

Birdville Independent School District

Jack C. Binion Elementary

2022-2023 Formative Review



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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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.

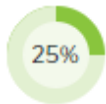

Performance Objective 1: All students under our care will make one year's progress or more in reading and mathematics, science and social studies between the beginning and end of year.





a.) We will Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5) Campus CFA's Elementary: BAS BOY, MOY EOY....Fountas & Pinnell reading levels, Education Galaxy pre - post tests, Think UP, TEA Interims, Brain POP, Stemscores, Historic STAAR Data, CBA Data and Unit Test

Strategy 1 Details	Reviews			
Strategy 1: Build teacher capacity as we implement the BISD literacy plan. Actions: 1. Utilize LOL, campus coaches, and dual language coaches to systematically support teachers with expected outcomes throughout the year with professional development. 2. Provide mini and full coaching cycles through the campus instructional coach for all teachers on the campus. 3. Set up opportunities for teachers to watch model classrooms once a semester during ART/PLC with a specific focus to watch for. 4. Work in PLC will be focused on lesson plan reflection driven by BISD Lesson Protocol, Tier 1 Priorities, PDSA, data, and building of 9 week CFA's for math, reading and science in grades 2 -5. 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 through staff meetings, vertical team meetings, professional development days, and during PLC. 6. Review of lesson plans to monitor that Tier 1 priorities are being used and that the literacy components are embedded in the plans. 7. Meet with campus instructional coach twice a month to discuss progress in building capacity using the Principal/Coach Meet tool from the Diane Sweeney Consulting group. 8. All classroom teachers will be trained on Tier 1 priorities by the teaching and learning team. Staff Responsible for Monitoring: Administration, LOL, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional coaches - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades PK - 5 . Actions: 1. Train teachers with the BAS/SEL and mClass assessment. 2. Use administration, teaching and learning staff, interventionists and campus coaches to support teachers instructionally in response to the progress monitoring data. 3. Use Eduphoria - Aware to build 9 week CFA's and monitor student progress data. 4. Recalibrate BAS testing with all teachers. 5. Do walk-throughs to monitor the use of guided reading. 6. Monitor to see that the UPS check is being done in the math classrooms. 7. Each grade level will produce a data wall displaying STAAR Renaissance, BAS, MClass and/or Unit Assessments. 8. Once each progress monitoring assessment occurs there is a data meeting between teacher and student. Students have individual data folders and teachers have a class data folder. Staff Responsible for Monitoring: Principal, Instructional Coaches, Assistant Principals, Teaching and Learning Team Funding Sources: Interventionists - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - \$190,990		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
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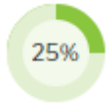

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.



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



a) In addition , meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for all 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			
<p>Strategy 1: Vertical teams meet to support all staff in building their capacity to implement vertically effective and aligned instruction.</p> <p>Actions: 1. Vertical team meetings the week of August 11th ELAR, Math and Science. 2. October 3rd ELAR, October 4th Math, October 5th Science - 2nd 9 Weeks. 3. December 5th ELAR, December 6th Math, December 7th Science - 3rd 9 Weeks 4. February 27th ELAR, February 28th Math, March 1st Science - 4th 9 Weeks 5. Each grade level will have a representative attend all vertical team meetings. 6. Each meeting will have an agenda and attendance sheet. 7. Key vocabulary and scope and sequence will be discussed. 8. Teaching and Learning Staff will be invited to each vertical team meeting.</p> <p>Staff Responsible for Monitoring: Administrators, Vertical Team Leaders, Instructional Coach</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the RTI 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: 1. We will meet 5 times in the year in our RTI collaboratives.</p> <ul style="list-style-type: none"> - First collaborative was scheduled for October 5th but was rescheduled for October 11th. - Second Collaborative is scheduled for December 14th. <p>2. Provide math and reading intervention to serve Tier 3 students during WIN Time.</p> <ul style="list-style-type: none"> - A campuswide RTI Schedule location of services will be created and used. - Classroom teacher will need to plan, provide and share interventions with the title 1 tutors. - Accelerated Instruction AI tutors are required to use BISD AI Curriculum and this is not provided by the teachers. <p>3. Implement a push-in, pull-out tutoring program with paid tutors during the school day for Kinder, 1st 2nd and 3rd graders.</p> <p>4. Provide curriculum for teachers to use on tier 2/3 students who are not served by an interventionist (LLI not core F&P).</p> <p>5. Use instructional coach and GT teacher to help us create lessons and activities for our Tier 1 students for enrichment purposes during WIN time.</p> <p>6. Lesson Plans are posted every Thursday and they contain RTI/Win Time plans.</p> <ul style="list-style-type: none"> - Place RTI plans at the bottom of the template or into the "Differentiation" row. <p>7. Purchase teacher interactive smart boards/whiteboards to engage/accommodate all students with a variety of learning methods.</p> <p>8. Use teacher interactive smart boards to interact online with Kahoot and/or Quizlet. and also allowing students to use the interactive board for presentations using PowerPoint, Canvas or Prezi.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionists, Tutors, GT Specialist, Instructional Technology Coach, Classroom Teacher</p> <p>ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$72,009, Instructional Resources - 211 - Title I - \$43,248, Title I Tutors - 211 - Title I - \$19,238, ESSER Tutors - ESSER - \$69,776</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for our students, parents and the community to be engaged in the whole educational process.</p> <p>Actions: 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 - Our first Title 1 Parent Meeting was September 29th from 5:30 to 6:30. - Our Second Title 1 informational event is on Saturday, October 22nd. 3. Collaborate with PTA to schedule and host school wide events to support students and families 4. Provide Parent Workshops - Strengthening Families (Tentative November Start Date) 5. Pastries with Parents - Parenting Information in the evenings. 6. Academy 4 Mentoring Program Implemented for 4th grade students & Leaders 5 with 5th and 1st grade. - Academy 4 Fridays are September 23rd, October 21st, December 2nd, January 20th, February 10th, March 24th, April 14th, May 19th 7. ESL Classes for Parents every Tuesday from 8:30 - 10:30 8. Continue Partnership with City Point Methodist Church - Our City Point Community Meal will be on November 16th from 5 to 7:00 9. Organize a Hispanic Heritage Event 10. We provide an after-school program with the LINK for our students. 11. Good News Club for the Fall will be from September 8th - November 10th from 3:30 - 4:45 12. We will have multiple musical performances. - 3rd Grade Musical Program December 8th from 6:30 - 7:30 - 1st Grade Musical Program April 13th from 6:30 - 7:30 13. We will be hosting 5 Dual Language Family Literacy Events from 4:15 - 5:00 in our cafeteria - November 9th, December 7th, January 11th, February 8th, March 8th 14. We will have our schoolwide Title 1 Literacy/Book Fair Event on November 17th from 5:30 - 7:30 15. We will have our Title 1 Science Family Night on December 13th from 6 to 8 16. We will also host a Title 1 Math Family Night TBD</p> <p>Staff Responsible for Monitoring: Administration and Counselors and District Support</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Family Engagement Resources - 211 - Title I - \$2,762</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
Strategy 4: Train, support and implement campus-wide instructional practices and strategies appropriate for English Learners. Actions: 1. All core teachers will demonstrate evidence of implementing strategies that support ESL content-based program. 2. All core teaches will work to complete their required ESL certification. 3. Dual language teachers will demonstrate evidence of implementing Dual Language 80/20 Model. The Program is being introduced in 4th grade this year. 4. In Kinder - 2nd grade we want to determine evidence of student engagement and biliteracy implementation through the physical environment and instructional strategies. 5. 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. 6. Clarissa Castro our Bilingual/ESL lead teacher will attend the Annual TABE conference. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Multilingual Department	Formative			Summative
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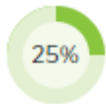

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 Accomplished
 Continue/Modify
 Discontinue





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-Emotional Learning survey

Strategy 1 Details	Reviews			
Strategy 1: Implement and teach a district approved social-emotional curriculum. Actions: 1. Weekly SEL lessons provided through Character Strong curriculum and activities during Friday WIN Time. 2. Provide counseling for students who have high higher social emotional needs or in crisis. 3. Provide weekly SEL schoolwide morning announcements 4. Train Students Supporting Students 5. Celebrate 2 students from each class for each 9 weeks who demonstrate outstanding character 6. In Physical Education classes teachers will incorporate and reinforce SEL components 7. Individual and group counseling sessions as needed 8. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Administrators, Counselors, Teachers Funding Sources: Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details		Reviews			
Strategy 2: Develop and implement the self-accountability, relationship building, and conflict resolution components in Capturing Kids Hearts & Conscious Discipline. Reduce the number of students assigned to behavioral RtI Tiers 2 and 3. Actions: 1. 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 7. Class Ambassadors 8. CKH Recharge Training in 9. Introduce Conscious Discipline - Training beginning in October 10. Mr. Bartlett will attend Conscious Discipline Training in October for 3 days Staff Responsible for Monitoring: Administration, Counselors and Teacher Leaders ESF Levers: Lever 3: Positive School Culture Funding Sources: Professional Development - 211 - Title I - \$20,000		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
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Goal 2: 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.

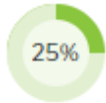





Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program to increase student attendance. Actions: 1. Award students with an Ice Cream Coupon each nine weeks 2. Conference with parent to encourage increased attendance 3. Campus administration and attendance clerk collaborate with Tom Ladesau on severe truancy cases to increase attendance 4. Bobcat Lanyards and Bobcat Button Awards at semester and end of year for excellent attendance 5. Print daily attendance reports 6. Post weekly attendance and honor best class % each 9 weeks - PDSA 7. 2022-2023 Attendance Incentives Plan - Weekly: Pencil and Popsicle Drawing (10 winners) - Monthly: Doughnuts/Cookies for the class with the highest attendance rate per grade level (7 classes) - Nine Weeks: Spirit Monkey tag to the class with the highest attendance rate (1 class). - Dance and snack during specials for students with perfect attendance that nine weeks. - Activity Night (4:00 PM - 5:30 PM) for the class with the highest attendance rate (1 class). - Semester: Lanyard and JCB button for students with 2 or less absences & entered into bike drawing (2 winners chosen). - Year: NRH2O passes drawing for student with perfect attendance Staff Responsible for Monitoring: Administrators , All staff, Truancy Officer, Attendance Clerk Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve processes and outcomes in every grade level and on the campus.

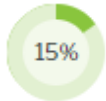

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.







Strategy 1 Details	Reviews			
Strategy 1: Implement continuous improvement components to achieve campus goals. Actions: 1. Continue to support and monitor campus wide implementation of continuous improvement (PDSA, SMART Goals, Data tracking, Data Folders, Surveys) 2. Meet with LOL when needed to address needs of the campus. 3. PLC process will be established to track SMART goals and campus trends and data. 4. Work with Watauga to build common formative assessments for math, reading, and science for grades 2 - 5 for first assessment; 5. Build our own common assessments for math, reading and science for grades 2 -5. 6. Conduct PDSA refresher training, Staff Responsible for Monitoring: Administrators, Instructional Coaching	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Safe School's Report,

Strategy 1 Details	Reviews			
Strategy 1: Review the perception data from students, staff and parents campus safety survey and implement the district-wide safety program. Actions: 1. Review and analyze existing safety survey data to identify areas of concern and take corrective actions based on findings 2. Include corrective actions in quarterly reviews 3. Meet monthly with Campus Safety Committee 4. Monitor and address safety and security standards as defined in school safety audits 5. Train staff on updated school wide safety manual on appropriate actions a to be taken in emergency situations 6. Have students and staff take CKH survey 7. Have students take SEL survey	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct all safety routines and drills as required and perform routine exterior and interior door checks. Actions: 1. Exterior door checks every morning conducted by campus administration and custodians. 2. All gates are locked and closed at 8:10 every day.	Formative			Summative
	Nov	Jan	Mar	June

3. Random interior door audits performed by campus and district administration. 4. All drills conducted and recorded in Navigate 360.				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				