

Birdville Independent School District

Alliene Mullendore Elementary

2021-2022 Campus Improvement Plan

B I R D V I L L E I N D E P E N D E N T S C H O O L D I S T R I C T



Alliene Mullendore Elementary

All students succeed in a future they create.

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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 370 students in grades pre-kindergarten through fifth grade. Of these 370 students, 41% are white, 33% are Hispanic, 12% are African American, 10% are Asian, 5% are considered multi-racial, while the Native American and Pacific Islander populations combine for less than 1% of the student population. Mullendore is considered a Title 1 campus with approximately 73% of the student population meeting this qualification. Additionally, 56% of the student population are considered to be "At-Risk", 20% of the students meet eligibility to be considered as an LEP student, and 19% of the students receive special education services. Approximately 4% of the student population are identified as being Gifted and Talented and receive GATE services. 7% 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 94.7% and the student mobility rate is 23.6%.

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.
- The number of enrolled students has decreased this year due to Covid. The trend of student enrollment has been on the incline over the past two years however due to Covid, we have seen enrollment decrease this school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student mobility rate had a slight decrease from 17.8% to 16.2% in the past two years however this year we have seen a decrease in student enrollment.

Root Cause: In addition to normal student movement, we have had families choose to homeschool due to the COVID outbreak and we have had families relocate due to loss of jobs associated with Covid.

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.

In math the campus will utilize the data collected from Mclass for Kindergarten, Education Galaxy Diagnostic for grades 1-5, STAR Math program for grades 1-5 and grade level assessments to define the amount of growth each student achieves. In first grade 47% students achieved one year's growth while second grade reported 61% of their students made one year's growth. Third grade reported that 55% of their student achieved on year's growth, 84% of fourth grade students made a year's growth, while 73% of fifth grade students netted a year's growth.

Reading growth will be determined by Mclass for grades Kindergarten-2, ISIP scores as derived from I-Station for grades 2-5, Interim Assessment data for grades 3-5, BAS Assessment and progress monitoring for grades K-5, and common assessments created by teachers in grades K-5. Kindergarten reported that 32% of their students achieved "expected growth." Since kindergarten is a baseline year, actual growth cannot be measured, but the campus uses the EOY reading standard to report the number of students who were at the district recommended reading level by the end of kindergarten. First grade students had a growth percentage reported at 32% and second grade had 49% of their students achieve one year's growth. Additionally 50% of third grade students achieved a year's growth. Fourth and fifth grade percentage of growth was based on STAAR. Additionally 46% of fourth grade students met one year's growth standard, while 24% of fifth grade students showed a year's growth.

In addition to tracking the percentage of students that achieve a year's growth in math and reading, the campus also notes the student passing rate of each of the STAAR tests.

This year's percentage of students who met the approaches level on the math test are as follows: 61% of the third grade students, 60% of fourth grade students, and 81% of fifth grade students.

This year's percentage of students who met the approaches level on the reading test are as follows: 65% of third grade students, 58% of fourth grade students, and 67% of fifth grade students.

Additionally 53% of fourth grade students met the approaches level on the writing test, and 66% of the 5th grade students met the approaches level on the science test.

Student Learning Strengths

When looking at data reported by the 2020-2021 STAAR assessment;

- Special Education students in 3rd grade Math increased meeting expectation by 13% and in Reading increased meeting expectation by 12.5%.
- Special Education students in 4th grade Math increased meeting expectation by 22.86% and in Math increased meeting expectation by 14.29%
- Students in our Gifted and Talented Program increased mastery expectation in writing by 20%.

- Students in our Gifted and Talented Program maintained 100% mastery of expectation in 5th grade Science.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Mullendore Elementary School met the target with a TELPAS progress rate of 42%. In 2020-2021 Mullendore Elementary School again met the target with a TELPAS progress rate of 52%. In comparing the progress rate from 2019 and 2021, Mullendore demonstrated a 10% point increase in students' English Language Proficiency Status.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who are classified as economically disadvantaged, did not meet grade level expectation in STAAR Math, Reading, Writing, and Science. **Root Cause:** Staff needs to track and monitor student progress, make adjustments and be informed of students who fall in multiple sub-populations.

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" programming. 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.

Professional development is provided to staff based on teacher self-identified needs. A "Big 3 Meeting" is held each 6 weeks where teachers share instructional concerns based on data. Concerns are discussed and reviewed using a Data Analysis Protocol. This protocol helps determine the area of need and if specific professional development is needing to be addressed. Professional development is then provided via district content specialist, campus specialists, or off-site professional development offered by district as well as non-district opportunities.

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 Harmony lessons as well as meet with a "Buddy Class" to discuss Conscious Discipline routines and procedures, students can read with their "buddy", share data folders, and PDSA's can be discussed and reviewed.

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 six week newsletters to families, we have worked to keep our parents and stakeholders informed and involved with what is happening on our campus. While in the past there have been monthly activities for families and PTA programs throughout the year, due to Covid we are having to look at how we can involve families and our community in school events and functions while still keeping our families safe. 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: We struggle with having an increase in PTA membership each year. **Root Cause:** Many parents report that it is difficult to leave work or family to attend meetings or designate time for events and activities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

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
- TTESS 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			
<p>Strategy 1: Implement district literacy plan.</p> <p>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) utilize Jan Richardson strategies. f) implement F & P curriculum with fidelity</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$4,500, Professional Development - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement personalized learning for students.</p> <p>Actions: a) Scheduled WIN time for intervention and extension b) sight word challenge c) implement guided reading strategies d) implement flexible small groups based on data e) utilize performance data from I-Station and STAR 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."</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math and reading interventionist</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 - Title I - \$2,000, Instructional Resources - 211 - Title I - \$4,500, Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - ESSER - \$17,150</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Implement district Social and Emotional Learning using Sanford and Harmony</p> <p>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 six weeks who model and demonstrate character values and traits shared during daily morning announcements.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 as measured by state and district assessments.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting.</p> <p>Actions: a) work with special education teacher and identified 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Special Education teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use intervention strategies designed to meet student needs.</p> <p>Actions: a) Meet each 6 weeks to discuss student progress, academic growth, and instructional celebrations and concerns (Big 3). b) Implement strategies discussed at RtI (Big 3) 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RtI team</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Campus Personnel - 211 - Title I - \$61,799, Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize tutors to help serve Tier 3 students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE, Tutorials - 211 - Title I - \$25,580</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize continuous improvement strategies to ensure instructional strategies are meeting student needs.</p> <p>Actions: a) Ensure teachers are trained in the understanding of and the use of continuous learning strategies. b) Utilize campus "gallery walks" to ensure all teacher are familiar with strategies. c) Ensure teachers are decomposing the standards and students are able to explain how the product used to demonstrate mastery shows how they met or exceeded the standard. d) Use district instructional coaches to refine teacher's understanding and use of PDSA structures.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Use intervention strategies designed to meet the needs of English Language learners.</p> <p>Actions: a) Ensure all staff are ELL certified and have the training needed to support English Learners. b) Track the performance growth of students identified as EL during RTI. c) Use the campus instructional coach to assist in providing tools, resources and strategies needed to support the EL students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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			
<p>Strategy 1: Utilize Conscious Discipline strategies to teach social-emotional skills.</p> <p>Actions: a) Continue to teach and refine knowledge base of Conscious Discipline (CD) principles and practices. b) Continue to use CD team - meet monthly to discuss campus progress and needed next steps for faculty training. c) teach students brain states and self-regulation strategies.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Funding Sources: Professional Development - 211 - Title I - \$349</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize lessons in Harmony and the SELF values to teach and promote virtues.</p> <p>Actions: a) Teachers and students in each homeroom class will elect a classmate that exemplifies the SELF virtue for each six 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) Student "Selfie Picture" is hung in the front foyer with the value. c) Students who are selected will be given a dog tag and a water bottle promoting the values.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Implement district Behavior RtI plan.</p> <p>Actions: a) Create behavior RtI team. b) Ensure teachers Conscious Discipline and the tools and strategies shared for supporting students. c) Schedule opportunities each six 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.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal and Counselor</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<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 on the announcements each six weeks. d) Teachers and Administrators will call parents of students who are absent to make connections and build relationships.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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			
<p>Strategy 1: Develop and deploy continuous improvement processes.</p> <p>Actions: a) Develop SMART goals for attendance and safety. b) Track attendance data throughout the school year. c) Meet with safety 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) Establish an Operations Committee to meet and discuss ways to improve school operations for student and staff safety.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>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 safety team to discuss drill and after action plan.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Develop and implement a campus program that promotes an accident-free work environment.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents- Mandi Wisnewski and Chelsay Hendrix

Community Members- Tom Marvel and Robby Muetzenberg

Teachers- Shelley Cayce, Natalia Chancellor, Melissa Piesche, Sarah McCarty, Amanda Rivera, and Jennie Courtney

Administrators- Merritt Dobecka and Sara Muetzenberg

Other Campus Staff- Cheryl Steele and Helen Clark

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, 56.13% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. 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 recognitions, two-way communication between the school and home, and parent and family engagement activities.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

Parents: Mandi Wisnewski, Chelsay Hendrix, Sarah McCarty, and Courtney Trevino

Teachers- Shelley Cayce, Natalia Chancellor, Melissa Piesche, Amanda Rivera, and Jennie Courtney

Administrators- Merritt Dobecka and Sara Muetzenberg

Other Campus Staff- Cheryl Steele and Helen Clark

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.

3.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled throughout the week in order to accommodate parents' work schedules and the current state of COVID. The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August 12th and 13th Meet the Teacher Night-on campus
- Title I Parent Meeting Night and Curriculum Night, August 30th, 31st, and September 1st- on campus
- September Book Fair and Grandparents Luncheon- September 14th, 15th, and 16th- on campus
- Veteran's Day Program November 11th- via ZOOM for families
- December 14th, 4th Grade Program- on campus for 4th grade families only
- January 11th, Family Math Night currently via ZOOM
- February 8th, 1st grade program- on campus for 1st grade families
- March 8th, 9th, and 10th, Open House-on campus
- March 22nd, Family Science Night- Via ZOOM
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April 12th, Family Engagement Policy and Compact Revision and 2nd grade program- on campus
- May 3rd- Family Reading Night- outdoor Picnic and Reading Event at school
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cherri Kehoe	Math Interventionist	Title I	0.5
Josephine Feiple	Reading Tutor	Title I	Part time
Pam Machun	Educational Assistant	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Personnel		\$0.00
1	2	2	Intervention Personnel		\$0.00
1	2	3	Intervention Personnel		\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$4,500.00
1	1	1	Professional Development		\$2,000.00
1	1	2	Professional Development		\$2,000.00
1	1	2	Instructional Resources		\$4,500.00
1	2	2	Campus Personnel		\$61,799.00
1	2	2	Instructional Resources		\$2,000.00
1	2	3	Tutorials		\$25,580.00
1	3	1	Professional Development		\$349.00
Sub-Total					\$102,728.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Resources		\$17,150.00
Sub-Total					\$17,150.00
Grand Total					\$119,878.00

Addendums