

**Birdville Independent School District**  
**Alliene Mullendore Elementary**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

*The mission of our Mullendore family is to intentionally build strong foundations for a community of life-long learners.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Alliene Mullendore Elementary, established in 1955, is situated in the southern part of North Richland Hills, Tarrant County. The school serves a diverse student body of approximately 309 students, ranging from pre-kindergarten to fifth grade. Among these students, 35% (107 students) are White, 41% (126 students) are Hispanic, 9% (29 students) are African American, 8% (25 students) are Asian, and 6% (20 students) identify as multi-racial. The Native American and Pacific Islander populations together make up less than 1% (1 student) of the student body. Mullendore is a Title 1 campus, with around 67% (208 students) of its students classified as economically disadvantaged. Additionally, 65% (200 students) are considered "At-Risk," 19% (58 students) are emergent bilinguals, and 25% (78 students) receive academic special education services. Approximately 8% (26 students) are identified as Gifted and Talented and receive GATE services, while 6% (17 students) are identified as dyslexic. All certified staff members meet federal requirements for being highly qualified. The school's attendance rate stands at 95%.

### Demographics Strengths

Student demographics have remained relatively stable over time, with most student population groups fluctuating by only 2 or 3 percentage points from year to year. No significant changes have been observed in these groups. While our overall student population is growing, partly due to students returning from the International Leadership of Texas (ILT), our recent move and relocation to the former Richland Elementary site has led to a decrease in enrollment this year, as some families have chosen schools closer to their homes.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our enrollment has decreased from the previous year.

**Root Cause:** The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families \$250 for each new student who enrolls and references them, has also impacted our enrollment.

# 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 year's 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

Reading	Approaches	Meets	Masters
3rd Grade (39 total students)	23%	31%	26%
4th Grade (49 total students)	44%	28%	16%
5th Grade (50 total students)	25%	20%	16%
Math	Approaches	Meets	Masters
3rd Grade (39 total students)	31%	28%	21%
4th Grade (49 total students)	22%	22%	22%
5th Grade (50 total students)	27%	27%	16%

In Reading, for the 2023-2024 school year, with the exception of 5th grade, approaches, meets, and masters percentages all increased. 80% of 3rd graders passed reading STAAR, and 88% of 4th graders passed reading STAAR.

In Math, our 3rd graders increased their meets percentage by 2.9% and our masters increased by 5.9%. Students in grades 4 and 5 increased in all areas with 4th grade increasing in approaches by 25.3%, meets by 21.8% and masters by 16.4%. Students in grade 5 increased approaches by 16%, meets by 11.9% and masters by 7.3%.

## Student Learning Strengths

When looking at data reported by the 2024-2025 STAAR assessment:

- 3rd grade math students had an increased performance of 2.9% increase in meets, and 5.9% increase in masters as compared to the previous year.
- 4th grade math students had an increased performance of 25.3% in approaches, 21.8% increase in meets, and 16.4% in masters as compared to the previous year.
- 5th grade math students had an increased performance of 16% in approaches, 11.9% increase in meets, and a 7.3% increase in masters as compared to the previous year.
- 3rd grade reading students had an increased performance of 10.6% for meets, and 31.1% in masters compared to the previous year.
- 4th grade reading students had an increase performance of 19.5% for approaches, 18.1% for meets, and 5% in masters compared to the previous years.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 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 2023-2024 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited classroom experience and opportunities for professional development prior to joining BISD, which may have contributed to a decline in student success.

**Problem Statement 2 (Prioritized):** STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year.

**Root Cause:** Teachers did not implementing continuous improvement learning strategies to the depth they need to be. When used with fidelity, the four pivotal instructional components are proven to move students and grow them.

**Problem Statement 3 (Prioritized):** Students receiving special education services are not excelling academically to the level of mastery that is expected.

**Root Cause:** Students are pulled out of general education classes causing them to miss Tier 1 instruction provided by the teacher. While instruction is provided to them when they return, students are missing questions and discussions taking place with their peers.

# 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.

Mullendore also has a Gifted and Talented (GATE) program that serves K-2 students identified as GT. Additionally, the campus offers an "Invest" program aimed at enhancing the skills of second-grade students who were close to meeting the qualifying requirements for GATE. This program enriches their abilities to better prepare them for GATE qualification in third grade.

For students facing academic challenges, Mullendore provides a resource program that offers both "push-in" and "pull-out" services. Students struggling with reading due to dyslexia receive intensive instruction from a full-time reading specialist trained in MTA. Those who struggle with math benefit from small group instruction led by a full-time math interventionist. Additionally, students who need extra reading support but are not classified as dyslexic receive assistance from a certified teacher who serves as a reading support tutor. Similarly, students who need extra math support but are not considered tier 3 receive help from a certified math tutor.

## School Processes & Programs Strengths

Mullendore follows a structured Response to Intervention (RtI) process, where all students are reviewed in collaborative discussions every three weeks. In the first "cycle," intervention and enrichment strategies are discussed, and the student's tier placement is evaluated and adjusted if the RtI committee deems it appropriate. During the second "cycle," each student is individually reviewed to assess the effectiveness of the strategies implemented. These RtI meetings include the Principal, Assistant Principal, teacher of record, math and reading interventionists, and often an instructional coach who provides instructional and curricular recommendations.

To address the diverse social and emotional needs of our students, an alternative Friday schedule has been implemented. This schedule allows for school-wide support and encouragement. During this time, grade levels focus on Character Strong lessons and meet with a "Buddy Class" to discuss Conscious Discipline routines and procedures. Students engage in activities such as reading with their "buddy," sharing data folders, and discussing and reviewing PDSAs.

A Super PLC schedule is being implemented allowing teachers to meet for an extended conference time with the Campus Instructional Facilitator reviewing data and student supports. During this time the counselor is able to meet with students for further Character Strong Counseling lessons and our Librarian is able to support the lessons with children's literature.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our STAAR reading scores in grade 5 decreased from the previous year.

**Root Cause:** Continuous improvement learning strategies were not used to the depth they needed to be. Instruction was teacher led with little student discourse. PLC discussions and recommendations from the IF were not implemented with fidelity.

**Problem Statement 2 (Prioritized):** Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation.

**Root Cause:** Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.

**Problem Statement 3 (Prioritized):** Maintaining a focus on attendance and the importance of students being in school continues to be a concern.

**Root Cause:** Not enough information is shared or communicated to families regarding the importance of students being in school.

**Problem Statement 4 (Prioritized):** Despite training and sharing the importance of safety at school, staff are still struggling with reporting injuries.

**Root Cause:** Not enough attention and focus are given to the celebration of accident free months. More information can be shared with staff on how to stay injury free.

# 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 what's 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 effectively meets their children's academic, social, and emotional needs.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could.

**Root Cause:** More time needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers.

# Priority Problem Statements

**Problem Statement 1:** Our STAAR reading scores in grade 5 decreased from the previous year.

**Root Cause 1:** Continuous improvement learning strategies were not used to the depth they needed to be. Instruction was teacher led with little student discourse. PLC discussions and recommendations from the IF were not implemented with fidelity.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 7:** 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 7:** Staff hired for the 2023-2024 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited classroom experience and opportunities for professional development prior to joining BISD, which may have contributed to a decline in student success.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** 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 8:** Teachers did not implementing continuous improvement learning strategies to the depth they need to be. When used with fidelity, the four pivotal instructional components are proven to move students and grow them.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could.

**Root Cause 9:** More times needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Our enrollment has decreased from the previous year.

**Root Cause 10:** The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families \$250 for each new student who enrolls and references them, has also impacted our enrollment.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation.

**Root Cause 11:** Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Students receiving special education services are not excelling academically to the level of mastery that is expected.

**Root Cause 12:** Students are pulled out of general education classes causing them to miss Tier 1 instruction provided by the teacher. While instruction is provided to them when they return, students are missing questions and discussions taking place with their peers.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** Maintaining a focus on attendance and the importance of students being in school continues to be a concern.

**Root Cause 13:** Not enough information is shared or communicated to families regarding the importance of students being in school.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 14:** Despite training and sharing the importance of safety at school, staff are still struggling with reporting injuries.

**Root Cause 14:** Not enough attention and focus are given to the celebration of accident free months. More information can be shared with staff on how to stay injury free.

**Problem Statement 14 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information

## **Student Data: Student Groups**

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

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

Revised/Approved: August 29, 2025

**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 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 EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Fountas & Pinnell reading levels, mCLASS assessments, Star Ren Reading and Star Ren Math screeners.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focus on personalized learning for students.</p> <p><b>Actions:</b> a) Scheduled WIN time for intervention and extension                      b) Implement flexible small groups based on data                      c) Utilize performance data from mClass and Star Renaissance to target instruction to student need                      d) Utilize Continuous improvement learning strategies with fidelity</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Facilitator, Title 1 Tutor, Special Education E.A.</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>- <b>TEA Priorities:</b>                      Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE, Title I Personnel - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** 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 2023-2024 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited classroom experience and opportunities for professional development prior to joining BISD, which may have contributed to a decline in student success.

**Problem Statement 2:** 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:** Teachers did not implementing continuous improvement learning strategies to the depth they need to be. When used with fidelity, the four pivotal instructional components are proven to move students and grow them.

**Problem Statement 3:** Students receiving special education services are not excelling academically to the level of mastery that is expected. **Root Cause:** Students are pulled out of general education classes causing them to miss Tier 1 instruction provided by the teacher. While instruction is provided to them when they return, students are missing questions and discussions taking place with their peers.

#### School Processes & Programs

**Problem Statement 1:** Our STAAR reading scores in grade 5 decreased from the previous year. **Root Cause:** Continuous improvement learning strategies were not used to the depth they needed to be. Instruction was teacher led with little student discourse. PLC discussions and recommendations from the IF were not implemented with fidelity.

**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 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	Reviews			
<p><b>Strategy 1:</b> Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Special Education teachers, Dyslexia Interventionist</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a student progress monitoring schedule designed to track and monitor student growth and progress throughout the year.</p> <p><b>Actions:</b> 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.  b) Implement and monitor strategies discussed during RtI and Progress Monitoring collaboratives.  d) Monitor the progress and growth of students identified in the areas of concern according to the Closing the Gap Performance Target.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, RtI team</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize continuous improvement strategies to ensure instructional strategies are meeting student needs.</p> <p><b>Actions:</b> a) Ensure teachers are trained in the understanding of and the use of continuous learning strategies.  b) Utilize campus "Instructional Rounds" to provide teachers the opportunity to observe and become familiar with continuous improvement strategies.  c.) Collaborate in Super PLC and math teams to discuss and review campus, district, and state common assessments in an effort to target student needs and supportive instructional strategies.  d.) Utilize the Fishbone as a tool to guide focused collaboration and discussion during Super PLC.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Facilitator</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use intervention strategies designed to meet the needs of English Language learners.</p> <p><b>Actions:</b> a) Ensure all staff are ELL certified and have the training needed to support English Learners.  b) Track and monitor student progress and growth. Be meaningful about student groups and the adjustment that needs to be made in their learning.  c) Utilize RTI spreadsheet and information about student demographics in addition to student growth and need.  c) Use District Personnel to support and train staff on EB strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Facilitator</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Staff hired for the 2023-2024 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited classroom experience and opportunities for professional development prior to joining BISD, which may have contributed to a decline in student success.</p> <p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers did not implementing continuous improvement learning strategies to the depth they need to be. When used with fidelity, the four pivotal instructional components are proven to move students and grow them.</p> <p><b>Problem Statement 3:</b> Students receiving special education services are not excelling academically to the level of mastery that is expected. <b>Root Cause:</b> Students are pulled out of general education classes causing them to miss Tier 1 instruction provided by the teacher. While instruction is provided to them when they return, students are missing questions and discussions taking place with their peers.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Our STAAR reading scores in grade 5 decreased from the previous year. <b>Root Cause:</b> Continuous improvement learning strategies were not used to the depth they needed to be. Instruction was teacher led with little student discourse. PLC discussions and recommendations from the IF were not implemented with fidelity.</p> <p><b>Problem Statement 2:</b> Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation. <b>Root Cause:</b> Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.</p>

**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 and reinforce social-emotional skills.</p> <p><b>Actions:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize lessons in Character Strong and the values reviewed to teach and promote virtues.</p> <p><b>Actions:</b> a) Teachers and students in each homeroom class will elect classmates that exemplify Character Strong Values each nine weeks. These student will be recognized during 9 week Celebration of Kids recognitions. b) Students modeling Character Strong Values will be recognized on the morning announcements. c) Students nominated by classmates and recognized during the 9 weeks Celebration of Kids will be given a token item of affirmation and recognition.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2, 3</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>				

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 1:** Our enrollment has decreased from the previous year. **Root Cause:** The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families \$250 for each new student who enrolls and references them, has also impacted our enrollment.

### School Processes & Programs

**Problem Statement 2:** Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation. **Root Cause:** Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.

**Problem Statement 3:** Maintaining a focus on attendance and the importance of students being in school continues to be a concern. **Root Cause:** Not enough information is shared or communicated to families regarding the importance of students being in school.

### Perceptions





**Problem Statement 1:** According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could. **Root Cause:** More time needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers.

**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><b>Strategy 1:</b> Implement district Behavior RtI plan.</p> <p><b>Actions:</b> a) Create a campus behavior support team.                      b) Utilize Conscious Discipline and the tools and strategies shared for supporting students.                      c) Create a schedule where Bi-weekly guidance lessons will be provided to students by the counselor.                      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><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal and Counselor</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 4 Problem Statements:**


School Processes & Programs
<p><b>Problem Statement 2:</b> Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation. <b>Root Cause:</b> Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.</p>
Perceptions
<p><b>Problem Statement 1:</b> According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could. <b>Root Cause:</b> More times needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers.</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><b>Strategy 1:</b> Develop and implement a campus-wide program to promote improved student and staff attendance.</p> <p><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) 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2, 3</p> <p><b>Funding Sources:</b> Parent Family Engagement - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June



**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Staff hired for the 2023-2024 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited classroom experience and opportunities for professional development prior to joining BISD, which may have contributed to a decline in student success.</p> <p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers did not implementing continuous improvement learning strategies to the depth they need to be. When used with fidelity, the four pivotal instructional components are proven to move students and grow them.</p>

### Student Learning

**Problem Statement 3:** Students receiving special education services are not excelling academically to the level of mastery that is expected. **Root Cause:** Students are pulled out of general education classes causing them to miss Tier 1 instruction provided by the teacher. While instruction is provided to them when they return, students are missing questions and discussions taking place with their peers.

### School Processes & Programs

**Problem Statement 1:** Our STAAR reading scores in grade 5 decreased from the previous year. **Root Cause:** Continuous improvement learning strategies were not used to the depth they needed to be. Instruction was teacher led with little student discourse. PLC discussions and recommendations from the IF were not implemented with fidelity.





**Problem Statement 2:** Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation. **Root Cause:** Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.

**Problem Statement 3:** Maintaining a focus on attendance and the importance of students being in school continues to be a concern. **Root Cause:** Not enough information is shared or communicated to families regarding the importance of students being in school.

**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><b>Strategy 1:</b> Develop and deploy continuous improvement processes.</p> <p><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) Provide a google form for staff to complete with concerns regarding campus safety and campus drills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3, 4 - Perceptions 1</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>			

**Performance Objective 2 Problem Statements:**


School Processes & Programs
<p><b>Problem Statement 3:</b> Maintaining a focus on attendance and the importance of students being in school continues to be a concern. <b>Root Cause:</b> Not enough information is shared or communicated to families regarding the importance of students being in school.</p>
<p><b>Problem Statement 4:</b> Despite training and sharing the importance of safety at school, staff are still struggling with reporting injuries. <b>Root Cause:</b> Not enough attention and focus are given to the celebration of accident free months. More information can be shared with staff on how to stay injury free.</p>
Perceptions
<p><b>Problem Statement 1:</b> According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could. <b>Root Cause:</b> More times needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers.</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><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><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.            e) Staff uniforms provided by the school will assist in stakeholders being able to quickly identify BISD school employees in turn supporting belonging, security, and well-being.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2, 4 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our enrollment has decreased from the previous year. <b>Root Cause:</b> The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families \$250 for each new student who enrolls and references them, has also impacted our enrollment.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation. <b>Root Cause:</b> Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.</p>
<p><b>Problem Statement 4:</b> Despite training and sharing the importance of safety at school, staff are still struggling with reporting injuries. <b>Root Cause:</b> Not enough attention and focus are given to the celebration of accident free months. More information can be shared with staff on how to stay injury free.</p>

## Perceptions


**Problem Statement 1:** According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could. **Root Cause:** More time needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers.

**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><b>Strategy 1:</b> Develop and implement a campus program that promotes an accident-free work environment.</p> <p><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) Use campus walks to evaluate areas of needed repair and concern.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June



**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> Despite training and sharing the importance of safety at school, staff are still struggling with reporting injuries. <b>Root Cause:</b> Not enough attention and focus are given to the celebration of accident free months. More information can be shared with staff on how to stay injury free.</p>

# State Compensatory

## Budget for Alliene Mullendore Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.32

**Brief Description of SCE Services and/or Programs**

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## Personnel for Alliene Mullendore Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Joy	Title I EA	Title I	1.0