Birdville Independent School District

Alliene Mullendore Elementary

2022-2023 Campus Improvement Plan

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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 334 students in grades pre-kindergarten through fifth grade. Of these 334 students, 39% are white, 37% are Hispanic, 11% are African American, 8% are Asian, 4% 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 71% of the student population meeting this qualification. Additionally, 57% of the student population are considered to be "At-Risk", 19% of the students meet eligibility to be considered as an LEP student, and 21% of the students receive special education services. Approximately 5% 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.
- Our student population is increasing with many students returning from the ILT.

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.

Reading			
	Approaches	Meets	Masters
3rd Grade	63.64%	43.18%	22.73%
4th Grade	66.67%	50%	16.67%
5th Grade	86.36%	72.73%	47.73%
Math			
	Approaches	Meets	Masters
3rd Grade	60%	26.67%	13.33%
4th Grade	60.42%	33.33%	14.58%
5th Grade	84.44%	66.67%	44.44%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 A.Mullendore Elementary School did not meet the target with a TELPAS progress rate of 34%. In 2021-2022 A.Mullendore Elementary School again did not meet the target with a TELPAS progress rate of 33%. In comparing the progress rate from 2021 and 2022, A.Mullendore Elementary demonstrated a 1% point decrease in students' English language development.

Student Learning Strengths

When looking at data reported by the 2021-2022 STAAR assessment;

- Special Education students in 3rd grade Math increased approaching expectation by 9% and increased in Maters by 9%. Special Education students in 3rd grade Reading increased 22% in meets and 22% in masters expectations.
- Economically Disadvantaged students in 4th grade Math increased meeting expectation by 6% and Masters expectation by 3%. Economically Disadvantaged students in 5th grade Math increased approaches by 4%, meets expectation by 25%, and masters expectation by 21%.

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% of kindergarten students, 50% of first grade students, and 70% of second 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-2will 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): 47% of first grade students and 62% 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

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.

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.

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

Root Cause 2: 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 2 Areas: 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% of kindergarten students, 50% of first grade students, and 70% of second 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 3: Tiered 2 targeted instruction was done inconsistently. Teachers in grades K-2will 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 3 Areas: Student Learning

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 4: 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 4 Areas: Student Learning

Problem Statement 5: 47% of first grade students and 62% 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

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

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **Additional Targeted Support Strategy** **Funding Sources:** Instructional Resources - 211 - Title I - $3,500, Professional Development - 211 - Title I - $549				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** Instructional Resources - 211 - Title I - $4,405, Intervention Personnel - 199 - General Funds: SCE - $49,814, Intervention Personnel - 211 - Title I - $69,503				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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% of kindergarten students, 50% of first grade students, and 70% of second 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-2will 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.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
Strategy 2: Use intervention strategies designed to meet student needs.	Formative			Summative
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 **Problem Statements:** Student Learning 2, 3, 4, 5 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - 211 - Title I - $2,000	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize tutors to help serve Tier 3 students.	Formative			Summative
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 **Funding Sources:** Tutorials - 211 - Title I - $25,580, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - $17,157	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 "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. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.5 **Problem Statements:** Student Learning 3, 4, 5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 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. **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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
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Student Learning

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Problem Statement 5: 47% of first grade students and 62% 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Conscious Discipline strategies to teach social-emotional skills. **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. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Funding Sources:** Professional Development - 211 - Title I - $549				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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) 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. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor **Title I:** 2.6, 4.2				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district Behavior RtI plan. **Actions:** 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. **Staff Responsible for Monitoring:** Principal and Assistant Principal and Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to promote improved student and staff attendance. **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. **Staff Responsible for Monitoring:** Principal and Assistant Principal **ESF Levers:** Lever 3: Positive School Culture				

 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 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			
	Formative			Summative
	Nov	Jan	Mar	June
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)Meet with the Campus Safety/Operations team to discuss ways to improve school operations for student and staff safety. **Staff Responsible for Monitoring:** Principal and Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

Title I

1. Comprehensive Needs Assessment (CNA)

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. Campus Improvement Plan

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. Annual Evaluation

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. Parent and Family Engagement (PFE)

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

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Cherri Kehoe	Math Interventionist	Title I	0.5
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		$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		$3,500.00
1	1	1	Professional Development		$549.00
1	1	2	Intervention Personnel		$69,503.00
1	1	2	Instructional Resources		$4,405.00
1	2	2	Instructional Resources		$2,000.00
1	2	3	Tutorials		$25,580.00
1	3	1	Professional Development		$549.00
				Sub-Total	$106,086.00
				Budgeted Fund Source Amount	$106,086.00
				+/- Difference	$0.00

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	$173,057.00
				Grand Total Spent	$173,057.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

Addendums