Birdville Independent School District

Alliene Mullendore Elementary

2024-2025 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

Alliene Mullendore Elementary, established in 1955, is situated in the southern part of North Richland Hills, Tarrant County. The school serves a diverse student body of approximately 351 students, ranging from pre-kindergarten to fifth grade. Among these students, 39% (137 students) are White, 34% (121 students) are Hispanic, 16% (55 students)

Student Learning

Student Learning Summary

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

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

STAAR Data reported

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten.

School Processes & Programs

School Processes & Programs Summary

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statement 7 Areas: Perceptions

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

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

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Goals

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

All students will show growth in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) . b) Improve Mathematics performance of students in the sub-population of Hispanic and Economically Disadvantaged in Domain 3 Closing the Gaps as measured by the spring 2025 STAAR and

Strategy 2 Details
Strategy 2: Focus on personalized learning for students.

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details
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, Special Education teachers, Dyslexia Interventionist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3

Strategy 2 Details
Strategy 2: Create a student progress monitoring schedule designed to track and monitor student growth and progress throughout the year. **Actions:** a) A PLC schedule was created so that teachers could meet bi-weekly to review student data and create tightly aligned assessments using the backwards design model. b) Meet during scheduled RTI and Progress Monitoring collaboratives to review student progress, academic growth, instructional celebrations, discuss concerns, and reorganize student support groups if needed.

Strategy 4 Details
Strategy 4:

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

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
Strategy 1: Utilize Conscious Discipline strategies to teach and reinforce social-emotional skills. **Actions:** a.) Campus wide participation in Conscious Discipline tools and strategies. c) Daily morning announcements highlighting C.D. skills and strategies. d) Campus wide classroom buddies and C.D. review and discussions. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3 -

Problem Statement 1:

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

Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details
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:** Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1

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

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

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

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

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
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) Classes with the highest percentage of attendance will be invited to participate in the Welcome Walk on Fridays and get a treat during lunch.

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

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

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

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

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

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

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

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
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.

State Compensatory

Budget for Alliene Mullendore Elementary

$173,455.00

3.32

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

Personnel for Alliene Mullendore Elementary

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

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Teachers:

Melissa Piesche

Elizabeth Huggins

Cherri Kehoe

Amanda Rivera

Natalia Chancellor

Parents:

Mandee Wisnewski

Heidi Pagel

Community Members:

Shawn Wood

Helen Clark

Administrators:

Merritt Dobecka

Sara Muetzenberg

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

4. Processes and Programs

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 parentsô 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

Title I Personnel

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

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	SCE Campus Personnel		$173,455.00
				Sub-Total	$173,455.00
				Budgeted Fund Source Amount	$173,455.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Title I Personnel		$28,713.00
1	2	3	Tutorials		$34,090.00
1	3				