a sense of involvement and success in the emotional growth and well-being of our students and their families. Through social media posts, live Facebook feeds, and monthly newsletters, we actively keep our parents and stakeholders informed and engaged with what's happening on our campus. To encourage socialization and relationship-building, we have planned monthly family activities and PTA programs throughout the year. Our school and PTA will continue to host "restaurant nights," which serve not only as fundraisers but, more importantly, as opportunities to strengthen community and rapport among parents, students, and staff. To reduce crowding in the halls and building, school events are spread out over several nights, and whenever possible, school-wide family events are held outdoors. Each morning, families and students are greeted at the door, and on Fridays, music is played to motivate, welcome, and bring joy as they arrive.

Perceptions Strengths

By analyzing the data from annual surveys distributed to parents, students, and staff, we have identified several areas showing positive outcomes. Parents have expressed appreciation for the effective communication, the organized arrival and dismissal processes, and the multiple channels through which information is shared. The overwhelming majority of respondents feel safe and secure while at school. Additionally, parents report a sense of pride in their children attending Mullendore Elementary, and they believe that Mullendore effectively meets their children's academic, social, and emotional needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary.   **Root Cause:** Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

Problem Statement 2 (Prioritized): Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury.   **Root Cause:** The building we were housed in was old and there was lots of shifting in the ground and areas around the building due to foundational concerns and drainage issues.

Priority Problem Statements

Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm.

Root Cause 1: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our enrollment has decreased from the previous year.

Root Cause 2: The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families $250 for each new student who enrolls and references them, has also impacted our enrollment.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our STAAR reading scores decreased from the previous year.

Root Cause 3: The focus of the PLC was not tightly aligned.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary.

Root Cause 4: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support.

Root Cause 5: Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year.

Root Cause 6: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury.

Root Cause 7: The building we were housed in was old and there was lots of shifting in the ground and areas around the building due to foundational concerns and drainage issues.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged.

Root Cause 8: Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will show growth in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) . b) Improve Mathematics performance of students in the sub-population of Hispanic and Economically Disadvantaged in Domain 3 Closing the Gaps as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels, mCLASS assessments, Star Ren Reading and Star Ren Math screeners.

Strategy 1 Details			Reviews		
Strategy 1: Implement district reading and math workshop models.		**Formative**			**Summative**
Actions: a) Ensure all reading and math teachers attend district professional development.	**Nov**	**Jan**	**Mar**		**June**
b) Utilize instructional facilitator to help mentor and train teachers with use of district-provided strategies. c) Implement Instructional Rounds and provide coverage so that teachers will be able to visit Model Classrooms. d) Implement comprehensive RtI plan and Progress Monitoring. e) Ensure Reading and Math workshop model utilizes district curriculum materials. **Staff Responsible for Monitoring:** Principal,Assistant Principal, Instructional Facilitator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1	50%	75%			

Strategy 2 Details	Reviews			
Strategy 2: Focus on personalized learning for students.	**Formative**			**Summative**
Actions: a) Scheduled WIN time for intervention and extension	**Nov**	**Jan**	**Mar**	**June**
c) Implement guided reading and guided math instruction d) Implement flexible small groups based on data e) Utilize performance data from mClass and Star Renaissance to target instruction to student need **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator, Title 1 Tutor, Special Education E.A. **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $173,455, Title I Personnel - 211 - Title I - $28,713	50%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Implement district Social and Emotional Learning using Character Strong.	**Formative**			**Summative**
Actions: a) Ensure all teachers participate in weekly lessons and activities with students.	**Nov**	**Jan**	**Mar**	**June**
b) Utilize campus counselor to assist and collaborate with teachers to ensure instruction is effective. c) Encourage and recognize students who model and demonstrate character values and traits daily during morning announcements as well as at the end of each nine weeks grading period during Celebration of Kids recognitions. d) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, and Crisis Counselor **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	50%	75%		

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

Performance Objective 1 Problem Statements:

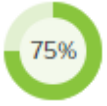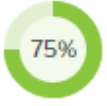| Student Learning |
|---|
| **Problem Statement 1**: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm.   **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning. |
| **Problem Statement 3**: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year.   **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning. |

Perceptions
Problem Statement 1: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary.   **Root Cause**: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

High Priority

HB3 Goal

Evaluation Data Sources: Historical performance by student groups on STAAR and CBA Assessments

Strategy 1 Details	Reviews			
Strategy 1: Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Work with special education teachers and general education teachers to include students in general education setting. b) Train general education teachers to scaffold instruction and work with students who have special learning requirements. c) Create a Master Schedule to maximize instruction and minimize the amount of time students are pulled from the general education setting. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Special Education teachers, Dyslexia Interventionist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3	50%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Create a student progress monitoring schedule designed to track and monitor student growth and progress throughout the year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) A PLC schedule was created so that teachers could meet bi-weekly to review student data and create tightly aligned assessments using the backwards design model. b) Meet during scheduled RTI and Progress Monitoring collaboratives to review student progress, academic growth, instructional celebrations, discuss concerns, and reorganize student support groups if needed. b) Implement and monitor strategies discussed during RtI and Progress Monitoring collaboratives. d) Monitor the progress and growth of students identified in the areas of concern according to the Closing the Gap Performance Target. **Staff Responsible for Monitoring:** Principal, Assistant Principal, RtI team **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 3	50%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Utilize tutors to help serve students identified during PLC and progress monitor as needing support.	**Formative**			**Summative**
Actions: a) Schedule weekly after school tutoring opportunities for students targeted on areas of need identified during PLC and progress monitoring collaboratives.	**Nov**	**Jan**	**Mar**	**June**
b) Create a WIN schedule that utilizes staff to support students and maximizes learning for students of all academic need. c) Work with support staff to ensure students are not missing Tier 1 instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, grade level teachers, support staff **Title I:** 2.5 **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Tutorials - 211 - Title I - $34,090	50%	75%		

Strategy 4 Details	Reviews			
Strategy 4: Utilize continuous improvement strategies to ensure instructional strategies are meeting student needs.	**Formative**			**Summative**
Actions: a) Ensure teachers are trained in the understanding of and the use of continuous learning strategies. b) Utilize campus "Instructional Rounds" to provide teachers the opportunity to observe and become familiar with continuous improvement strategies. c) Have campus Instructional Facilitator support and deepen teacher's understanding and use of PDSA structures. d) Collaborate in PLC and vertical teams to discuss and review campus and state common assessments in an effort to target student needs and supportive instructional strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Facilitator **Title I:** 2.5 **Problem Statements:** Student Learning 1, 3	**Nov**	**Jan**	**Mar**	**June**
	50%	75%		

Strategy 5 Details	Reviews			
Strategy 5: Use intervention strategies designed to meet the needs of English Language learners.	**Formative**			**Summative**
Actions: a) Ensure all staff are ELL certified and have the training needed to support English Learners. b) Track and monitor student progress and growth. Be meaningful about student groups and the adjustment that needs to be made in their learning. c) Utilize RTI spreadsheet and information about student demographics in addition to student growth and need. c) Use the Campus Instructional Facilitator to assist in providing tools, resources and strategies needed to support our EB population. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Facilitator **Title I:** 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	**Nov**	**Jan**	**Mar**	**June**
	50%	75%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm. **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Student Learning
Problem Statement 3: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year. **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by campus-administered student survey.

Evaluation Data Sources: Student survey results and office referral data

Strategy 1 Details	Reviews			
Strategy 1: Utilize Conscious Discipline strategies to teach and reinforce social-emotional skills.	**Formative**			**Summative**
Actions: a.) Campus wide participation in Conscious Discipline tools and strategies.	**Nov**	**Jan**	**Mar**	**June**
c) Daily morning announcements highlighting C.D. skills and strategies. d) Campus wide classroom buddies and C.D. review and discussions. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Professional Development - 211 - Title I - $5,000	50%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Utilize lessons in Character Strong and the values reviewed to teach and promote virtues.	**Formative**			**Summative**
Actions: a) Teachers and students in each homeroom class will elect classmates that exemplify Character Strong	**Nov**	**Jan**	**Mar**	**June**
Values each nine weeks. These student will be recognized during 9 week Celebration of Kids recognitions. b) Students modeling Character Strong Values will be recognized on the morning announcements. c) Students nominated by classmates and recognized during the 9 weeks Celebration of Kids will be given a token item of affirmation and recognition. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor **Title I:** 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1	50%	75%		

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm.   **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.
Problem Statement 2: When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged.   **Root Cause**: Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.
Problem Statement 3: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year.   **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

School Processes & Programs
Problem Statement 2: Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support.   **Root Cause**: Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Perceptions
Problem Statement 1: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary.   **Root Cause**: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

    Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
Strategy 1: Implement district Behavior RtI plan.	**Formative**			**Summative**
Actions: a) Create behavior RtI team.	**Nov**	**Jan**	**Mar**	**June**
b) Utilize Conscious Discipline and the tools and strategies shared for supporting students.				
c) Schedule opportunities each nine weeks for counselor to provide guidance lessons to students.	50%	75%		
d) Schedule lunch bunches for students where conversations can be had regarding feelings and how to handle and react to situations.				
e) Utilize district Behavior RtI Specialist.				
Staff Responsible for Monitoring: Principal and Assistant Principal and Counselor				
Title I: 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1				

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm.   **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.
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School Processes & Programs
Problem Statement 2: Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support.   **Root Cause**: Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Perceptions
Problem Statement 1: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary.   **Root Cause**: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared with prior school year.

> **Evaluation Data Sources:** Campus ADA percentages compared with previous school year.

Strategy 1 Details			Reviews		
Strategy 1: Develop and implement a campus-wide program to promote improved student and staff attendance.		**Formative**			**Summative**
Actions: a) Promote attendance incentives to staff, students, and parents.		**Nov**	**Jan**	**Mar**	**June**
b) Track attendance and display in public place for staff, students, and parents to see. c) Classes with the highest percentage of attendance will be invited to participate in the Welcome Walk on Fridays and get a treat during lunch. d) Teachers and Administrators will call parents of students who are absent to make connections and build relationships. e) Classes will participate in attendance competitions designed around popular themes such as football and basketball. Winners will be posted and visible for students and staff. Prizes will be given and shared and students and teachers.		50%	75%		
Staff Responsible for Monitoring: Principal and Assistant Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Parent Family Engagement - 211 - Title I - $1,000					

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our enrollment has decreased from the previous year. **Root Cause**: The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families $250 for each new student who enrolls and references them, has also impacted our enrollment.

Student Learning

Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm. **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Problem Statement 2: When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged. **Root Cause**: Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.

Problem Statement 3: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year. **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

School Processes & Programs

Problem Statement 2: Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support. **Root Cause**: Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Perceptions

Problem Statement 1: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary. **Root Cause**: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement strategies and principles to identify and improve operations and student outcomes.

Evaluation Data Sources: Evaluation of goal achievement as per campus improvement plan

Strategy 1 Details	Reviews			
Strategy 1: Develop and deploy continuous improvement processes.	**Formative**			**Summative**
Actions: a) Develop SMART goals for attendance and safety. b) Track attendance data throughout the school year. c) Meet with Campus Safety/Operations team regularly and conduct plus deltas to guide improvement. d) Assistant Principal and Head Custodian will complete weekly campus walks to look for areas of safety concern that need to be addressed. e)Provide a google form for staff to complete with concerns regarding campus safety and campus drills. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2	**Nov**	**Jan**	**Mar**	**June**
	50%	75%		

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our enrollment has decreased from the previous year.   **Root Cause**: The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families $250 for each new student who enrolls and references them, has also impacted our enrollment.

Student Learning
Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm.   **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Student Learning

Problem Statement 2: When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged. **Root Cause**: Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.

Problem Statement 3: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year. **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

School Processes & Programs

Problem Statement 1: Our STAAR reading scores decreased from the previous year. **Root Cause**: The focus of the PLC was not tightly aligned.

Problem Statement 2: Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support. **Root Cause**: Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Perceptions

Problem Statement 1: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary. **Root Cause**: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

Problem Statement 2: Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury. **Root Cause**: The building we were housed in was old and there was lots of shifting in the ground and areas around the building due to foundational concerns and drainage issues.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Improve the percentage of students and staff who report feeling safe at school.

    Evaluation Data Sources: Campus-administered survey of students, parents and staff

Strategy 1 Details	Reviews			
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Show and discuss the quarterly safety videos. b) Survey staff, students, and families regarding their safety perceptions. c) Use data and information from previous years to implement changes if needed in areas where concern was mentioned. d) Meet with Campus Safety/Operations team to discuss drills and after action plan. e) Staff uniforms provided by the school will assist in stakeholders being able to quickly identify BISD school employees in turn supporting belonging, security, and well-being. **Staff Responsible for Monitoring:** Principal and Assistant Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	50%	75%		

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury.   **Root Cause**: The building we were housed in was old and there was lots of shifting in the ground and areas around the building due to foundational concerns and drainage issues.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and to reduce the number of work days lost due to accidents occurring on the job by 10%.

Evaluation Data Sources: Quarterly reports of workers' compensation claims

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus program that promotes an accident-free work environment.	**Formative**			**Summative**
Actions: a) Ensure all campus employees complete Safe School training.	**Nov**	**Jan**	**Mar**	**June**
b) Ensure all staff know where all step ladders are hanging. c) Work with custodian to ensure that all slipping hazards are marked. d) Use campus walks to evaluate areas of needed repair and concern. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Problem Statements:** Perceptions 2	50%	75%		

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

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury.   **Root Cause**: The building we were housed in was old and there was lots of shifting in the ground and areas around the building due to foundational concerns and drainage issues.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement district reading and math workshop models.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement district reading and math workshop models.
1	2	1	Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting.
1	2	2	Create a student progress monitoring schedule designed to track and monitor student growth and progress throughout the year.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement district reading and math workshop models.

State Compensatory

Budget for Alliene Mullendore Elementary

Total SCE Funds: $173,455.00
Total FTEs Funded by SCE: 3.32
Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Alliene Mullendore Elementary

Name	Position	FTE
Ashlee Collins	Teacher	0.5
Ivana Matouchev	Educational Assistant	0.33
Jamie Ford	Teacher	0.33
Jennifer Denham	Teacher	0.5
Ovenua Bateman	Educational Assistant	0.33
Sarah McCarty	Instructional Facilitator	1
Teri Naya	Reading Intervention	0.33

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

Teachers:

Melissa Piesche

Elizabeth Huggins

Cherri Kehoe

Amanda Rivera

Natalia Chancellor

Parents:

Mandee Wisnewski

Heidi Pagel

Community Members:

Shawn Wood

Helen Clark

Administrators:

Merritt Dobecka

Sara Muetzenberg

Other Campus and district staff:

Channing Haye

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 57.78% low performance on a readiness test or assessment instrument

1. semester failure of two or more academic subjects

2. grade retention

3. lack of satisfactory performance on state-mandated testing

4. pregnancy or parenthood

5. placement in an alternative education program

6. expulsion

7. parole, probation, deferred prosecution, or conditional release

8. drop out status

9. limited English proficiency

10. custody or care of the Department of Protective and Regulatory Services

11. homelessness

12. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognition, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning

4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Teachers:

Melissa Piesche

Elizabeth Huggins

Cherri Kehoe

Amanda Rivera

Natalia Chancellor

Parents:

Mandee Wisnewski

Heidi Pagel

Community Members:

Shawn Wood

Helen Clark

Administrators:

Merritt Dobecka

Sara Muetzenberg

Other Campus and district staff:

Channing Haye

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Monday, Tuesday and Thursday evenings as well as Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum

- August Meet the Teacher Night (Thursday only) on campus

- August Curriculum Night and Title I Meeting (Monday the 29th and Tuesday, the 30th) on campus

- September Book Fair and Grandparents Luncheon (Wednesday the 14th, Thursday, the 15th, and Friday, the 16th) on campus
- October Title I Meeting (Wednesday 10am) on campus
- October Student Program (Tuesday) on campus

- November Veteran's Day Program (Friday) on campus

- November Student Program (Tuesday) on campus

- December Student Program (Tuesday) on campus

- January Family Math Night Event (Tuesday) on campus

- February Student Program (Tuesday) on campus
- February Family Reading Night (Thursday) on campus

- March Open House (Thursday only) on campus

- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School

- April Student Program (Tuesday) on campus

- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus

- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

- May Student Program (Tuesday) on campus

Title I Personnel

Name	Position	Program	FTE
Ashley Joy	Title I EA	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	SCE Campus Personnel		$173,455.00
				Sub-Total	$173,455.00
				Budgeted Fund Source Amount	$173,455.00
				+/- Difference	$0.00
211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Title I Personnel		$28,713.00
1	2	3	Tutorials		$34,090.00
1	3	1	Professional Development		$5,000.00
2	1	1	Parent Family Engagement		$1,000.00
				Sub-Total	$68,803.00
				Budgeted Fund Source Amount	$68,803.00
				+/- Difference	$0.00
				Grand Total Budgeted	$242,258.00
				Grand Total Spent	$242,258.00
				+/- Difference	$0.00