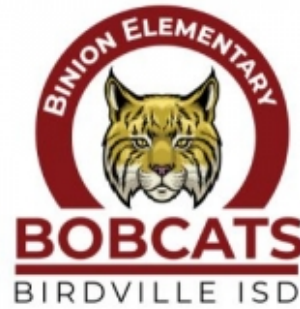


Birdville Independent School District
Jack C. Binion Elementary
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Jack C Binion Elementary is to empower students by offering innovative learning experiences that motivate our community to strive for academic excellence.

Vision

Our vision is to empower all students through purposeful learning experiences, preparing them for success in our diverse society.

Core Beliefs

- We believe all students can learn.*
- We believe that there are multiple pathways to academic success.*
- We believe high expectations and consistency lead to academic success.*
- We believe communication creates meaningful relationships.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jack C. Binion Elementary School is located in Richland Hills, Texas, a suburban city in the northeastern part of Tarrant County. The school is part of the Birdville Independent School District and serves the local community, providing education to elementary-aged children. The area around the school is primarily residential, characterized by single-family homes and parks, making it a family-friendly environment. The school is positioned within a vibrant community supporting educational development and student growth.

Total Students	728	
Students by Grade Level		
Early Education/Pre-Kindergarten Grade	73	10%
Kindergarten Grade	112	15%
1 st Grade	95	13%
2 nd Grade	102	14%
3 rd Grade	124	17%
4 th Grade	114	16%
5 th Grade	108	15%
Student Demographics		
Female	368	50.55%
Male	360	49.45%
Hispanic-Latino	456	62.64%
American Indian - Alaskan Native	2	0.27%
Asian	11	1.51%
Black - African American	107	14.70%
Native Hawaiian - Pacific Islander	4	0.55%
White	137	18.82%
Two or More Races	11	1.51%
Student Programs		
Dyslexia	34	4.67%
Gifted and Talented	21	2.88%

Section 504	28	3.85%
Special Education (SPED)	100	13.74%
Emergent Bilingual (EB)	332	45.6%
Bilingual	295	40.52%
English as a Second Language (ESL)	35	4.81%
Student Indicators		
At-Risk	574	78.85%
Immigrant	58	7.97%
Intervention Indicator	372	51.10%
Economic Disadvantage Total	578	79.4%
Free Meals	535	73.49%
Reduced -Price Meals	42	5.77%
Attendance		
2023-2024 School Year	94.2%	
Staff Information		
Administration and Administrative Support	15	16.48%
Teachers	55	60.44%
Educational Aide	21	23.08%

Demographics Strengths

Jack C. Binion Elementary School boasts several key strengths that contribute to its vibrant learning environment and support its school improvement plan:

The school serves a richly diverse student body, which enhances cultural understanding and fosters an inclusive atmosphere. This diversity allows for broader perspectives and experiences, enriching classroom discussions and peer interactions.

Jack C. Binion Elementary's teaching staff is a mix of new and experienced educators. This balance promotes a dynamic learning environment where innovative teaching methods are implemented alongside proven strategies, benefiting student engagement and learning outcomes.

With nearly 50% of the staff being bilingual, the school is well-equipped to support English language learners and their families. This capability not only aids in effective communication but also ensures that students receive tailored support in their learning journeys.

The school offers the Academy 4 mentorship program for 4th graders, which focuses on providing one-to-one mentorship. This initiative is instrumental in fostering meaningful relationships between mentors, students, and families, ultimately equipping the community to support educational success.

The Parent-Teacher Association (PTA) at Jack C. Binion Elementary is crucial in supporting academic and extracurricular activities. Their involvement helps create a strong school community, promotes parental engagement, and enhances student resources.

The school has demonstrated consistent academic growth, reflecting effective teaching strategies and a supportive environment. This commitment to continuous improvement ensures that students are well-prepared for their future educational endeavors.

Overall, these strengths position Jack C. Binion Elementary School as a nurturing and effective educational institution dedicated to fostering student success and community engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The overall attendance percentage for the 2023-24 school year was 94.2. Our goal each year is 96%. **Root Cause:** Campus attendance systems (daily calls, house visits, attendance letters, district tribunal, etc) did not effectively address attendance issues.

Student Learning

Student Learning Summary

The data presented below includes assessment information for the 2023-2024 school year. Notably, Jack C. Binion Elementary School has shown significant improvement in its State of Texas Assessment of Academic Readiness (STAAR) scores from 2023 to 2024, demonstrating substantial growth across all subject areas.

Course	Performance Level	Mono-Lingual 2023	Mono-Lingual 2024	Bi-Lingual 2023	Bi-Lingual 2024
3rd Grade RLA	Approaches	66%	58%	50%	55%
	Meets	36%	37%	20%	6%
	Masters	5%	14%	10%	0%
3rd Grade Math	Approaches	61%	61%	65%	82%
	Meets	18%	24%	25%	47%
	Masters	7%	7%	5%	9%
Course	Performance Level	2023	2024	2023	2024
4th Grade RLA	Approaches	71%	80%	29%	50%
	Meets	30%	43%	16%	17%
	Masters	14%	14%	3%	0%
4th Grade Math	Approaches	48%	66%	6%	27%
	Meets	23%	38%	0%	9%
	Masters	7%	11%	0%	0%
Course	Performance Level	2023	2024	2023	2024
5th Grade RLA	Approaches	83%	76%	47%	58%
	Meets	51%	42%	29%	21%
	Masters	19%	12%	6%	5%
5th Grade Math	Approaches	63%	77%	11%	53%
	Meets	26%	41%	11%	18%
	Masters	5%	3%	0%	0%
Course	Performance Level	2023	2024	2023	2024
5th Grade Science	Approaches	59%	53%	22%	19%
	Meets	36%	18%	0%	0%
	Masters	16%	1%	0%	0%

Student Learning Strengths

These summary statements capture the significant growth across various subjects and grades, highlighting areas of success while also identifying opportunities for continued improvement in student learning outcomes.

Third Grade Math

Mono-Lingual-- We achieved a 6% growth in the Meets category, reflecting positive engagement with the curriculum.

Bi-Lingual--Notable growth was seen, with a 17% increase in Approaches, 22% growth in Meets, and a 4% increase in Masters, indicating a solid understanding of foundational concepts.

Fourth Grade Math

Mono-Lingual-- A robust 18% growth in Approaches, coupled with a 15% increase in Meets and a 4% rise in Masters, shows substantial progress in student performance.

Bi-Lingual-- Growth metrics include a 21% increase in Approaches and a 9% growth in Meets, highlighting improvement in student comprehension.

Fifth Grade Math

Mono-Lingual-- We observed a 14% growth in Approaches and a 15% increase in Meets, demonstrating a commitment to academic success.

Bi-Lingual-- Exceptional growth with a 42% increase in Approaches and a 7% rise in Meets indicates significant advancements in student learning.

Third Grade Reading

Mono-Lingual--Growth in reading is evident with a 1% increase in Meets and a 9% rise in Masters, suggesting enhanced reading proficiency among students.

Fifth Grade Reading

Bi-Lingual-- An 11% growth in Approaches reflects reading and comprehension progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. **Root Cause:** While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.

School Processes & Programs

School Processes & Programs Summary

Jack C. Binion Elementary is a Title I school that offers extensive support and programs to meet the diverse needs of its students. Starting in Pre-Kindergarten, students undergo universal screening in reading and math, enabling teachers to tailor instruction to each student's needs. While the majority of students participate in the general curriculum, Jack C. Binion Elementary provides additional support systems for students who are performing below grade level, ensuring that all students receive the help they need to succeed.

School Processes & Programs Strengths

A wide variety of support systems are provided for students, which may include:

- Full Day Pre-Kindergarten
- Dyslexia Support
- Emergent Bilingual Support
- Special Education Services
- Accelerated Instruction
- Intervention and Tutorials in Reading, Math, and Science

In addition, Jack C. Binion Elementary offers Gifted and Talented services to students who are performing above their peers.

Jack C. Binion Professional Learning Communities meet weekly to analyze student data and plan for instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not reaching their potential in academic achievement. **Root Cause:** Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus.

Problem Statement 2 (Prioritized): Students are disengaging from challenging academics and instruction. **Root Cause:** The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.

Perceptions

Perceptions Summary

In the spring of 2024, Jack C. Binion Elementary collected perception data from students and parents for our annual campus needs assessment.

Student Results

- 86.5% of students feel safe at school
- 90% of students feel that their teacher believes they will be successful.
- 90% of students feel there is an adult they can talk to at school if they have a problem.
- 80.5% of students feel they are treated with respect at school.

Parent Results

- 93% of parents feel that Jack C. Binion students are safe at school.
- 86% of parents feel that Jack C. Binion Elementary has a good public image.
- 80% of parents feel that Jack C. Binion has an excellent learning environment.
- 76% of parents feel that Jack C. Binion's teachers have respect for students.

Jack C. Binion has many opportunities for parent involvement and engagement.

- Meet the Teacher
- Curriculum Night/Title 1 Night
- Reading and Math Nights
- Turkey Trot Race
- Open House
- Breakfast with Santa
- Academy 4 Student Mentorship Program

Perceptions Strengths

Most Jack C. Binion parents and students feel school is safe, students have teachers who believe in their ability to succeed, and students have a trusted adult they can seek help from.

Jack C. Binion Elementary has a well-developed safety plan that students understand.

Jack C. Binion has many robust opportunities for parent and family engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent participation in school activities, including meetings and events, is below expectations, leading to limited parental involvement in their child's education and school community. **Root Cause:** Low parent participation stems from a lack of awareness about its importance and limited engagement opportunities due to scheduling conflicts or insufficient outreach. Enhancing communication, offering flexible event times, and educating parents on the impact of their involvement can help increase participation in school activities and the community.

Problem Statement 2 (Prioritized): 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. **Root Cause:** Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage.

Priority Problem Statements

Problem Statement 1: Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science.

Root Cause 1: While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students are not reaching their potential in academic achievement.

Root Cause 2: Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The overall attendance percentage for the 2023-24 school year was 94.2. Our goal each year is 96%.

Root Cause 3: Campus attendance systems (daily calls, house visits, attendance letters, district tribunal, etc) did not effectively address attendance issues.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented.

Root Cause 4: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Parent participation in school activities, including meetings and events, is below expectations, leading to limited parental involvement in their child's education and school community.

Root Cause 5: Low parent participation stems from a lack of awareness about its importance and limited engagement opportunities due to scheduling conflicts or insufficient outreach. Enhancing communication, offering flexible event times, and educating parents on the impact of their involvement can help increase participation in school activities and the community.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Students are disengaging from challenging academics and instruction.

Root Cause 6: The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.

Problem Statement 6 Areas: School Processes & Programs



Goals



Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.



Performance Objective 1: All students will make at least one year's progress 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) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level 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





HB3 Goal

Evaluation Data Sources: 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) Campus CFAs (Curriculum Focused Assessment) Elementary: BAS (Benchmark Assessment System), Historic STAAR (State of Texas Assessment of Academic Readiness) Data, CBA (Curriculum Based Assessment) Data

Strategy 1 Details	Reviews			
Strategy 1: Build teacher capacity as we implement the District curriculum and state-approved resources with fidelity. Actions: a) Conduct a series of walkthroughs using administrators, Instructional facilitators, and content coordinators to gather data on the continued implementation of the District curriculum, state-approved, and campus secondary resources. b) Analyze walkthrough data and offer targeted professional development tailored to the identified needs of teachers. c) Provide ongoing training, coaching, and lesson modeling to support teachers in effectively implementing the curriculum and resources. d) Analyze and use data from Universal Screeners, District Assessments, and teacher-created assessments to offer targeted support and monitor progress. e) Organize monthly "Lunch and Learn" sessions to deliver targeted professional development for all teachers, focusing on areas identified through instructional walkthroughs and teacher feedback. Staff Responsible for Monitoring: Administration, Instructional Facilitators, and Content Coordinator Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1, 2 Funding Sources: Professional Development - 211 - Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.</p> <p>Actions: a) Utilize Jack C. Binion's Lesson Internalization Plan template to assist teachers in internalizing resources available from the District for explicit instruction. b) Provide ongoing support by coaching, training, professional development, and lesson modeling needed to help teachers maintain the implementation of district and state literacy requirements. c) Incorporate lessons and research-based practices from state-approved resources and campus secondary resources into regularly scheduled training sessions and weekly Professional Learning Committee meetings. d) Leverage Instructional Facilitators to assist teachers in achieving instructional goals, offering targeted support to address specific challenges and enhance curriculum implementation. e) Use the Jack C. Binion Feedback Model to provide teachers and students with immediate feedback on student understanding, enabling responsive teaching and promoting continuous improvement. f) Integrate Scholastic Super STEM magazine into math and science lessons to provide context, improve engagement, and connect theoretical knowledge with real-life applications. f) Implement regular writing activities in all subjects to enhance students' understanding, develop communication skills, and promote critical thinking and creativity.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Facilitators, Classroom Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$127,079, Title I Personnel - 211 - Title I - \$123,975</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide training in data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching. Actions: a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of weekly Professional Learning Communities. b) Use the Jack C. Binion walkthrough form to conduct campus walks specific to instructional practices and utilize subject-specific "look fors" to improve student performance. c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and Interims) to inform instruction and document student growth. d) Continue to train and require the regular use of continuous improvement processes in the classroom. e) Collect, analyze, and use data to monitor student progress for the purpose of closing the achievement gaps, achieving HB3 Board goals, and responding to the individual needs of students to ensure all students make expected growth toward the next interim target in the Academic Achievement component of the Closing the Gaps domain, as defined by the Texas Education Agency. Staff Responsible for Monitoring: Administration, Instructional Facilitators, Classroom Teachers Problem Statements: Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:



Student Learning
Problem Statement 1: Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. Root Cause: While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.
School Processes & Programs
Problem Statement 1: Students are not reaching their potential in academic achievement. Root Cause: Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus. Problem Statement 2: Students are disengaging from challenging academics and instruction. Root Cause: The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.



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.



HB3 Goal





Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Vertical teams meet quarterly to ensure that curriculum and instruction are aligned and cohesive between grade levels.</p> <p>Actions: a) Organize and schedule Reading, Math, and Science vertical teams to meet once each nine-week grading period for half-day collaboration. b) Align instructional goals and strategies across grade levels, ensuring continuity and coherence in vertical instruction. c) Facilitate the sharing of best practices and successful strategies among team members to enhance the effectiveness of instruction at each level. d) Facilitate collaboration among team members to address challenges, share resources, and develop strategies for improving instructional alignment and effectiveness. e) Track the progress of instructional alignment and effectiveness through regular updates and feedback during weekly Professional Learning Community meetings.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Facilitators, Content Coordinators, Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the MTSS (Multi-Tiered Systems of Support) district framework to create multiple learning opportunities for all students, including those served through State Compensatory Education, Title I, special education, and dyslexia programs.</p> <p>Actions: a) Meet five times yearly in our MTSS (Multi-Tiered Systems of Support) collaboratives during weekly Professional Learning Community b) Ensure that tiered interventions are consistently implemented across classrooms and programs, with specific strategies tailored to the needs of students in various support programs. c) Leverage data from assessments and progress monitoring to inform decision-making and enhance the effectiveness of interventions within the MTSS framework. d) Offer ongoing training and professional development for educators and staff on the MTSS framework, focusing on effective strategies for delivering support at each tier. e) Systematically collect, analyze, and utilize data from student assessments and progress monitoring to inform decision-making and tailor interventions and effectiveness in meeting the diverse needs of all students.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Facilitators, Assessment Department. Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 2 Funding Sources: Title I Tutors - 211 - Title I - \$75,926</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for students, parents, and the community to engage in the educational process at Jack C Binion.</p> <p>Actions: a) Implement the Jack C. Binion reading initiative, which utilizes the experience and skills of retired community educators to support early literacy development by meeting twice a month with selected students to improve their acquisition of foundational reading skills. b) Continue the Academy 4 Mentorship program to ensure that every fourth-grade student is paired with a mentor, helping them develop leadership skills and personal growth. c) Host Title 1 meetings and organize Family Nights focused on math, reading/social studies, and science to engage parents in academics and provide insights into the curriculum. d) Strengthen collaboration with City Point Methodist Church to support school initiatives and community involvement. e) Schedule musical performances for selected grade levels to enrich the educational experience and showcase student talents. f) Strengthen the JCB Bobcat Dads program, which is specifically designed to involve fathers and male role models in school activities, mentoring, and educational support.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: Family Engagement Resources - 211 - Title I - \$2,070</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Implement additional support for students in the lowest-performing subgroup as measured by state and district assessments. Actions: 1. Utilize instructional facilitators to provide additional reading and math support when creating student learning tasks. 2. Weekly Professional Learning Community meetings focused on data talks, planning, strategies, and using the feedback model. 3. Strategy-based monthly "Lunch and Learns" for classroom teachers. 4. School administration will attend monthly meetings hosted by the University of North Texas to collaborate with administration from other districts in ways to close the educational gaps for low-performing schools Staff Responsible for Monitoring: Administration, Instructional Facilitators, Teachers Title I: 2.4 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1, 2		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue



Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. Root Cause: While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.
School Processes & Programs
Problem Statement 1: Students are not reaching their potential in academic achievement. Root Cause: Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus. Problem Statement 2: Students are disengaging from challenging academics and instruction. Root Cause: The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.
Perceptions
Problem Statement 1: Parent participation in school activities, including meetings and events, is below expectations, leading to limited parental involvement in their child's education and school community. Root Cause: Low parent participation stems from a lack of awareness about its importance and limited engagement opportunities due to scheduling conflicts or insufficient outreach. Enhancing communication, offering flexible event times, and educating parents on the impact of their involvement can help increase participation in school activities and the community.

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 an increased awareness of social-emotional development as measured by a district-administered student survey and less students on Tier 3 for behavior.

Evaluation Data Sources: Social Character Development Learning Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement a district-approved social-emotional curriculum. Actions: a) Provide professional development for all staff on the components, implementation, purpose, and expectations. b) Provide ongoing training in classroom regulation strategies and trauma-informed care. c) Classroom teachers provide weekly lessons on social-emotional behavior through the Character Strong curriculum. d) Provide counseling for students who have social-emotional needs or are in crisis. e) Celebrate one student from each class for every nine weeks who demonstrates outstanding character. f) Daily announcements highlighting current focus traits from Character Strong. g) Connect families with needed outside resources for counseling services, food, utilities, clothing, and housing assistance. g) Provide individual and group counseling support. i) Utilize Crisis Counselors to support students in areas of social-emotional behavior. Staff Responsible for Monitoring: Administrators, Counselors, Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Root Cause: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage.

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 MTSS (Multi-Tiered Systems of Support) Tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS (Multi-Tiered Systems of Support) data records

Strategy 1 Details	Reviews			
Strategy 1: Implement the behavioral MTSS (Multi-Tiered Systems of Support) plan with fidelity. Actions: a) Ensure that all instructional staff receive comprehensive training on the implementation of the behavioral MTSS plan and its procedures. b) Hold five MTSS meetings yearly that include counselors and the behavioral specialist to collaborate with teachers on tier movement, strategies, and interventions needed for students on Tier 2 and Tier 3 for behavior. c). Use the Focus system to input and manage behavioral MTSS student plans, ensuring accurate tracking and monitoring. d) Utilize the behavior interventionist for intervention and classroom strategies. e) Identify students needing intervention by analyzing data to determine students who exhibit persistent and ongoing behaviors of concern. F. Apply effective, evidence-based interventions for students meeting Tier 2 or Tier 3 criteria in small groups to address their specific behavioral needs. Staff Responsible for Monitoring: Administration, Counselors, Behavior Specialist, Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. Root Cause: While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.

School Processes & Programs







Problem Statement 1: Students are not reaching their potential in academic achievement. **Root Cause:** Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus.

Problem Statement 2: Students are disengaging from challenging academics and instruction. **Root Cause:** The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance as compared to the prior school year.

Evaluation Data Sources: Overall campus average daily attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Refine and implement the campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. Actions: a) Use campus funds to provide incentives to improve student attendance. b) Monitor student attendance and review progress quarterly to determine the effectiveness of the campus attendance plan. c) Create an attendance incentive plan that recognizes attendance daily, weekly, quarterly, each semester, and annually. d) Implement strategies to identify and address social needs within families that prevent students from attending school and involve key stakeholders to mitigate student attendance issues. Staff Responsible for Monitoring: Administration, Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The overall attendance percentage for the 2023-24 school year was 94.2. Our goal each year is 96%. Root Cause: Campus attendance systems (daily calls, house visits, attendance letters, district tribunal, etc) did not effectively address attendance issues.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use the Continuous Improvement model to systematically identify and enhance processes and outcomes at both the grade level and campus-wide, ensuring that practices are continuously refined to meet the needs of students and achieve better academic and operational results

Evaluation Data Sources: Evaluation of goal achievement as per campus improvement plans

Strategy 1 Details	Reviews			
Strategy 1: Implement continuous improvement components to achieve campus goals by consistently planning, executing, and refining strategies for better student outcomes and effectiveness. Actions: a) Continue to support and monitor campus-wide implementation of continuous improvement components. b)Track goals, campus trends, and data during weekly Professional Learning Community meetings. c) Conduct PDSA refresher training using instructional facilitators. d) Utilize student data folders for goal setting and data tracking. Problem Statements: Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:



Student Learning
Problem Statement 1: Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. Root Cause: While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.
School Processes & Programs
Problem Statement 1: Students are not reaching their potential in academic achievement. Root Cause: Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus. Problem Statement 2: Students are disengaging from challenging academics and instruction. Root Cause: The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.



Goal 3: All students and staff will learn and work in a safe and responsive environment.





Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

High Priority

Evaluation Data Sources: Safe School's Report, Campus and District Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: To enhance the safety and security of the school environment through forming and actively engaging a Campus Safety Committee, fostering collaboration among staff, students, parents, and community members.</p> <p>Actions: a) Recruit stakeholders to serve on the Campus Safety Committee, including teachers, administrators, support staff, local law enforcement, and student representatives. Clearly outline the roles and responsibilities of each committee member to ensure effective participation and accountability.</p> <p>b) Schedule monthly meetings to discuss safety policies, review incident reports, and evaluate the effectiveness of current safety measures. Share the meeting schedule with the school community to encourage transparency and involvement.</p> <p>c) The committee will be tasked with conducting regular campus safety assessments to identify potential hazards, vulnerabilities, and areas for improvement.</p> <p>Solicit feedback from the school community through after-action surveys to ensure all voices are heard regarding safety concerns.</p> <p>d) Review existing safety policies and protocols regularly, making necessary updates based on assessment findings and emerging best practices. Develop and maintain comprehensive emergency response plans, communicating them clearly to all staff, students, and parents.</p> <p>e) Regularly update the school community about safety improvements and ongoing efforts, fostering a sense of shared responsibility.</p> <p>f) Collaborate with local law enforcement, fire departments, and emergency management agencies to enhance safety protocols and provide additional resources.</p> <p>g) Train students on how to effectively use the Anonymous Alerts reporting system, supporting the empowerment of students to voice their concerns safely and anonymously and fostering a supportive school environment where everyone feels comfortable seeking help and reporting issues.</p> <p>Staff Responsible for Monitoring: Administration, Safety Team, Staff</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Conduct required safety drills and regularly check exterior and interior doors to ensure the safety and preparedness of all students and staff. Actions: a) Conduct all mandated safety drills as local, state, and federal regulations require. This includes fire drills, lockdown drills, and evacuation drills. b) Schedule and execute drills (fire, lockdown, evacuation, hold, etc.) to practice response plans and ensure everyone knows their roles in the Navigate 360 program. c) Implement a routine schedule for administration and custodial staff to check the security of all exterior and interior doors. This includes ensuring that doors are locked when necessary and that locking mechanisms function properly. e) Maintain detailed logs of all door checks, noting any issues and the actions taken to resolve them in Sentinel. f) Regular training for staff on how to conduct safety drills and the importance of door security should be provided. Ensure they are familiar with the procedures and specific roles during an emergency. g) Utilize the Navigate 360 app to conduct regular training sessions for staff and students to familiarize them with emergency procedures and protocols. h) Establish clear communication protocols to disseminate information during an emergency, including alerts, updates, and instructions. Staff Responsible for Monitoring: Campus administration, Student Services Department Problem Statements: Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:







Perceptions
Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Root Cause: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: All students and staff will learn and work in a safe and responsive environment.

High Priority

Evaluation Data Sources: Annual worker's compensation claims report

Strategy 1 Details		Reviews			
Strategy 1: Implement the district's safety program to establish and maintain a safe and accident-free environment for students, staff, and visitors. Actions: a) Perform a comprehensive assessment of current safety practices and identify potential hazards within the school environment. b) Review and update safety policies in alignment with the district's safety program. c) Ensure that all staff and students know these policies through handbooks, meetings, and postings around the school. d) Implement a user-friendly system for reporting safety concerns or incidents. e) Perform campus safety walk-throughs as required by the district plan. f) Attend district monthly safety meetings. Staff Responsible for Monitoring: Campus Administration, Campus Head Custodial Person Problem Statements: Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Root Cause: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Build teacher capacity as we implement the District curriculum and state-approved resources with fidelity.
1	1	2	Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.
1	2	4	Implement additional support for students in the lowest-performing subgroup as measured by state and district assessments.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	4	Implement additional support for students in the lowest-performing subgroup as measured by state and district assessments.

State Compensatory

Budget for Jack C. Binion Elementary

Total SCE Funds: \$127,079.00

Total FTEs Funded by SCE: 2.985

Brief Description of SCE Services and/or Programs

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 Jack C. Binion Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anai Geyer	Reading Intervention	0.33
Angela Rhodes	Reading Intervention	0.33
Annell Butler	Instructional Facilitator	1
Crystal Cummings	Reading Intervention	0.33
Heather Doyle	Educational Assistant	0.33
Isaura Espinoza	BL Reading Intervention	0.165
Kathy Hinojosa	Teacher	0.5

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR achievement, TELPAS, and universal screener results, as well as attendance and behavior data compiled in April and May 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Dr. Cheryl Waddell	Principal
Kelli Maikell	Assistant Principal
Rose Kebe	Assistant Principal
Annell Butler	Instructional Facilitator
Jamie Norris	Instructional Facilitator
Camille Hulsey	Counselor
Deanna Stults	Counselor
Ruben Anguiano	Parent
Sharon Wynn	Community Member

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as needed. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 79% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:

- Feedback Model
- Components of Positive Behavioral Intervention System

- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Character Strong Curriculum

Increased learning time is provided through classroom intervention programs and guided small-group instruction.

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

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.

Dr. Cheryl Waddell- Principal

Kelli Maikell- Assistant Principal

Rose Kebe- Assistant Principal

Miray Hakim- Teacher

Deanna Stults- Counselor

Camille HUlsey- Counselor

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Tuesday evenings to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2024-25.

- August Refresh Back to School Event (Saturday, 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night
- September Title I Meeting (Tuesday) on campus
- September Literacy Event/ Curriculum Night (Tuesday) on campus
- December Book Fair (Monday through Thursday, 8:00-5:00) on campus
- January Math Night Event (Tuesday) on campus
- March Open House (Tuesday only) on campus
- March Explore Birdville Event (Saturday, 9:00-10:00) at Birdville Center for Technology and Advanced Learning
- April Family Engagement Policy and Compact Revision (Tuesday) on campus

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anai Geyer	Bilingual Reading Interventionist	Title I	0.5
Jamie Norris	Instructional Facilitator	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		\$127,079.00
Sub-Total					\$127,079.00
Budgeted Fund Source Amount					\$127,079.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$5,000.00
1	1	2	Title I Personnel		\$123,975.00
1	2	2	Title I Tutors		\$75,926.00
1	2	3	Family Engagement Resources		\$2,070.00
Sub-Total					\$206,971.00
Budgeted Fund Source Amount					\$206,971.00
+/- Difference					\$0.00
Grand Total Budgeted					\$334,050.00
Grand Total Spent					\$334,050.00
+/- Difference					\$0.00