

# Birdville Independent School District

## Alliene Mullendore Elementary

### 2022-2023 Formative Review

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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# 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			
<b>Strategy 1:</b> Implement district literacy plan. <b>Actions:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$3,500, Professional Development - 211 - Title I - \$549	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement personalized learning for students. <b>Actions:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math and reading interventionist  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$4,405, Intervention Personnel - 211 - Title I - \$69,503, Intervention Personnel - 199 - General Funds: SCE - \$49,814	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement district Social and Emotional Learning using Character Strong. <b>Actions:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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			
<b>Strategy 1:</b> Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting. <b>Actions:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Special Education teacher  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use intervention strategies designed to meet student needs. <b>Actions:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, RtI team  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2, 3, 4, 5 <b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - 211 - Title I - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize tutors to help serve Tier 3 students. <b>Actions:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I:</b> 2.5 <b>Funding Sources:</b> Tutorials - 211 - Title I - \$25,580, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$17,157	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize continuous improvement strategies to ensure instructional strategies are meeting student needs. <b>Actions:</b> 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) Create a schedule where grade level teams can visit other classrooms and other campuses. d) Use district instructional coaches to refine teacher's understanding and use of PDSA structures. e) Collaborate in PLC to create common formative assessments utilizing Aware and the new test items. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Student Learning 3, 4, 5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Use intervention strategies designed to meet the needs of English Language learners. <b>Actions:</b> 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.	Formative			Summative
	Nov	Jan	Mar	June







<p>c) Use the campus instructional coach to assist in providing tools, resources and strategies needed to support the EL students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Coach</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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><b>Strategy 1:</b> Utilize Conscious Discipline strategies to teach social-emotional skills.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$549</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize lessons in Character Strong and the SELF values to teach and promote virtues. <b>Actions:</b> 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) 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. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor  <b>Title I:</b> 2.6, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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			
<b>Strategy 1:</b> Implement district Behavior RtI plan. <b>Actions:</b> a) Create behavior RtI team. b) Ensure teachers 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. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal and Counselor  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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			
<b>Strategy 1:</b> Develop and implement a campus-wide program to promote improved student and staff attendance. <b>Actions:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 60%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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			
<b>Strategy 1:</b> Develop and deploy continuous improvement processes. <b>Actions:</b> 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) Meet with the Campus Safety/Operations team to discuss ways to improve school operations for student and staff safety. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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			
<b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. <b>Actions:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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			
<b>Strategy 1:</b> Develop and implement a campus program that promotes an accident-free work environment. <b>Actions:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				