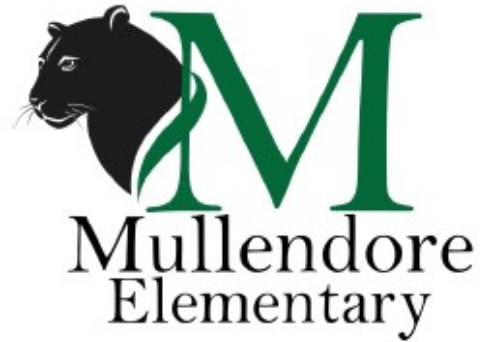


Birdville Independent School District
Alliene Mullendore Elementary
2023-2024 Improvement Plan



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 was built in 1955 and is located in the southern area of North Richland Hills in Tarrant County and serves an economic and ethnically diverse student population of approximately 344 students in grades pre-kindergarten through fifth grade. Of these 344 students, 36% (124 students) are white, 36% (124 students) are Hispanic, 12% (41 students) are African American, 9% (31 students) are Asian, 6% (21 students) are considered multi-racial, while the Native American and Pacific Islander populations combine for less than 1% (3 students) of the student population. Mullendore is considered a Title 1 campus with approximately 70% (241 students) of the student population meeting this qualification. Additionally, 72% (248 students) of the student population are considered to be "At-Risk", 19% (65 students) of the students are emergent bilingual, and 25% (86 students) of the students receive academic special education support. Approximately 5% (17 students) of the student population are identified as being Gifted and Talented and receive GATE services. 7% (24 students) of the students are identified as being dyslexic. All staff members meet federal highly qualified requirements. The school's attendance rate was reported to be 95%.

Demographics Strengths

- Student demographics remain fairly stable.
- Typical student population groups remain within 2 or 3 percentage points from year to year and there have not been significant changes noted in student population groups.
- Our student population is increasing with many students returning from the ILT however due to our recent move and relocation to the old Richland Elementary, our numbers have decreased this year as families opted for schools closer to their home.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our enrolment has decreased from the previous year. **Root Cause:** Several families when unenrolling their students have shared they are moving to look for employment due to loss of jobs or being laid off. These families have either relocated to different areas in the metroplex but are moving to be closer to employment opportunities or have moved out of state.

Student Learning

Student Learning Summary

A campus academic goal is for all students to achieve at least one year's growth in math and reading. Mullendore staff and administrators track students' annual growth for the year using Progress Monitoring checks, student data folders, and PDSA to help analyze success and to refine practices.

State, district, and grade level common assessments are used to define the amount of growth each student achieves.

STAAR Data reported

Reading			
	Approaches	Meets	Masters
3rd Grade (58 total students)	67.24% (39 students)	37.93% (22 students)	3.45% (2 students)
4th Grade (52 total students)	59.62% (31 students)	26.92% (14 students)	5.77% (3 students)
5th Grade (49 total students)	77.55% (38 students)	55.10% (27 students)	26.53% (13 students)
Math			
	Approaches	Meets	Masters
3rd Grade (58 total students)	74.14% (43 students)	34.48% (20 students)	12.07% (7 students)
4th Grade (52 total students)	59.62% (31 students)	25% (13 students)	9.62% (5 students)
5th Grade (49 total students)	83.67% (41 students)	65.31% (32 students)	30.61% (15 students)

Student Learning Strengths

When looking at data reported by the 2022-2023 STAAR assessment:

- 3rd grade math students had an increased performance of 14.14% for approaches compared to the previous year. We scored 4.65% higher than our comparison campus.
- 3rd grade reading students had an increased performance of 3.6% for approaches compared to the previous year.
- 4th grade math students had an increased performance of 8.33% for approaches and 4.96% increase in mastery compared to the previous year.
- 5th grade science students scored 4th highest in the district with 83.67% of our students approaching grade level. We scored 1.13% higher than our comparison campus.
- 5th grade math students performed 3.53% higher than the district for approaches, 14.95% higher than the district for meets, and 8.67% higher than the district for masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our ELL population and students in our demographic subgroups, did not make the progress expected in the areas of meets and masters grade level expectation in Math, according to STAAR results. **Root Cause:** Staff needs to track and monitor student progress, make adjustments and be informed of students who fall in multiple sub-populations.

Problem Statement 2 (Prioritized): Our ELL students in grades 1-5 did not show growth according to the TELPAS assessment. **Root Cause:** Staff need to ensure with fidelity instruction is being delivered to students so that background knowledge is built, prior knowledge is activated, learning experiences are created that make content comprehensible, and vocabulary development is a focus.

Problem Statement 3 (Prioritized): When looking at Mclass data, analysis of our beginning of the year mClass K-2 data for Nonsense Word Fluency shows that 41% (21) of kindergarten students, 50% (26) of 1st grade students, and 70% (36) of 2nd grade students did not meet benchmark. Students with a deficit in phonic decoding will not acquire sufficient vocabulary through text. This will negatively impact their reading comprehension. **Root Cause:** Tiered 2 targeted instruction was done inconsistently. Teachers in grades K-2 will meet once a week in grade-level PLCS to review data and practice done in blending and segmenting practices that support explicit and systematic decoding instruction. Tier 2 targeted instruction will be done daily for students who do not meet benchmark in nonsense word fluency.

Problem Statement 4 (Prioritized): When looking at comparison data from the Math STAAR test, students in grades 3 showed minimal growth in the area of approaches, and declined in the area of Meets from the previous year. **Root Cause:** Rigor and relevance across grade level planning was not tightly aligned. Teachers in grades 3-5 will meet once a week in grade-level PLC to review data and practice. Teachers in grade 2 will reflect on standards not mastered in grade 3 to see how to best support students on the standard. Vertical teams will meet monthly in an effort to tightly align rigor and relevance across grade levels.

Problem Statement 5 (Prioritized): In the 22-23 school year, 47% (25 students) of first grade students and 62% (32 students) of second grade students did not meet benchmark on BAS beginning of the year comprehension. Students with a deficit in reading comprehension will not make adequate reading progress, which will contribute to gaps in learning as they move on to more complex skills through the years. **Root Cause:** An emphasis on vocabulary instruction is not being done with fidelity. Professional learning will be provided on the importance of vocabulary instruction to build reading comprehension. Teachers will be presented with the "why" and the importance of vocabulary instruction followed by spiraling review throughout the year. Discussions and data review will be held during grade level PLC.

Problem Statement 6 (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 dampened 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 program is an early intervention environment designed to meet the needs of students in Pre-Kindergarten-5th grade students who have multiple learning and language acquisition barriers. New to Mullendore this year, we also house the Preschool Program for Children with Disabilities, ECSE-SEEC program. This program serves children who are ages 3 and 4 and require early special education intervention with a focus on cognitive, social-emotional, language and communication, and physical skills.

Mullendore has a gifted and talented (GATE) program that serves K-2 students who have been identified as GT on campus. The campus also has an "Invest" program that is designed to enhance the skills of second grade students who were close to meeting qualifying requirements for GATE. The program seeks to enrich 2nd grade students' skills to help them be better prepared to qualify for GATE as a third grade student.

Mullendore provides services to students with academic struggles through a resource program that provides both "push-in" as well as "pull-out" services. Students that struggle with reading due to dyslexia are provided intensive reading instruction through a full-time reading specialist that is trained in MTA. Students that struggle with math are provided intensive small group instruction through a full-time math interventionist. The campus also provides additional reading support to students who struggle with reading but are not considered dyslexic with an additional reading support tutor that is a certified teacher. Students who struggle with math but are not considered tier 3 receive additional math support from a math tutor that is a certified teacher.

School Processes & Programs Strengths

Mullendore has a Response to Intervention (RtI) process that involves a collaborative discussion of all students every three weeks. The first "cycle" is where intervention/enrichment strategies are discussed and then a student's tier placement is considered and moved, if deemed appropriate by the RtI committee. The second "cycle" is where students are discussed individually to determine if strategies are effective. Both "cycles" of RtI collaboratives are staffed by Principal, Assistant Principal, teacher of record, math and reading interventionists, and often times an instructional coach is present to offer instructional/curricular suggestions.

Mullendore is partnering with a campus identified in our comparison group. Grade level teachers will collaborate and PLC with Spicer teachers in an effort to plan and create common formative assessment, discuss data, and share successful interventions.

To meet the many social and emotional needs of our students, an alternative Friday Schedule has been created. This schedule provides support and encouragement school wide. Grade levels are able to focus on Character Strong lessons as well as meet with a "Buddy Class" to discuss Conscious Discipline routines and procedures. During this time students read with their "buddy", share data folders, and PDSAs are discussed and reviewed.

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

Using Conscious Discipline as our school-wide discipline plan has helped the children and their families feel involved and successful in the emotional growth and health of their child. Utilizing Social Media posts, live Facebook Feeds and monthly newsletters to families, we have worked to keep our parents and stakeholders informed and involved with what is happening on our campus. Monthly activities for families and PTA programs throughout the year, are planned to promote socialization and relationships. Our school and PTA plan on continuing to host "restaurant nights" to serve not only as a fund raiser but more importantly to continue to build community and rapport among our parents, students, and staff. School events have been spread out over several nights to minimize the amount of crowding in the halls and building. School wide family events are scheduled to take place outside when the weather allows. Families and students are greeted each morning at the door and on Friday's music is played to motivate, welcome, and bring happiness to families as they arrive.

Perceptions Strengths

Using the data from surveys sent to parents, students and staff each year, we were able to indicate areas that have shown positive results. Parents have shared and expressed appreciation regarding communication, the organization of arrival and dismissal of students, and how information is shared in a variety of ways. The vast majority of respondents feel that they are safe and secure while at school. Parents also report that they are proud to state that their children attend Mullendore Elementary and that they feel Mullendore meets the academic and social and emotional needs of their children.

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, 42% of our families felt they needed more communication regarding student expectations. **Root Cause:** Teachers have been asked to communicate with parents weekly regarding lessons, assignments, and projects that are upcoming in an effort to keep families informed.

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: Our ELL population and students in our demographic subgroups, did not make the progress expected in the areas of meets and masters grade level expectation in Math, according to STAAR results.

Root Cause 1: Staff needs to track and monitor student progress, make adjustments and be informed of students who fall in multiple sub-populations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: When looking at comparison data from the Math STAAR test, students in grades 3 showed minimal growth in the area of approaches, and declined in the area of Meets from the previous year.

Root Cause 2: Rigor and relevance across grade level planning was not tightly aligned. Teachers in grades 3-5 will meet once a week in grade-level PLC to review data and practice. Teachers in grade 2 will reflect on standards not mastered in grade 3 to see how to best support students on the standard. Vertical teams will meet monthly in an effort to tightly align rigor and relevance across grade levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our ELL students in grades 1-5 did not show growth according to the TELPAS assessment.

Root Cause 3: Staff need to ensure with fidelity instruction is being delivered to students so that background knowledge is built, prior knowledge is activated, learning experiences are created that make content comprehensible, and vocabulary development is a focus.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: When looking at Mclass data, analysis of our beginning of the year mClass K-2 data for Nonsense Word Fluency shows that 41% (21) of kindergarten students, 50% (26) of 1st grade students, and 70% (36) of 2nd grade students did not meet benchmark. Students with a deficit in phonic decoding will not acquire sufficient vocabulary through text. This will negatively impact their reading comprehension.

Root Cause 4: Tiered 2 targeted instruction was done inconsistently. Teachers in grades K-2 will meet once a week in grade-level PLCs to review data and practice done in blending and segmenting practices that support explicit and systematic decoding instruction. Tier 2 targeted instruction will be done daily for students who do not meet benchmark in nonsense word fluency.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: In the 22-23 school year, 47% (25 students) of first grade students and 62% (32 students) of second grade students did not meet benchmark on BAS beginning of the year comprehension. Students with a deficit in reading comprehension will not make adequate reading progress, which will contribute to gaps in learning as they move on to more complex skills through the years.

Root Cause 5: An emphasis on vocabulary instruction is not being done with fidelity. Professional learning will be provided on the importance of vocabulary instruction to build reading comprehension. Teachers will be presented with the "why" and the importance of vocabulary instruction followed by spiraling review throughout the year. Discussions and data review will be held during grade level PLC.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our enrolment has decreased from the previous year.

Root Cause 6: Several families when unenrolling their students have shared they are moving to look for employment due to loss of jobs or being laid off. These families have either

relocated to different areas in the metroplex but are moving to be closer to employment opportunities or have moved out of state.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our STAAR reading scores decreased from the previous year.

Root Cause 7: The focus of the PLC was not tightly aligned.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families felt they needed more communication regarding student expectations.

Root Cause 8: Teachers have been asked to communicate with parents weekly regarding lessons, assignments, and projects that are upcoming in an effort to keep families informed.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: 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 9: 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 9 Areas: School Processes & Programs

Problem Statement 10: STAAR scores in grades 3-5 were lower than expected. Students did not excell to the level of Mastery that was anticipated during the school year.

Root Cause 10: 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 dampered instruction and student learning.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury.

Root Cause 11: 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 11 Areas: Perceptions

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 make at least one year's growth in reading between the beginning and the end of the year.

Evaluation Data Sources: Fountas & Pinnell reading levels

Strategy 1 Details	Reviews			
Strategy 1: Implement district literacy plan. Actions: a) Ensure all reading teachers attend district training. b) Utilize instructional coaches to help mentor and train teachers with use of district-provided strategies. c) Provide coverage so that teachers will be able to visit Model Classrooms. d) Implement comprehensive RtI plan and Progress Monitoring e) Reading workshop model utilizing district curriculum materials f) implement F & P curriculum with fidelity Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 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 3, 5 Funding Sources: Instructional Resources - 211 - Title I - \$1,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement personalized learning for students. Actions: a) Scheduled WIN time for intervention and extension c) Implement guided reading strategies d) Implement flexible small groups based on data e) Utilize performance data from M-class and Renaissance programs to target instruction to student need f) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas Staff Responsible for Monitoring: Principal, Assistant Principal, Math and reading interventionist Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3, 5 Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$49,814, Intervention Personnel - 211 - Title I - \$71,468	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement district Social and Emotional Learning using Character Strong. Actions: a) Ensure all teachers participate in weekly lessons and activities with students. b) Utilize campus counselor to assist and collaborate with teachers to ensure instruction is effective. c) Encourage and recognize students each nine weeks who model and demonstrate character values and traits shared during daily morning announcements and weekly lessons. d) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: When looking at Mclass data, analysis of our beginning of the year mClass K-2 data for Nonsense Word Fluency shows that 41% (21) of kindergarten students, 50% (26) of 1st grade students, and 70% (36) of 2nd grade students did not meet benchmark. Students with a deficit in phonic decoding will not acquire sufficient vocabulary through text. This will negatively impact their reading comprehension. **Root Cause:** Tiered 2 targeted instruction was done inconsistently. Teachers in grades K-2 will meet once a week in grade-level PLCS to review data and practice done in blending and segmenting practices that support explicit and systematic decoding instruction. Tier 2 targeted instruction will be done daily for students who do not meet benchmark in nonsense word fluency.

Problem Statement 5: In the 22-23 school year, 47% (25 students) of first grade students and 62% (32 students) of second grade students did not meet benchmark on BAS beginning of the year comprehension. Students with a deficit in reading comprehension will not make adequate reading progress, which will contribute to gaps in learning as they move on to more complex skills through the years. **Root Cause:** An emphasis on vocabulary instruction is not being done with fidelity. Professional learning will be provided on the importance of vocabulary instruction to build reading comprehension. Teachers will be presented with the "why" and the importance of vocabulary instruction followed by spiraling review throughout the year. Discussions and data review will be held during grade level PLC.

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.

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 groups such as our economically disadvantaged and students in our subpopulations as measured by state and district assessments.

High Priority

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. 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, and Special Education teacher 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 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Use intervention strategies designed to meet student needs. Actions: a) Meet during scheduled PLC and RTI collaboratives to discuss student progress, academic growth, and instructional celebrations and concerns. b) Implement and monitor strategies discussed at RtI collaborative discussions. c) Integrate a GAP class (Gaining Academic Performance) during specials rotations that allows flexibility for students to regularly use remediation and extension programs. d) Monitor the progress and growth of students that are identified as economically disadvantaged and those who fall in more than one sup-group. Provide additional support for those students that are struggling and extensions for those that are making gains and growth. 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 4 Funding Sources: Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - 211 - Title I - \$3,650		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Utilize tutors to help serve Tier 3 students. Actions: a) Hire certified teachers to serve as tutors. b) Have tutors work closely with reading and math interventionist to group students and to provided targeted instruction based on student need. c) Create a WIN time schedule where students can be supported during times that new information is not being delivered. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.5 Problem Statements: Student Learning 3, 4 Funding Sources: Tutorials - 211 - Title I - \$2,000, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$17,157		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Utilize continuous improvement strategies to ensure instructional strategies are meeting student needs. 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) Provide sub coverage for teachers so they can visit other campuses to observe implementation of continuous improvement strategies. d) Use district instructional coaches to refine teacher's understanding and use of PDSA structures. e) Collaborate in PLC and vertical teams to discuss and review district, campus and state common assessments in an effort to target student needs and supportive instructional strategies. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.5 Problem Statements: Student Learning 4, 5 Funding Sources: - 211 - Title I - 199-General Funds:SCE - \$17,157	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Use intervention strategies designed to meet the needs of English Language learners. 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 coach to assist in providing tools, resources and strategies needed to support the EL students. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach Title I: 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Our ELL population and students in our demographic subgroups, did not make the progress expected in the areas of meets and masters grade level expectation in Math, according to STAAR results. **Root Cause:** Staff needs to track and monitor student progress, make adjustments and be informed of students who fall in multiple sub-populations.

Problem Statement 2: Our ELL students in grades 1-5 did not show growth according to the TELPAS assessment. **Root Cause:** Staff need to ensure with fidelity instruction is being delivered to students so that background knowledge is built, prior knowledge is activated, learning experiences are created that make content comprehensible, and vocabulary development is a focus.

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Problem Statement 4: When looking at comparison data from the Math STAAR test, students in grades 3 showed minimal growth in the area of approaches, and declined in the area of Meets from the previous year. **Root Cause:** Rigor and relevance across grade level planning was not tightly aligned. Teachers in grades 3-5 will meet once a week in grade-level PLC to review data and practice. Teachers in grade 2 will reflect on standards not mastered in grade 3 to see how to best support students on the standard. Vertical teams will meet monthly in an effort to tightly align rigor and relevance across grade levels.

Problem Statement 5: In the 22-23 school year, 47% (25 students) of first grade students and 62% (32 students) of second grade students did not meet benchmark on BAS beginning of the year comprehension. Students with a deficit in reading comprehension will not make adequate reading progress, which will contribute to gaps in learning as they move on to more complex skills through the years. **Root Cause:** An emphasis on vocabulary instruction is not being done with fidelity. Professional learning will be provided on the importance of vocabulary instruction to build reading comprehension. Teachers will be presented with the "why" and the importance of vocabulary instruction followed by spiraling review throughout the year. Discussions and data review will be held during grade level PLC.

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 social-emotional skills. Actions: a) Provide Conscious Discipline PD to entire staff. b) Campus wide participation in Conscious Discipline E-course. c) Daily morning announcements targeting C.D. skills. 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: School Processes & Programs 2 Funding Sources: Professional Development - 211 - Title I - \$3,152	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize lessons in Character Strong and the SELF values to teach and promote virtues. Actions: a) Teachers and students in each homeroom class will elect a classmate that exemplifies the SELF virtue for each nine weeks. This student will be recognized as the "Selfie Kid". b) Students will be recognized on a grade level awards presentation that will be displayed in the school and emailed to families. c) Students who are selected will be given a dog tag and a water bottle promoting the values. Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 3 Problem Statements:

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.

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. Actions: a) Create behavior RtI team. 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. 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: School Processes & Programs 2		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					





Performance Objective 4 Problem Statements:

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.

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			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Develop and implement a campus-wide program to promote improved student and staff attendance.</p> <p>Actions: a) Promote attendance incentives to staff, students, and parents. b) Track attendance and display in public place for staff, students, and parents to see. c) Acknowledge and reward student attendance by recognizing classes with the highest percentage of attendance weekly on the announcements. d) 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) Recognize teacher attendance during morning announcements and staff newsletter. f) Offer incentives for perfect staff attendance, perfect staff weekly attendance, and staff monthly attendance.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 6</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Performance Objective 1 Problem Statements:

Student Learning
<p>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: 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 dampened instruction and student learning.</p>

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. 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: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 2 Problem Statements:

Student Learning
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: 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 dampened instruction and student learning.

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. 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. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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. Actions: a) Ensure all campus employees complete Safe School training. b) Ensure all staff know where all step ladders are hanging. c) Work with custodian to ensure that all slipping hazards are marked. d) Train necessary staff in CPI. e) Use campus walks to evaluate areas of needed repair and concern. Staff Responsible for Monitoring: Principal and Assistant Principal Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 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 literacy plan.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement district literacy plan.
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	Use intervention strategies designed to meet student needs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement district literacy plan.

State Compensatory

Budget for Alliene Mullendore Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Alliene Mullendore Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allison Nash	Teacher	0.5
Teri Naya	Reading Interventionist	0.5

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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Joy	Educational Assistant	Title I	1.0
Cherri Kehoe	Math Interventionist	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Personnel		\$49,814.00
1	1	3	Crisis Counselor		\$0.00
1	2	2	Intervention Personnel		\$0.00
1	2	3	Intervention Personnel		\$0.00
Sub-Total					\$49,814.00
Budgeted Fund Source Amount					\$49,814.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$1,500.00
1	1	2	Intervention Personnel		\$71,468.00
1	2	2	Instructional Resources		\$3,650.00
1	2	3	Tutorials		\$2,000.00
1	2	4		199-General Funds:SCE	\$17,157.00
1	3	1	Professional Development		\$3,152.00
Sub-Total					\$98,927.00
Budgeted Fund Source Amount					\$81,770.00
+/- Difference					-\$17,157.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	ESSER Tutors		\$17,157.00
Sub-Total					\$17,157.00
Budgeted Fund Source Amount					\$17,157.00
+/- Difference					\$0.00
Grand Total Budgeted					\$148,741.00
Grand Total Spent					\$165,898.00
+/- Difference					-\$17,157.00