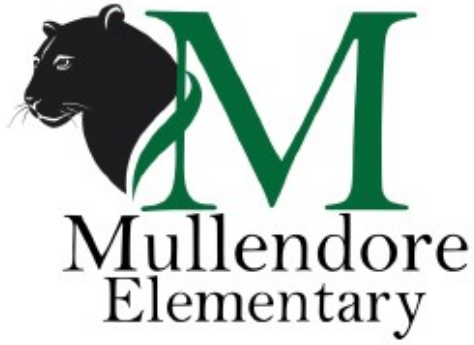
Birdville Independent School District

Alliene Mullendore Elementary

2026-2027 Initial 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 433 students, ranging from pre-kindergarten to fifth grade. Among these students, 28% (122 students) are White, 42% (184 students) are Hispanic, 13% (56 students) are African American, 8% (36 students) are Asian, and 8% (34 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 60% (261 students) of its students classified as economically disadvantaged. Additionally, 63% (273 students) are considered "At-Risk," 22% (97 students) are emergent bilinguals, and 22% (99 students) receive academic special education services. Approximately 8% (34 students) are identified as Gifted and Talented and receive GATE services, while 5% (23 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

We have increased our student population over the course of two years by approximately 150 students. We serve a wide range of demographics.

We have been able to reach a greater percentage of students through STEM/ Project Based Learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our attendance has not hit the 96% target.
Root Cause: Attendance concerns are not always identified and addressed early enough through consistent monitoring, proactive family communication, and individualized support for students demonstrating patterns of absenteeism.

Problem Statement 2: Our student population has increased while our economically disadvantaged number has decreased.
Root Cause: The eligibility to qualify for free/reduced lunch has been changed and many families who once qualified now do not due to the income cap being lowered.

Student Learning

Student Learning Summary

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
All									
Percent of Tests									
% at Approaches GL Standard or Above	76%	69%	67%	88%	%	81%	%	67%	69%
% at Meets GL Standard or Above	51%	62%	37%	61%	%	62%	%	48%	42%
% at Masters GL Standard	23%	21%	18%	28%	%	29%	%	24%	16%
Number of Tests									
# at Approaches GL Standard or Above	268	27	90	120	0	17	0	14	160
# at Meets GL Standard or Above	179	24	49	83	0	13	0	10	97
# at Masters GL Standard	81	8	24	38	0	6	0	5	37
Total Tests	352	39	134	137	0	21	0	21	231
Reading									
Percent of Tests									
% at Approaches GL Standard or Above	82%	82%	73%	93%	%	89%	%	67%	73%
% at Meets GL Standard or Above	59%	65%	49%	67%	%	56%	%	56%	48%
% at Masters GL Standard	33%	29%	25%	42%	%	33%	%	33%	23%
Number of Tests									
# at Approaches GL Standard or Above	121	14	40	53	0	8	0	6	72
# at Meets GL Standard or Above	86	11	27	38	0	5	0	5	47
# at Masters GL Standard	49	5	14	24	0	3	0	3	23
Total Tests	147	17	55	57	0	9	0	9	98
Mathematics									
Percent of Tests									
% at Approaches GL Standard or Above	72%	59%	66%	82%	%	78%	%	67%	66%
% at Meets GL Standard or Above	49%	59%	34%	58%	%	78%	%	33%	41%
% at Masters GL Standard	20%	18%	16%	25%	%	22%	%	22%	13%
Number of Tests									
# at Approaches GL Standard or Above	107	10	37	47	0	7	0	6	65
# at Meets GL Standard or Above	72	10	19	33	0	7	0	3	40
# at Masters GL Standard	30	3	9	14	0	2	0	2	13
Total Tests	148	17	56	57	0	9	0	9	98
Science									
Percent of Tests									
% at Approaches GL Standard or Above	70%	60%	57%	87%	%	67%	%	67%	66%
% at Meets GL Standard or Above	37%	60%	13%	52%	%	33%	%	67%	29%
% at Masters GL Standard	4%	0%	4%	0%	%	33%	%	0%	3%
Number of Tests									
# at Approaches GL Standard or Above	40	3	13	20	0	2	0	2	23
# at Meets GL Standard or Above	21	3	3	12	0	1	0	2	10
# at Masters GL Standard	2	0	1	0	0	1	0	0	1
Total Tests	57	5	23	23	0	3	0	3	35

Mullendore demonstrates a strong foundation in student achievement, with reading emerging as the highest-performing tested content area. Overall, 76% of students performed at Approaches Grade Level or above, 51% at Meets Grade Level or above, and 23% at Masters Grade Level or above. Reading performance was strongest, with 82% of students reaching Approaches, 59% reaching Meets, and 33% reaching Masters. Mathematics and science represent greater opportunities for growth, particularly in increasing the percentage of students performing at Meets and Masters. Science performance indicates a specific need for increased rigor and depth of understanding, with 37% of students reaching Meets and

4% reaching Masters.Disaggregated data also reveal persistent achievement gaps among student groups. Current Special Education students demonstrate the greatest area of need across content areas, while Hispanic, economically disadvantaged, and High Focus students also perform below the campus average at several achievement levels. These findings support continued emphasis on strong Tier 1 instruction, PLC+ and data-driven instructional practices, targeted small-group intervention, MTSS and progress monitoring, instructional coaching, and intentional monitoring of student groups. Moving forward, the campus will focus not only on increasing the percentage of students reaching Approaches, but also on accelerating students from Approaches to Meets and from Meets to Masters while closing achievement gaps across student groups.

Student Learning Strengths

When looking at data reported by the 2026 STAAR Assessment:

- 3rd grade math students had an increased performance of .3% in Meets and 1.1% in Masters compared to the previous year.
- 4th grade math students had an increased performance of 10.3% increase in meets, and 1.9% in masters as compared to the previous year.
- 5th grade math students had an increased performance of 1.5% in approaches as compared to the previous year.
- 4th grade reading students had an increase performance of 7.1%% for meets, and 21.8% in masters compared to the previous years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When analyzing student performance on STAAR 2026, our Hispanic students did not meet performance targets in Math or RLA.
Root Cause: Teachers have not had explicit EB strategies for building academic vocabulary and student learning.

Problem Statement 2 (Prioritized): When analyzing student performance on STAAR 2026, our High Focus group did not meet performance targets in Math or Reading
Root Cause: High Focus students did not consistently receive timely, targeted instructional responses based on formative assessment data, resulting in gaps in mastery of grade-level Math and Reading standards.

Problem Statement 3 (Prioritized): Students are not consistently receiving differentiated, data-informed math instruction that effectively addresses the needs of diverse learners through visuals, purposeful small groups, and targeted instructional stations.
Root Cause: Continued growth is needed in data analysis and student work protocols in math, supporting diverse learners through visuals, implementing effective small groups, and differentiating instruction through stations.

Problem Statement 4 (Prioritized): Science performance indicates a specific need for increased rigor and depth of understanding, with 37% of students reaching Meets and 4% reaching Masters.
Root Cause: Inconsistent implementation of rigorous science instruction, including hands-on investigation, academic discourse, application of concepts, and higher-level questioning, has limited students' opportunities to develop the depth of understanding necessary to perform at Meets and Masters.

Problem Statement 5 (Prioritized): Campuswide STEM implementation is not yet fully aligned to the TEA EcosySTEM framework, resulting in inconsistent integration of STEM practices across instructional settings.
Root Cause: A common campuswide framework, expectations, and professional learning for STEM integration are still being developed and implemented, leading to inconsistent STEM practices across the school.

Problem Statement 6 (Prioritized): Campus systems for data analysis, instructional response, and progress monitoring are not yet consistently connected to ensure that student performance data leads to timely adjustments in instruction.
Root Cause: Protocols and expectations for moving from data analysis to specific instructional actions and ongoing progress monitoring are not yet implemented with consistent

depth and fidelity across teams.

School Processes & Programs

School Processes & Programs Summary

Mullendore's campus programs and processes are designed to work together as a coherent system that supports student achievement, staff growth, and a strong school culture. Through PLC+ and data-driven instruction, collaborative teams regularly analyze student performance, examine student work, identify learning needs, and adjust instruction to improve outcomes. This work is strengthened through MTSS, intervention, and progress monitoring, which provide structured systems for identifying students who need additional support, delivering targeted interventions, and monitoring progress over time.

Instructional coaching and professional learning further support continuous improvement by building teacher capacity through feedback, collaboration, modeling, and job-embedded learning aligned to campus and district priorities. Mullendore also continues to strengthen its identity as a STEM-focused campus through STEM and TEA EcosySTEM integration, providing students with hands-on, inquiry-based, and real-world learning experiences that promote critical thinking, collaboration, creativity, and problem solving. AVID/WICOR implementation complements this work by embedding strategies in writing, inquiry, collaboration, organization, and reading across content areas to strengthen student ownership and academic readiness.

A positive and responsive learning environment is supported through The Mullendore Way, which establishes consistent campus-wide PBIS and expectations for behavior, relationships, safety, and student support. These systems help create a culture in which students understand expectations, feel a sense of belonging, and are supported academically, socially, and emotionally. Student leadership, enrichment, and community partnerships expand opportunities for students to develop leadership skills, explore interests, and connect classroom learning to authentic experiences through clubs, STEM events, leadership opportunities, and partnerships with community and industry organizations.

Finally, family engagement, safety, and effective campus operations provide the foundation for all campus work. Consistent communication, family events, PTA and community partnerships, clear safety procedures, and efficient operational systems help ensure that students, staff, and families are informed, supported, and able to focus on teaching and learning. Together, these eight interconnected systems create a cohesive framework for continuous improvement and support Mullendore's commitment to increasing student achievement, strengthening instructional practice, and providing a safe, engaging, and future-ready learning environment for every student.

School Processes & Programs Strengths

Mullendore demonstrates a strong and increasingly cohesive system of school processes and programs designed to support continuous improvement in teaching and student learning. Structured PLC+ processes provide teachers with protected opportunities to collaborate, analyze student performance, examine student work, and make responsive instructional decisions. Consistent data-analysis protocols, district-approved progress-monitoring tools, and ongoing formative assessment allow teams to identify student strengths, learning gaps, and trends across classrooms and student groups.

These collaborative processes are directly connected to instruction. Teachers use data to plan targeted small-group instruction, intervention, enrichment, and differentiated learning opportunities based on student need. Campus leadership supports this work through classroom observations, instructional feedback, coaching, professional learning, and regular monitoring of student progress and instructional implementation.

The campus also benefits from programs and instructional structures that complement core academic instruction and provide students with meaningful opportunities to apply their learning. STEM integration, AVID/WICOR strategies, hands-on learning experiences, student leadership opportunities, and enrichment programs help strengthen critical thinking, collaboration, communication, organization, and problem-solving skills. These programs are increasingly connected to the campus instructional vision rather than operating as isolated initiatives.

A significant strength of the campus is the growing alignment among curriculum, assessment, intervention, professional learning, and enrichment. Together, these systems create a more coherent approach in which staff share responsibility for student success, instructional decisions are grounded in evidence, and campus programs support both academic achievement and the development of well-rounded learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campuswide STEM implementation is not yet fully aligned to the TEA EcosySTEM framework, resulting in inconsistent integration of STEM practices across instructional settings.
Root Cause: A common campuswide framework, expectations, and professional learning for STEM integration are still being developed and implemented, leading to inconsistent STEM practices across the school.

Problem Statement 2 (Prioritized): Campus systems for data analysis, instructional response, and progress monitoring are not yet consistently connected to ensure that student performance data leads to timely adjustments in instruction.
Root Cause: Protocols and expectations for moving from data analysis to specific instructional actions and ongoing progress monitoring are not yet implemented with consistent depth and fidelity across teams.

Problem Statement 3 (Prioritized): Campus operational procedures are not always communicated, understood, or implemented consistently across staff, which can lead to inefficiencies, confusion, and variation in daily practices.
Root Cause: The campus lacks a consistent cycle for reviewing, communicating, monitoring, and refining operational procedures to ensure shared understanding and consistent implementation

Problem Statement 4 (Prioritized): Students experiencing challenges with peer interactions are not consistently able to apply self-regulation and conflict-resolution strategies successfully.
Root Cause: Schoolwide systems for explicitly teaching, reinforcing, and monitoring self-regulation and peer-interaction strategies are not yet implemented consistently across settings.

Perceptions

Perceptions Summary

Mullendore examines multiple sources of stakeholder and organizational data to understand how effectively the campus conducts business and responds to the needs of students, staff, families, and the community. Data sources include parent, staff, and student surveys; interviews and focus groups; family engagement participation and feedback; school culture and climate data; stakeholder perceptions of campus values and beliefs; community partnership and volunteer participation; communication data; and staff retention information.

The campus also reviews feedback from PTA events, family activities, campus programs, and community partnerships to determine levels of participation and engagement. Staff and student feedback are used to identify needs related to communication, campus procedures, school climate, and organizational effectiveness. Communication data is reviewed to determine whether families and staff are receiving timely and relevant information through newsletters, social media, digital platforms, meetings, and direct communication.

These data sources are considered alongside campus operational information to identify trends, determine stakeholder needs, and inform decisions regarding communication, family engagement, school culture, community partnerships, staff support, and campus procedures.

Perceptions Strengths

Mullendore has established a welcoming, supportive, and relationship-centered school culture that promotes student well-being, family engagement, and a strong sense of belonging. The implementation of Conscious Discipline as a school-wide framework in the past has strengthened common language and practices for supporting students' social-emotional development, self-regulation, and positive behavior. Staff work intentionally to create an environment in which students feel known, supported, and successful.

Family and stakeholder communication is also a campus strength. Mullendore utilizes multiple communication platforms, including social media, newsletters, digital communication, and campus updates, to keep families informed about school events, student learning, celebrations, and important campus information. These consistent communication efforts help build transparency and strengthen the partnership between home and school.

The campus intentionally creates opportunities for families to connect with one another and with school staff through family events, PTA programs, community nights, and other school-wide activities. Monthly family engagement opportunities and PTA-sponsored events, including restaurant nights, provide informal settings for building relationships and strengthening the school community. Campus events are also planned thoughtfully to support accessibility, safety, and positive family experiences.

Mullendore places a strong emphasis on creating a positive daily experience for students and families. Students and families are greeted as they arrive each morning, and campus traditions such as Friday arrival music help create an energetic and welcoming atmosphere. Together, these practices reflect a campus culture focused on relationships, belonging, communication, and the social-emotional well-being of students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Perception data suggests a need to strengthen stakeholder understanding of what it means to be a STEM school and how STEM is embedded in the student experience.
Root Cause: The campus has not yet established a consistently visible and shared understanding of its STEM vision, practices, and outcomes among all stakeholders.

Problem Statement 2 (Prioritized): Survey results indicate a need to strengthen relationships and connections between the school, families, and community beyond the school setting.
Root Cause: Opportunities for meaningful, ongoing engagement with families and community members outside of traditional school events are limited or inconsistently

implemented.

Priority Problem Statements

Problem Statement 1: When analyzing student performance on STAAR 2026, our Hispanic students did not meet performance targets in Math or RLA.

Root Cause 1: Teachers have not had explicit EB strategies for building academic vocabulary and student learning.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: When analyzing student performance on STAAR 2026, our High Focus group did not meet performance targets in Math or Reading

Root Cause 2: High Focus students did not consistently receive timely, targeted instructional responses based on formative assessment data, resulting in gaps in mastery of grade-level Math and Reading standards.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 3: Campuswide STEM implementation is not yet fully aligned to the TEA EcosySTEM framework, resulting in inconsistent integration of STEM practices across instructional settings.

Root Cause 3: A common campuswide framework, expectations, and professional learning for STEM integration are still being developed and implemented, leading to inconsistent STEM practices across the school.

Problem Statement 3 Areas: Student Achievement - Student Learning - School Processes & Programs

Problem Statement 4: Campus systems for data analysis, instructional response, and progress monitoring are not yet consistently connected to ensure that student performance data leads to timely adjustments in instruction.

Root Cause 4: Protocols and expectations for moving from data analysis to specific instructional actions and ongoing progress monitoring are not yet implemented with consistent depth and fidelity across teams.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 5: Survey results indicate a need to strengthen relationships and connections between the school, families, and community beyond the school setting.

Root Cause 5: Opportunities for meaningful, ongoing engagement with families and community members outside of traditional school events are limited or inconsistently implemented.

Problem Statement 5 Areas: Family and Community Engagement - Perceptions

Problem Statement 6: Students experiencing challenges with peer interactions are not consistently able to apply self-regulation and conflict-resolution strategies successfully.

Root Cause 6: Schoolwide systems for explicitly teaching, reinforcing, and monitoring self-regulation and peer-interaction strategies are not yet implemented consistently across settings.

Problem Statement 6 Areas: School Culture and Climate - School Processes & Programs

Problem Statement 7: Students are not consistently receiving differentiated, data-informed math instruction that effectively addresses the needs of diverse learners through visuals,

purposeful small groups, and targeted instructional stations.

Root Cause 7: Continued growth is needed in data analysis and student work protocols in math, supporting diverse learners through visuals, implementing effective small groups, and differentiating instruction through stations.

Problem Statement 7 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 8: Perception data suggests a need to strengthen stakeholder understanding of what it means to be a STEM school and how STEM is embedded in the student experience.

Root Cause 8: The campus has not yet established a consistently visible and shared understanding of its STEM vision, practices, and outcomes among all stakeholders.

Problem Statement 8 Areas: School Culture and Climate - Family and Community Engagement - Perceptions

Problem Statement 9: Campus operational procedures are not always communicated, understood, or implemented consistently across staff, which can lead to inefficiencies, confusion, and variation in daily practices.

Root Cause 9: The campus lacks a consistent cycle for reviewing, communicating, monitoring, and refining operational procedures to ensure shared understanding and consistent implementation

Problem Statement 9 Areas: School Organization - School Processes & Programs

Problem Statement 10: Science performance indicates a specific need for increased rigor and depth of understanding, with 37% of students reaching Meets and 4% reaching Masters.

Root Cause 10: Inconsistent implementation of rigorous science instruction, including hands-on investigation, academic discourse, application of concepts, and higher-level questioning, has limited students' opportunities to develop the depth of understanding necessary to perform at Meets and Masters.

Problem Statement 10 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 11: Our attendance has not hit the 96% target.

Root Cause 11: Attendance concerns are not always identified and addressed early enough through consistent monitoring, proactive family communication, and individualized support for students demonstrating patterns of absenteeism.

Problem Statement 11 Areas: Demographics

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

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: By the end of the 2026-2027 school year, Mullendore will improve student achievement and academic growth in reading and mathematics to support movement from a C to a B accountability rating. Students in PreK-5 will make at least one year's growth on district-established progress-monitoring targets, as measured by district-approved BOY, MOY, and EOY screeners, with progress monitored across all student groups. In addition, the percentage of students performing at Meets Grade Level or Above and Masters Grade Level on the Spring 2027 STAAR assessments will increase from Spring 2026 baseline performance, resulting in improved performance in Domain 1: Student Achievement and Domain 3: Closing the Gaps

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), and STAAR data for grades 3-5

Strategy 1 Details
Strategy 1: Use disaggregated student data to monitor Domain 3 student groups and drive timely instructional adjustments, interventions, and enrichment in reading and mathematics. **Actions:** -Disaggregate achievement and growth data by accountability student group and identify students who are approaching, meeting, or exceeding expected growth -Adjust instruction and intervention to address identified disparities and ensure all student groups make progress toward accountability targets -Initiate a robust tutorial program will focus on targets and student growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator, Teachers, Title 1 EA **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Provide quality Tier 1 instruction for every scholar by maximizing district resources especially Bluebonnet RLA and math, and implementing Tier 1 priorities in Pre-k through 5th grade.

Actions: -Utilize grade-level PLCs in collaboration with Instructional Facilitator to implement tier 1 priorities.
-Train staff during professional learning sessions after each district LOL (leaders of learners) meeting.
-Utilize campus resources including Instructional Facilitator to provide support for campus and classroom implementation of Bluebonnet Math and RLA
-Utilize RLA, math and science vertical teams to increase collaboration system-wide on tier 1 priorities and best practices in the classroom including all aspects of Bluebonnet Math curriculum.
-Consistently implement district-adopted HQIM with fidelity, including grade-level TEKS, appropriate scaffolds, checks for understanding, and opportunities for students to engage in rigorous reading, writing, problem solving, and academic discourse.
-Monitor implementation through walkthroughs, observations, PLCs, and student work.
- Schedule daily WIN time for intervention and extension
-Utilize performance data from mClass and Star Renaissance to target instruction to students' needs

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Classroom Teachers

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 3 Details

Strategy 3: Provide and monitor a comprehensive professional learning plan to address the needs of staff members.

Actions: -Identify needs based on goals of each individual teacher - TTESS
-Implement framework that facilitates relevant professional learning for staff.
-Allocate resources to support professional learning plan. (including content-based professional learning and STEM-specific training)
-Utilize district-provided processes to manage evidence of learning.
-Utilize Instructional Facilitator to provide training to teachers to deliver strategies to increase student performance
levels
-Model Lead4Ward and AVID strategies in all PL with teachers so they can see it in action and take it back to use in their classrooms.
-Utilize Lead4Ward and AVID strategies to support all learners.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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: By the end of 2026-27, students identified as needing additional academic, behavioral, or social-emotional support will demonstrate measurable progress toward individualized goals through a consistent MTSS process.

High Priority

HB3 Goal

Evaluation Data Sources: Performance by student groups on STAAR and district assessments and screeners

Strategy 1 Details
Strategy 1: Create a student progress monitoring schedule designed to track and monitor student growth and progress throughout the year. **Actions:** -Provide teachers with student monitoring groups for High Focus, Hispanic, and our targeted subpopulations -Meet during scheduled MTSS collaboratives to review student progress, academic growth, instructional celebrations, discuss concerns, and reorganize student support groups if needed. -Implement and monitor strategies discussed during MTSS collaboratives. -Monitor the progress and growth of students identified in the areas of concern according to the Closing the Gap Performance Target. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MTSS Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**
Strategy 2 Details
Strategy 2: Use intervention strategies designed to meet the needs of English Language learners. **Actions:** - Ensure all staff are ELL certified and have the training needed to support English Learners. - Track and monitor student progress and growth. Be meaningful about student groups and the adjustment that needs to be made in their learning. - Utilize MTSS spreadsheet and information about student demographics in addition to student growth and need. - Use District Personnel to support and train staff on EB strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Facilitator, Classroom Teachers **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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.

High Priority

Evaluation Data Sources: Administer student surveys; use student leadership opportunities; incorporate STEM/inquiry/project-based learning experiences

Strategy 1 Details
Strategy 1: Introduce school-wide PBIS strategies to teach and reinforce social-emotional skills. **Actions:** -Provide PL to introduce PBIS to all staff -Establish campus-wide expectations in PBIS tools and strategies -Monitor PBIS efficacy and provide continuous training as needed -Provide student leadership opportunities for 5th graders as well as classroom ambassadors and jobs to promote a sense of belonging **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems

Strategy 2 Details
Strategy 2: Utilize lessons in Character Strong and the values reviewed to teach and promote virtues. **Actions:** -Teachers and students in each homeroom class will elect classmates that exemplify Character Strong Values each nine weeks. These students will be recognized during quarterly awards ceremonies -Students nominated by classmates and recognized will be given a token item of affirmation and recognition. -Teachers will utilize Character Strong lessons weekly. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor **ESF Levers:** Lever 3: Integrated Student Support Systems

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: During the 2026-2027 school year, Mullendore will implement the TEA EcosySTEM Framework to increase campus-wide integration of high-quality STEM practices and make measurable progress toward full implementation.

High Priority

HB3 Goal

Evaluation Data Sources: -TEA Framework tools
-Completion of PBL projects

Strategy 1 Details
Strategy 1: Students will participate in developmentally appropriate experiences that build problem-solving, collaboration, creativity, communication, and STEM-related future-ready skills as defined by TEA's Ecosystem framework. **Actions:** -Design STEM challenges and quarterly project based learning opportunities in PreK4-5th grade -Host events to build career connections -Host student exhibitions and competitions -Increase business, community, and Birdville Center of Technology and Advanced Learning partnerships -Enhance our afterschool club offerings **Staff Responsible for Monitoring:** Principal, Assistant Principal, STEM Champions **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems

Strategy 2 Details
Strategy 2: Teachers will design experiences that build problem-solving, collaboration, creativity, communication, and STEM-related future-ready skills as defined by TEA's Ecosystem framework. **Actions:** -Attend PL over PBL and EDC as well as the TEA EcosySTEM framework -Design PBL and EDC for students -Observe the TEA Mobile Lab educators in content-based learning -Design and plan STEM events and competitions -Monitor effectiveness of PBL and EDCs

Strategy 3 Details
Strategy 3: Parents will have the opportunity to participate in family engagement nights around STEM learning and integrated academic goals. **Actions:** Host two STEM family engagement nights. **Staff Responsible for Monitoring:** Principal, AP, STEM lab teacher

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.

High Priority

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:** -Promote attendance incentives to staff, students, and parents. -Track attendance and display in public place for staff, students, and parents to see. -Classes with the highest percentage of attendance will be invited to participate in the Welcome Walk on Fridays and earn a treat. -Teachers and Administrators will call parents of students who are absent to make connections and build relationships. -Front office clerk will call absent students daily -Monitor Project Truancy bi-monthly and utilize TPMS, tribunal, truancy officers, and court as appropriate. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Clerk **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Integrated Student Support Systems

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Improve the efficiency and effectiveness of campus systems and procedures to maximize instructional time, strengthen communication, and support smooth daily operations.

Evaluation Data Sources: Staff feedback surveys; walkthrough/observation data; arrival and dismissal data; duty and supervision records; communication logs; administrative review of procedures

Strategy 1 Details
Strategy 1: Refine and monitor campus operational systems to ensure procedures are clear, efficient, and consistently implemented. **Actions:** -Meet with Campus Safety/Operations team regularly and conduct plus deltas to guide improvement. -Assistant Principal and Head Custodian will complete weekly campus walks to look for areas of safety concern that need to be addressed. -Review and refine arrival, dismissal, lunch, recess, duty, and transition procedures -Communicate updated procedures to staff and families and monitor implementation and address areas of inefficiency -Conduct periodic staff and family feedback checks and revise systems as needed based on data and feedback **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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: District safety survey

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:** -Show and discuss the quarterly safety videos. -Use data and information from previous years to implement changes if needed in areas where concern was mentioned. -Meet with Campus Safety/Operations team to discuss drills and after action plans. -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. -Utilize robust after-school club offerings to promote a sense of belonging and well-being -Begin classroom ambassadors and jobs **Staff Responsible for Monitoring:** Principal and Assistant Principal **ESF Levers:** Lever 3: Integrated Student Support Systems

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 over the previous year.

Evaluation Data Sources: District Report

Strategy 1 Details
Strategy 1: Develop and implement a campus program that promotes an accident-free work environment. **Actions:** -Conduct facility reviews to locate and address facility issues and needs -Provide training for campus staff -Provide safety equipment as needed -Continue to monitor the implementation of safety procedures -All employees will complete Safe Schools Training **Staff Responsible for Monitoring:** Principal and Assistant Principal