

**Birdville Independent School District**  
**Jack C. Binion Elementary**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Our mission at Jack C Binion Elementary is to provide a high quality education in an inclusive environment for life-long learners.

## Vision

Jack C Binion Elementary is devoted to developing a community of life-long exemplary learners.

## Core Beliefs

Core Beliefs - Meaningful Relationships, High Expectations, Growth Mindset, Empowering, Foster a Love for Learning

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our campus serves approximately 722 students in grades PK-Fifth grade using both an in face and online learning platform. Grade levels range from 5 to 7 sections with grade levels having 2 or 3 one way dual language classrooms and 3 to 4 monolingual classrooms.

### Student Population

44 - Pre-Kindergarten 6.09%

100 - Kindergarten 13.85%

120 - First Grade 16.62%

127 - Second Grade 17.59%

93 - Third Grade 12.88%

121 - Fourth Grade 16.76%

116 - Fifth Grade 16.07%

### Student demographics

385 - female students 53.32%

337 - male students 46.68%

418 - Hispanic/Latino 57.89%

181 - White 25.07%

87 - African American 12.05%

22 Two or More Races 3.05%

4 - Asian .55%

4 - Native Hawaiian - Pacific Islander .55%

598 - Economically disadvantage - 82.83%

36 - Immigrant - 4.99%  
307 - Limited English Proficient - 42.52%  
8 - Homeless - 1.11%  
1 - Military Connect - .14  
2 - Foster Care - .28%  
393 - At Risk Scholars - 54.43%  
47 - Section 504 - 6.51%

### **Student by Program**

262 - Bilingual 36.29%  
39 - ESL 5.4%  
4 - Alternative ESL Program .55%  
534 - Free Lunch 73.96%  
64 - Reduced Lunch 8.59%  
41 - Gifted & Talented 5.68%  
62 - Special Education 8.59%  
722 - Title 1 Participation 100%  
41 - Dyslexia 5.68%

### **Special Services**

#### **Primary Disabilities**

2 - OHI 3.23%  
1 - Auditory Impairment 1.61%  
5 - Intellectual Disability 8.06%  
4 - Emotional Disturbance 6.45%

15 - Learning Disability 24.19%

24 - Speech Impairment 38.71%

9 - Autism 14.52%

### **Special Services**

#### **Instructional Settings**

23 - Speech Therapy 37.1%

4 - Mainstream 6.45%

33 - Resource Room 53.23%

2 - Full-Time Early Childhood 3.23%

Binion Elementary has 50 Highly Qualified Teachers. 11 Administrative Support Staff. 6 Educational Aides

Our campus serves approximately 722 students in grades PK through Fifth grade. Each grade level ranges from 5 to 7 sections with 2 or 3 one way dual language classrooms in each grade.

### **Demographics Strengths**

Binion Elementary has a diverse staff and student population, one way dual classrooms and an early childhood education program that embrace and celebrate the needs of the community, teacher and students.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Only 43% of Limited English Proficient students passed STAAR Writing 2018.

# Student Learning

## Student Learning Summary

A review of the data indicates a need to provide our students with strong Tier I instruction and focus on literacy. We will focus on implementing professional development and support for teachers to ensure these needs are met. Through Professional Learning Communities, the use of district instructional resources, and having a systematic and systemic RTI process, our school staff will be equipped to meet all students learning needs. We will continue to provide our students with technology which would enhance their opportunity to meet the expectations of the districts mission and vision while also satisfying the requirements of the curriculum through engaging instruction utilizing 21st century teaching and learning strategies. A combination of implementing research based best practices and advanced technology will meet the needs of learners with different learning styles, English language learners and other at risk students while yet being a great source to differentiate instruction for GT and other students of diverse ability levels.

Our Accountability Rating for the 2019-2020 school year is a C. We were in Q1 for Writing Performance but did not earn the ELAR distinctions due to Reading performance. We will be working hard to improve our scores and obtain other this school year. Overall our Tier II and Tier III students are still much higher than we prefer, therefore, we are utilizing RtI intervention, implementing PLCs, and improving our Tier I instruction to combat this concern with the expectation that we will increase our Tier I student count.

## Student Learning Strengths

Binion received TEA Distinctions for Academic Achievement in ELA/Reading and Post Secondary Readiness. Our campus improved 9% in 3rd grade Math STAAR, 13% in 3rd grade Reading, 8% in 4th grade Math, 6% in 5th grade Reading and 5% in 5th grade Science.

4th grade Writing STAAR approaches grade level increased from last year by 4%. 4th grade Writing STAAR approaches grade level is the same as the state level of 67%. 5th grade Reading and Math STAAR approaches grade level is at or above the state level. 4th grade Math STAAR approaches grade level is above the state. As a campus we are 3% points higher than the state in Reading STAAR.

This year our goal is to focus on the percentage of Meets Grade Level Standards as well so that we don't just have students passing the test but have a solid understanding of the TEKS.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** STAAR Writing results show 59% approached and 43% meet standards.

**Problem Statement 2:** Across the board our Approaches Grade Level percentages are low. **Root Cause:** We have not tracked, monitored and implemented effective interventions with students that low performing.

# School Processes & Programs

## School Processes & Programs Summary

Students at Jack C. Binion Elementary are served through a variety of programs related to students' needs. The academic RtI program serves students in grades Kindergarten through 5th in both reading and mathematics. Students are identified for intervention services using data from universal screener and other performance evidence via collaborative conferences with staff. Tier 3 students receive intervention from interventionists. Tier 1 and 2 students are divided among general education teachers based on skills that need reinforcement for an hour 4-5 times a week.

While the RtI program has strengthened over time, there remains a large proportion of students served on a Tier 3.

All staff at Binion are highly qualified. Binion had a lot of turnover and hired 20 new staff members for the 2020 - 2021 school year. Most of the new hires were interviewed by a group of teachers that consisted of the current Binion Leadership team.

## School Processes & Programs Strengths

Kindergarten and 2nd-5th grade increased Tier 1 percentages due to intense Tier 1 instruction and interventions.

At the beginning of 2018, 5th grade had 52% of students on Tier 1. By the end of the 2017-18 school year, 5th grade had 69% of their students on Tier 1.

First-3rd and 5th grade decreased their Tier 3 percentages by at least 6 percentage points.

The campus has 3 reading interventionists with one designated to serve Dyslexic students. The campus also has 2 math interventionists. The campus has allocated Title 1 money to hire tutors specifically to work with 3rd - 5th grade bilingual and monolingual students.



# Perceptions

## Perceptions Summary

In the fall of 2018, the district collected data from students, parents, and staff members regarding school safety issues using an online survey. Students considered the following to be the top 3 safety issues of concern (in order from greatest to least): Bullying, bus safety, and weapons. Parents considered these to be the top 3 safety issues on campus: No safety concerns, bullying, and safety in drop off/pick up areas. Staff considered the following to be the top 3 safety issues: No safety concerns, school discipline, and bullying.

Students at Jack C. Binion Elementary are served through a variety of programs related to students' needs. The academic RtI program serves students in grades Kindergarten through 5th in both reading and mathematics. Students are identified for intervention services using data from universal screener and other performance evidence via collaborative conferences with staff. Tier 3 students receive intervention from interventionists. Tier 1 and 2 students are divided among general education teachers based on skills that need reinforcement for an hour 4-5 times a week. While the RtI program has strengthened over time, there remains a large proportion of students served on a Tier 3.

## Perceptions Strengths

According to the 2018-19 safety survey, 89% of students, 92% of parents, and 96% of staff members consider our campus to be safe and orderly.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 39% percent of students and 48% of parents responding to the survey indicated that bullying was a safety concern on campus, while only 21% of staff members had similar concerns about bullying as a safety issue. **Root Cause:** Perception is our low income, Title I campus that potentially has more behavior problems and other issues due to their diverse population.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Performance Objectives with summative review (prior year)

## **Accountability Data**

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

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Student surveys and/or other feedback

# Goals

Revised/Approved: September 7, 2021





**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 literacy between the beginning and end of year.

## HB3 Goal

**Evaluation Data Sources:** Elementary: BAS BOY, MOY EOY....Fountas & Pinnell reading levels, Education Galaxy pre - post tests, LSKA & LENA for Kinder, Circle for Pre-K, I-Station 3rd - 5th Monthly Progress, Star Math for 1st - 5th Monthly Progress, Think UP, TEA Interims, Brain POP, Stemscores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity as we implement the BISD literacy plan.</p> <p><b>Actions:</b> 1. Utilize LOL, campus coaches, and dual language coaches to systematically support teachers with expected outcomes throughout the process.                      2. Provide coaching cycles through the campus instructional coach for new teachers to the campus.                      3. Set up opportunities for teachers to watch model classrooms.                      4. Work in PLC will be focused on instructional practices. PDSA, data, and building of assessments across all content.                      5. Create opportunities for our teacher leaders to train our staff on the literacy components of reading, writing, speaking, and listening in math, science, reading, technology and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$4,130</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The principal and all second and third grade teachers will attend year two of the Reading Academy per TEA.</p> <p>Any kinder or first grade teacher that did not attend last year's Reading Academy will attend this year.</p> <p><b>Actions:</b> 1. Designated teachers will train and implement what is learned in the reading academies.                      2. Campus and district coaching will be provided throughout the year as we participate and implement the components of the reading academy.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, District Teaching and Learning Personnel, Campus Instructional Coaching, Reading Academy Coach</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades PK - 5 .</p> <p><b>Actions:</b> 1. Train teachers with the BAS/SEL and mClass assessment.            2. Continue to use campus coaches to support teachers instructionally in response to the progress monitoring data.            3. Use Eduphoria - Aware to build CFA's and monitor student progress data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by state and district assessments and running records.

**HB3 Goal**

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a writing vertical team to support all staff in building their capacity to implement effective writing instruction.</p> <p><b>Actions:</b> 1. Planned writing vertical team meetings on September 13th, October 25th and December 6th for the first semester.            2. Track writing growth in K-5 data folders.            3. Each grade level will have a writing representative attend all vertical team meetings.            4. Staff will be trained on September 14th on the writing rubric.            5. Staff will attend writing specific training in October.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Vertical Team Leader, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement our ESSER plan to provide accelerated instruction according to HB4545.</p> <p><b>Actions:</b> 1. Hire ESSER tutors to work with our 4th and 5th graders who were not successful on their previous year's STAAR test.            2. Create an accelerated instruction schedule.            3. Create an attendance tracking system to monitor the required 30 hours of accelerated instruction.            4. Progress monitor student data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$83,776</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the RTI district framework to create learning opportunities for students, including those served through State Compensatory Education, Title I, special education, and dyslexia programs.</p> <p><b>Actions:</b> 1. Provide math and reading interventionists to serve Tier 2 &amp; 3 students  2. Create a designated WIN/Intervention time in the master schedule  3. Implement a push-in, pull-out tutoring program with paid tutors during the school day</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Tutors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutoring Personnel - 211 - Title I - \$5,000, Intervention Personnel - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - \$212,863</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process</p> <p><b>Actions:</b> 1. Develop and distribute a campus Parent and Family Engagement Compact  2. Conduct Title 1 meetings and curriculum nights - math, reading and science to explain the programs and services  3. Collaborate with PTA to schedule and host school wide events to support students and families  4. Provide Parent Workshops  5. Celebrate the diversity of our building by honoring all nationalities with flag display</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Vertical Team Leaders  Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$2,595</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement campus-wide instructional practices appropriate for English Learners.</p> <p><b>Actions:</b>  1. All core teachers will demonstrate evidence of implementing strategies that support ESL content-based program  2. Dual language teachers will demonstrate evidence of implementing Dual Language 80/20 Model.  3. In Kinder - 2nd grade we want to determine evidence of student engagement and biliteracy implementation through the physical environment and instructional strategies  4. In Kinder - 2nd grade we want to observe students actively engaged in instructional experiences that embed biliteracy strategies to increase academic discourse and/or English language development</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

**Evaluation Data Sources:** Social-Emotional Learning Survey ? Observations during SEL Friday.  
Reduced Discipline Referrals and suspensions from previous school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and teach a district approved social-emotional curriculum.</p> <p><b>Actions:</b> 1. Weekly SEL lessons provided through Harmony curriculum and activities during Friday WIN Time following the Harmony Scope and Sequence 2. Provide counseling for students who have high higher social emotional needs or crisis 3. Provide weekly SEL schoolwide morning announcements 4. Train Students Supporting Students 5. Provide SEL guidance lessons 6. Celebrate students each 6 weeks who demonstrate SEL components 7. In Physical Education classes teachers will incorporate and reinforce SEL components 8. Individual and group counseling sessions</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement the self-accountability and relationship building components in the Capturing Kids Hearts plan.</p> <p>Kinder will use MySELF curriculum with their children. Pre-K will use Conscious Discipline with their children.</p> <p><b>Actions:</b> 1. Entire teaching staff trained in Capturing Kids Hearts. 2. Greeting Kids at the door every morning. 3. Social Contracts built and posted. 4. Hand Signals 5. 4 Questions 6. Affirmations</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Training - 211 - Title I - \$26,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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 to the prior school year, through improved student retention, recruitment, and days in attendance.


**Evaluation Data Sources:** Student Attendance Rate:


2017-2018 95.6%


2018-2019 95.4%


2019-2020

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide program to increase student attendance</p> <p><b>Actions:</b> a) Award students with an Ice Cream Coupon each six weeks                      b) Conference with parent to encourage increased attendance                      c) Campus administration and attendance clerk collaborate with Tom Ladesau on severe truancy cases to increase attendance                      d) Awards at semester and end of year for perfect attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators , All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p> <p><b>Funding Sources:</b> Attendance Incentives - 199 - General Funds - \$850</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

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





**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement continuous improvement components to achieve campus goals</p> <p><b>Actions:</b> a)Continue to support and monitor campus wide implementation of continuous improvement (PDSA, SMART Goals, Data tracking, Data Folders, Surveys)                      b)Meet with LOL as needed to address needs of the campus.                      c.Meet with grade levels as needed to address grade level needs.                      d.)Established PLC process to track SMART goals and campus trends and data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Substitutes - Professional Development LOL - 199 - General Funds - \$1,400</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**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.

**Evaluation Data Sources:** Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review the perception data from students, staff and parents campus safety survey</p> <p><b>Actions:</b> a) Review and analyze existing safety survey data to identify areas of concern                      b) Take corrective action on findings at the campus and district level                      c) Include corrective actions in quarterly reviews.                      d.) Meet routinely with a Campus Safety Committee</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district-wide safety program</p> <p><b>Actions:</b> a) Complete on-line safety videos and successfully pass all safety quizzes as shown with documentation on district website                      b) Monitor and address safety and security standards as defined in school safety audits as evidenced by decreased number of staff worker's compensation incidents                      c) Train staff on updated school wide safety manual on appropriate actions a to be taken in emergency situations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# State Compensatory

## Budget for Jack C. Binion Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for Jack C. Binion Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Crystal Cummings	Reading Interventionist	1
Nichole Wood	Reading Interventionist	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

CNA was done on April 13, 2021: The committee conducted a self-assessment on the 4 areas: demographics, perceptions, student learning, and processes/programs.

Formal meeting with Campus Leadership Team on June 4th to review and discuss the CNA and begin drafting the 2021-2022 plan.

Community meeting scheduled for October 7th.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Worked with LOL and CIC to review and develop the 2021 - 2022 CIP. Met with Campus Leadership Team to review the components of the plan and provide feedback on the goals, objectives and actions.

CIC Members Involved:

Donald Bartlett, Principal

Alicia Rourke, Administrative Assistant

Molly Reyes, Teacher

Linnie Jo Benavides, Teacher

Yadira Jimenez, Teacher

Angela Bailey, Counselor

Nichole Wood, Teacher

America Rainey, Teacher

Lindsey Jones, Assistant Principal

Brittany Smith, Assistant Principal

Lynn DeMoss, Community Member

Lauren Jones, District Representative Learning Coach

Jennifer Thomas, Parent

Jesse Rourke, Business Representative

Misty DeMoss, Teacher

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

Parent Compact being sent home.

CIP will be available on campus and on website when it is approved by the board. It will be made available in English and Spanish.

Community/Parent Meeting will take place on October 7th, 2021.

## **2.4: Opportunities for all children to meet State standards**

All students are assessed and monitored routinely to evaluate current levels of academic performance. This data is used to organize and implement reading/math small groups. This data is also used to evaluate the need for intervention support. PLC's began on September 9th with our focus being SLO's and teacher professional learning goals.

Demographics:

723 Total Students

44- PK 6%

100 - Kinder 13.83%

120 - First 16.6%

127 - Second 17.57%

94 - Third 13%

121 - Fourth 16.74%

116 - Fifth 16.04%

Female Students 386 - 53.39%

Male Students 337 - 46.61%

Hispanic-Latino 418 - 57.81%

American Indian 6 - .83%

Asian 4 - .55%

Black - African American 87 - 12.03%

Native American 4 - .55%

White 182 - 25.17%

Two or More Races 22 - 3.04%

LEP 307 - 42.46%

Bilingual 261 - 36.10%

ESL 40 - 5.53%

Gifted and Talented 41 - 5.67%

Special Education 63 - 8.71%

Title 1 Participation 723 - 100%

Dyslexia 42 - 5.81%

Economically Disadvantaged 582 - 80.50%

Homeless Status 8 - 1.11%

At-Risk 488 - 67.5%

Section 504 48 - 6.64%

Special Education Resource Room 34 - 53.97%

Mobility Rate 20%

## **2.5: Increased learning time and well-rounded education**

We have intentionally created a master instructional schedule on our campus that allows for large blocks of uninterrupted instructional time.

We have put into action our Accelerated Learning Plan. This plan is being implemented with the use of classroom teachers, interventionists, tutors, resource teachers and administration.

Increased learning time is provided through pullout intervention programs and targeted tutorials.

Staff has been trained and has implemented the critical components of Capturing Kids Hearts.

Campus/Grade Level PLC's have been created with protocols and a year long calendar has been established.

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

1. Workshop model
2. Dual Language and Sheltered Instruction
3. Leveled Literacy Intervention

Harmony SEL program has been established with a year long scope and sequence. Most lessons are taking place on Friday with the general education teacher on Fridays. We are also teaching lessons on Fridays through our physical education classes.

We have established a 5th grade leadership team of students.

We are doing guidance lessons via the counseling department.

## **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, schoolwide incentive programs, individual and class recognition, two-way communication between the school and home, and parent and family engagement activities.

Intentional focus on staffing used to address intervention of our TIER 2 and TIER 3 students.

We have 2 special education resource teachers, 2 dyslexia teacher, 2 reading interventionists and 2 math interventionists and a part-time bilingual interventionist.

Regular and scheduled coaching of staff to help improve instruction through campus and district level coaches.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**



The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Donald Bartlett, Principal  
Alicia Rourke, Administrative Assistant  
Carlton Franklin, Office Assistant  
Crystal Cummings, Parent  
Molly Reyes, Teacher  
Linnie Jo Benavides, Teacher  
Yadira Jimenez, Teacher  
Angela Bailey, Counselor  
Nichole Wood, Teacher  
America Rainey, Teacher  
Lindsey Jones, Assistant Principal  
Brittany Smith, Assistant Principal  
Misty DeMoss, Teacher

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 by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- Meet the Teacher
- New to Binion or Kinder First Day Breakfast
- PTA
- Curriculum Nights
- School Dance
- October 7th Binion Parent Title 1 Meeting
- Math & Literacy Nights

Events may be cancelled or held virtually due to COVID 19.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angella Rhodes	Reading Interventionist	Title I	1.0
Dara Chaney	Math Interventionist	Title I	1.0
Debbie Burroughs	Math Interventionist	Title I	.5
Natalee Vitela	Science Lab EA	Title I	1.0

# 2021-2022 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Donald Bartlett	Principal
Classroom Teacher	Yadira Jimenez	Teacher
Administrator	Brittany Smith	Assistant Principal
Administrator	Lindsey Jones	Assistant Principal
Community Representative	Lynn DeMoss	Community
Business Representative	Jesse Rourke	Business
Parent	Jennifer Thomas	Parent
District-level Professional	Lauren Jones	Instructional Coach
Counselor	Angela Bailey	Counselor
Classroom Teacher	Nichole Wood	Teacher
Classroom Teacher	Misty DeMoss	Teacher
Classroom Teacher	Linnie Benavides	Teacher
Classroom Teacher	Molly Reyes	Teacher
Classroom Teacher	America Rainey	Teacher
Paraprofessional	Alicia Rourke	Administrative Assistant

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Attendance Incentives		\$850.00
2	2	1	Substitutes - Professional Development LOL		\$1,400.00
<b>Sub-Total</b>					<b>\$2,250.00</b>
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$4,130.00
1	2	1	Professional Development		\$1,500.00
1	2	3	Tutoring Personnel		\$5,000.00
1	2	3	Campus Personnel		\$212,863.00
1	2	4	Title I Family Engagement		\$2,595.00
1	3	2	Training		\$26,500.00
<b>Sub-Total</b>					<b>\$252,588.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESSER Tutors		\$83,776.00
<b>Sub-Total</b>					<b>\$83,776.00</b>
<b>Grand Total</b>					<b>\$338,614.00</b>

# Addendums

**Jack C Binion Elementary Parent Involvement Strategies**

	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
1.	Participation in parent involvement policy development	End of 1 <sup>st</sup> 6 wks and end of Jan.	Involve parents in policy development through... • Survey comments 1 time per semester • Distribute through Skyward	• Campus policy • Written parent suggestions
2.	Participation in decision making for Title I Program	All year	Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings	• SBDM • Agenda
3.	Communicate program information to all parents	Sept. PTA meeting	Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers. Bulletin and social Media	• Calendar of parent activities and sign in sheet of participation. • Schedule of staff development.
			3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data	• Parent Conferences • Letters to parents • State reports
			4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English	• Notes home to parents • Tuesday Folder communication

**Jack C Binion Elementary Parent Involvement Strategies**

	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
4.	Shared responsibility for student achievement	August	Utilize the school/parent compact 1. Develop 2. Distribute in August 3. Evaluate in January 4. Revise for fall registration	<ul style="list-style-type: none"> <li>• Compacts • Surveys</li> <li>• PL Summer Resources Kinder</li> </ul>
5.	Build capacities of all parents	All year	Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR, TELPAS) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. • English classes for Non English speaking parents • Parent Conferences • Parent Workshops	<ul style="list-style-type: none"> <li>• Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations</li> </ul>
6.	Build capacities of staff	Aug. to May	Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents	<ul style="list-style-type: none"> <li>• Sign in sheets</li> </ul>
8.	Coordinate and integrate Title I parent program with other parent programs	Aug. to May	Coordinate parent involvement under Title I with Head Start, Even Start, Title III, 21 <sup>st</sup> Century, Communities in Schools • Information about other programs is sent home to parents to encourage participation.	<ul style="list-style-type: none"> <li>• Parent training schedules • Session evaluations • Budget records</li> </ul>
7.	Ensure smooth transition for students and families into Kindergarten and from 5 <sup>th</sup> grade to Middle School.	January March to Aug	Middle school and elementary counselors arrange school visit for 5 <sup>th</sup> graders in December; the middle school conducts a summer camp for incoming 5 <sup>th</sup> graders; all course registration for 6 <sup>th</sup> grade is completed with counselor guidance in spring semester for 5 <sup>th</sup> graders; Meet the Teacher night; PreK program also provided on campus for eligible students	<ul style="list-style-type: none"> <li>• Trip to middle school • Sign in sheets • Preregistered students for 6<sup>th</sup> grade • Pre-registered students • Sign in sheets • PreK attendance</li> </ul>



## 2019-20 Literacy Plan ❖ Campus Implementation Plan

# Jack C Binion Elementary

### CAMPUS RESPONSIBILITIES

- Commit to literacy targets and learning provided by District
- Prepare to lead adult learning for teachers utilizing campus LOL team
- Schedule adult learning for teachers
- Conduct adult learning for teachers
- Support adult learning for teachers
- Collaborate with academic coaches and deans to provide targeted coaching and a system of feedback for teachers
- Monitor teachers' implementation of both district and campus-led adult learning in their classroom instruction
- Use data from monitoring to provide feedback and support to teachers

### CAMPUS CULTURE OF LITERACY

<b>Focus Areas</b>	Teachers will create a classroom structure that supports the literacy goals measured by the rubric ( reading, writing, thinking, and collaboration discussion for students).		
<b>SMART Goal</b>	100% of teachers will create a culture of literacy using the actions stated below by the end of the 1st 6 weeks.		
Actions	Champions	Estimated Cost	Evaluation
Use signposts strategies in all content areas			Evidence of student use (journals, readers notebook, stations, walkthroughs)
Provide opportunities to have choice in reading and respond to the reading (writing, discuss, ART, technology).			Response journals, Enrichment lab,



	Provide opportunities for students to have book talks in the classroom on a regular basis (use enrichment lab for students to do book talks and respond to book talks)			Bank of booktalks
	Celebrate Literacy—"look at what I am reading," celebrate reading goals, number of books read, book challenge, book buddies, school wide book to promote community of literacy.			Number of books read, % met reading goals,

### READ-WRITE-THINK-DISCUSS: Creating Understanding

<b>Focus Areas</b>	Build a campus of literacy where students Read, Write, Think and Discuss in high volumes in all content areas.			
<b>SMART Goal</b>	100% of teachers will provide opportunities for students to Read, Write, Think and Discuss their learning by the of the 1st 6 weeks.			
Actions	Champions	Estimated Cost	Evaluation	
Teachers model daily RWTD in all content areas <ol style="list-style-type: none"> <li>1. Read (observe) &amp; Write: 3 questions</li> <li>2. Think: Cover, Remember</li> <li>3. Discuss: Retell with peer</li> <li>4. Write summary of learning</li> </ol>			Walkthroughs, Journals	
Use mentor texts to response to writing			Visuals in journal, bulletin board, lesson plans	
Use visuals in all content areas to make connections (behavior, wordless picture books, math graphs and charts, <i>numberless word problems</i> ,) <a href="https://docs.google.com/docum">https://docs.google.com/docum</a>				

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	Provide opportunities for students to discuss ideas and writing (not peer edit).			Flipgrid, enrichment lab
	Model and Teach students to listen and use think time (use of timer, how to respond)			



What role did **READ - THINK - WRITE - DISCUSS** play in your learning?

What **connections** did you experience that helped you to create understanding?

What structures and strategies **supported** your learning?

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