Birdville Independent School District

Jack C. Binion Elementary

2022-2023 Campus Improvement Plan

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

Revised/Approved: September 1, 2022

Demographics

Demographics Summary

	728	**100%**
Early Education Grade	**1**	**0.14%**
Pre-Kindergarten Grade	**42**	**5.77%**
Kindergarten Grade	**102**	**14.01%**
1st Grade	**114**	**15.66%**
2nd Grade	**123**	**16.90%**
3rd Grade	**116**	**15.93%**
4th Grade	**101**	**13.87%**
5th Grade	**129**	**17.72%**

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) **Count Percent**

	Count	Percent
Gender		
Female	**378**	**51.92%**
Male	**350**	**48.08%**
Ethnicity		
Hispanic-Latino	**412**	**56.59%**
Race		
American Indian - Alaskan Native	**3**	**0.41%**
Asian	**4**	**0.55%**
Black - African American	**107**	**14.70%**
Native Hawaiian - Pacific Islander	**5**	**0.69%**

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) **Count   Percent**

White	**171**	**23.49%**
Two-or-More	**26**	**3.57%**

Student Programs (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)

Dyslexia50 6.87%
Gifted and Talented22 3.02%
Regional Day School Program for the Deaf00.00%
Section 504577.83%Special Education (SPED)62 8.52%
Bilingual/ESLEmergent Bilingual (EB)291 39.97%
Bilingual256 35.16%
English as a Second Language (ESL)27 3.71%
Alternative Bilingual Language Program00.00%
Alternative ESL Language Program6 0.82%
Title I Part ASchoolwide Program728 100.00%
Targeted Assistance00.00%
Targeted Assistance Previously Participated00.00%
Title I Homeless00.00%
Neglected00.00%

Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)

CountPercentAdministrative Support15 19.23%
Teacher50 64.10%
Educational Aide13 16.67%

Teaching Staffing : Of 39 Classroom Teachers PK - 5th & SPED

- **27 of the 39 have been hired in the last 3 hiring seasons 2020 - 2022**

- **13 of the 39 were hired this year (4 of them are first year teachers)**

- **22 of the 39 have been hired the last two years (12 of them 1st year teachers)**

- **6 of the 7 staff I hired my first year were first year teachers**

Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) **Count** **Percent**

	Count	Percent
At-Risk	**527**	**72.39%**
Foster Care	**5**	**0.69%**
IEP Continuer	**0**	**0.00%**
Immigrant	**37**	**5.08%**
Intervention Indicator	**318**	**43.68%**
Migrant	**0**	**0.00%**
Military Connected	**2**	**0.27%**
Transfer In Students	**16**	**2.1978%**
Unschooled Asylee/Refugee	**0**	**0%**
Economic Disadvantage		
Economic Disadvantage Total	**578**	**79.40%**
Free Meals	**498**	**68.41%**
Reduced-Price Meals	**80**	**10.99%**
Other Economic Disadvantage	**0**	**0.00%**
Homeless and Unaccompanied Youth		
Homeless Status Total	**7**	**0.96%**
Shelter	**3**	**0.41%**
Doubled Up	**2**	**0.27%**
Unsheltered	**0**	**0.00%**

Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) **Count   Percent**

	Count	Percent
Hotel/Motel	2	0.27%
Not Unaccompanied Youth	7	0.96%
Is Unaccompanied Youth	0	0.00%

Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) **Count   Percent**

Primary Disabilities

	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	7	11.29%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	3	4.84%
Emotional disturbance	4	6.45%
Learning disability	18	29.03%
Speech impairment	22	35.48%
Autism	8	12.90%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

Instructional Settings

	Count	Percent
Speech Therapy	22	35.48%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	2	3.23%
Resource Room	37	59.68%
VAC	0	0.00%
Off Home Campus	0	0.00%

Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) **Count   Percent**

State School	**0**	**0.00%**
Residential Care	**0**	**0.00%**
Self Contained	**1**	**1.61%**
Full-Time Early Childhood	**0**	**0.00%**
Nonpublic Day School	**0**	**0.00%**

Demographics Strengths

Binion has a good mix of experience among staff members.

Binion has Social Contracts posted in all classrooms.

Feed the needs/meet our campus needs.

Really good at identifying special education and dyslexic needs of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High teacher turnover. **Root Cause:** We have had some inconsistent behavioral supports and processes that have led to teachers choosing to leave the school.

Student Learning

Student Learning Summary

Domain 1, 2, and 3 - Overall Summary
County-District Number: 220902 District Name: BIRDVILLE ISD

Domain 1, 2, and 3 - Overall Summary

2022 Accountability Ratings Overall Summary for JACK C BINION EL

	Component Score	Scale Score	Letter Grade	Final	Domain Ratings	Overall Score
Domain I: Student Achievement		56	NR (F)		**Domain I**	
STAAR Performance	30	56			56%	
CCMR						
Graduation Rate					**Domain II**	NR (D)
Domain II: School Progress		70	C		70%	
Part A: Academic Growth	69	70	C			
Part B: Relative Performance (Eco Dis: 79.4%)	30	56	F		**Domain III**	
Domain III: Closing the Gaps	25	61	NR (D)			67 out of 100
			Overall Scaled Score	67	61%	
			Overall Rating	NR (D)		

2021 - 2022 Student Achievement Domain - Summary

STAAR Component Details								STAA
	# Assessments Totals	# Approaches	# Meets	# Masters	% Approaches	% Meets	% Masters	Raw
Elementary Schools								
(220902104) - Jack C Binion EL	769	424	191	81	55%	25%	11%	30

2021 - 2022 Student Achievement for (220902104) JACK C BINION EL
Details Behind the Score

	Raw Score	Scaled Score	Weight % of
STAAR Performance	30	56	100%
Using STAAR Performance (100%) As your Score	56		
Student Achievement Domain Rating			

STAAR Performance for 2021 - 2022

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Sp Ed (Fo...
All													
Percent of Tests													
% at Approaches GL Standard or Above	55%	51	50	66	80	75		67	52	49	49	27	
% at Meets GL Standard or Above	25%	16	21	36	60	75		17	22	19	19	9	
% at Masters GL Standard	11%	3	8	18	40	25		8	9	7	7	0	
Number of Tests													
# at Approaches GL Standard or Above	424	48	220	141	4	3	0	8	275	155	155	21	
# at Meets GL Standard or Above	191	15	91	77	3	3	0	2	116	59	59	7	
# at Masters GL Standard	81	3	35	39	2	1	0	1	47	22	22	0	
Total Tests	769	95	438	215	5	4	0	12	531	317	317	78	13
Reading													
Percent of Tests													
% at Approaches GL Standard or Above	61%	62	56	72	100	100		40	58	53	53	33	

% at Meets GL Standard or Above	32%	18	26	47	50	100		40	28	23	23	17
% at Masters GL Standard	16%	5	13	27	50	0		20	14	12	12	0
Number of Tests												
# at Approaches GL Standard or Above	197	24	103	64	2	2	0	2	132	71	71	12
# at Meets GL Standard or Above	103	7	49	42	1	2	0	2	64	31	31	6
# at Masters GL Standard	52	2	24	24	1	0	0	1	32	16	16	0
Total Tests	322	39	185	89	2	2	0	5	226	135	135	36	6

Mathematics

Percent of Tests

% at Approaches GL Standard or Above	51%	45	48	58	50	50		80	46	50	50	25
% at Meets GL Standard or Above	19%	15	16	26	50	50		0	17	17	17	3
% at Masters GL Standard	7%	0	5	12	50	50		0	5	4	4	0
Number of Tests												
# at Approaches GL Standard or Above	164	18	88	52	1	1	0	4	105	68	68	9
# at Meets GL Standard or Above	61	6	30	23	1	1	0	0	39	23	23	1
# at Masters GL Standard	22	0	9	11	1	1	0	0	12	5	5	0
Total Tests	323	40	185	89	2	2	0	5	227	135	135	36	6

Science

Percent of Tests

% at Approaches GL Standard or Above	51%	38	43	68	100			100	49	34	34	0
% at Meets GL Standard or Above	22%	13	18	32	100			0	17	11	11	0
% at Masters GL Standard	6%	6	3	11	0			0	4	2	2	0
Number of Tests												
# at Approaches GL Standard or Above	63	6	29	25	1	0	0	2	38	16	16	0

# at Meets GL Standard or Above	27	2	12	12	1	0	0	0	13	5	5	0
# at Masters GL Standard	7	1	2	4	0	0	0	0	3	1	1	0
Total Tests	124	16	68	37	1	0	0	2	78	47	47	6

Domain 2 - Details

County-District Number: 220902 District Name: BIRDVILLE ISD

Domain 2 - Details

School Progress for (220902104) JACK C BINION EL

Relative Performance

Details Behind the Score			Score		Percent Economically Disadvantaged	Percent Eco Dis Range	STAAR C
	Raw Score	Scale Score	C				
Academic Growth Score	69	70			79.4	79.1 to 80	30
Relative Performance Score	-	C	70 out of 100				

ELA/Reading & Mathematics Academic Growth

	Current Year Performance on STAAR							
	Did Not Meet			Approaches Grade Level			Meets Grade Level	
Prior Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not M Progress (points)
Did Not Meet	-	48	61	-	0	47	-	-
Approached Grade Level	-	32	0	-	18	38	-	-
Meets Grade Level	3	-	-	7	-	-	-	8

Masters Grade Level	0	-	-	3	-	-	9	-
Total Number of Test	3	80	61	10	18	85	9	8
Total Points Score	0.0	0.0	61.0	0.0	9.0	85.0	0.0	4.0

Reading Academic Growth

	Current Year Performance on STAAR Did Not Meet			Approaches Grade Level			Meets Grade Level	
Prior Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (points)
Did Not Meet	-	20	24	-	0	19	-	-
Approached Grade Level	-	8	0	-	8	19	-	-
Meets Grade Level	2	-	-	6	-	-	-	6
Masters Grade Level	0	-	-	1	-	-	1	-
Total Number of Test	2	28	24	7	8	38	1	6
Total Points Score	0.0	0.0	24.0	0.0	4.0	38.0	0.0	3.0

Mathematics Academic Growth

	Current Year Performance on STAAR Did Not Meet			Approaches Grade Level			Meets Grade Level	
Prior Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (points)
Did Not Meet	-	28	37	-	0	28	-	-
Approached Grade Level	-	24	0	-	10	19	-	-
Meets Grade Level	1	-	-	1	-	-	-	2
Masters Grade Level	0	-	-	2	-	-	8	-
Total Number of Test	1	52	37	3	10	47	8	2
Total Points Score	0.0	0.0	37.0	0.0	5.0	47.0	0.0	1.0

County-District Number: 220902 District Name: BIRDVILLE ISD

2022 Closing the Gap Performance Targets

2022 Closing the Gap Performance Targets for (220902104) - Jack C Binion EL

Component	Total Met	Total Evaluated	Percentage of Evaluated Indicators Met	Weight
Academic Achievement	0	18	0%	30.0%
Growth Status	7	14	50%	50.0%
English Language Proficiency	0	1	0%	10.0%
Student Success Status	0	9	0%	10.0%

*** = Component used for calculation

Closing the Gaps Domain Raw Score
Closing the Gaps Domain Scale Score
Closing the Gaps Domain Letter Score

Academic Achievement (Percentage at Meets Grade Level or above) ***

Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Former)
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%
Reading Meets GL Standard or Above	32%	18%	26%	47%	50%	100%	-	40%	28%	23%	17%	17%
	103	7	49	42	1	2	0	2	64	31	6	1
	322	39	185	89	2	2	0	5	226	135	36	6
Met Performance Target	No	No	No	No	No	No	No	No	No	No	No	No
Met Minimum Size	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Former)
Mathematics Meets GL Standard or Above	19%	15%	16%	26%	50%	50%	-	-	17%	17%	3%	17%
	61	6	30	23	1	1	0	0	39	23	1	1
	323	40	185	89	2	2	0	5	227	135	36	6
Met Performance Target	No	No	No	No	No	No	No	No	No	No	No	No
Met Minimum Size	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No

Academic Achievement Component Score (Indicators Met ÷ Indicators Evaluated)

Growth Status (Academic Growth)

Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Former)
Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%
	75%	77%	72%	78%	100%	100%	-	67%	74%	66%	50%	100%
Reading Growth Score	134.0	17.0	71.5	41.5	1.0	1.0	-	2.0	94.5	40.5	10.0	2.0
	179	22	99	53	1	1	0	3	128	61	20	2
Met Performance Target	Yes	No	Yes	Yes	No	No	No	No	Yes	Yes	No	No
Met Minimum Size	Yes	No	Yes	Yes	No	No	No	No	Yes	Yes	No	No
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%
	64%	55%	66%	64%	100%	-	-	100%	58%	59%	48%	100%
Mathematics Growth Score	127.0	12.0	77.0	34.0	1.0	0.0	-	3.0	82.5	47.0	9.5	2.0
	197	22	117	53	1	1	0	3	143	79	20	2
Met Performance Target	No	No	No	No	No	No	No	No	No	No	No	No
Met Minimum Size	Yes	No	Yes	Yes	No	No	No	No	Yes	Yes	No	No

Student Growth Component Score (Indicators Met ÷ Indicators Evaluated)

Graduation Rate Status (Federal) - This component requires 2019 - 2020 and 2018-2019 Final Grad and Dropout Data to be loaded to

2022 Closing the Gap Performance Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Forme
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	N/A
2015 Statewide Baseline	89%	85%	87%	93%	86%	95%	89%	92%	78%	86%	72%	N/A
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	
2021 % Graduated	0	0	0	0	0	0	0	0	0	0	0	_
	0	0	0	0	0	0	0	0	0	0	0	
Met Performance Target	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	
Met Minimum Size	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	Not Coded or Null	

Graduation Rate Component Score (Indicators Met ÷ Indicators Evaluated)
* Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s

English Language Proficiency Status ***

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Forme
ELP Target										36%		
										34%		
										71		
										207		
Met Performance Target										No		
Met Minimum Size										Yes		

2022 Closing the Gap Performance Targets

English Language Proficiency Component Score (Indicators Met ÷ Indicators Evaluated)

Student Success Status ***

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Forme
STAAR Component Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%
Avg of Approaches, Meets, Masters	30%	23%	26%	40%	60%	58%		31%	28%	25%	12%	18%
Approaches GL Standard or Above	55%	51%	50%	66%	80%	75%		67%	52%	49%	27%	38%
Meets GL Standard or Above	25%	16%	21%	36%	60%	75%		17%	22%	19%	9%	15%
Masters GL Standard	11%	3%	8%	18%	40%	25%		8%	9%	7%	0%	0%
Total Tests	769	95	438	215	5	4	0	12	531	317	78	13
Met Performance Target	No	No	No	No	No	No	No	No	No	No	No	No
Met Minimum Size	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No

Student Success Component Score (Indicators Met ÷ Indicators Evaluated)

Chronic Absenteeism Rate During 2021 - 2022 for All ethnicities All populations

District/Campus		Student At or Above 83% Membership Rate	Student At or Above 10% Absent Rate	Chronic Absenteeism Rate
220902	BIRDVILLE ISD	716	154	21.5 %
220902104	JACK C BINION EL	716	154	21.5 %

2021-2022	MATH	READING
KINDER	MONOLINGUAL - 3	MONOLINGUAL -
	BILINGUAL - 5	BILINGUAL - 7
1ST GRADE	MONOLINGUAL - 16	MONOLINGUAL - 21
	BILINGUAL - 7	BILINGUAL - 8
2ND GRADE	MONOLINGUAL - 23	MONOLINGUAL - 27
	BILINGUAL - 8	BILINGUAL - 11
3RD GRADE	MONOLINGUAL - 13	MONOLINGUAL - 16
	BILINGUAL - 6	BILINGUAL - 9
4TH GRADE	MONOLINGUAL - 7	MONOLINGUAL - 7
	BILINGUAL - 7	BILINGUAL - 12
5TH GRADE	MONOLINGUAL - 11	MONOLINGUAL - 19
	BILINGUAL - 13	BILINGUAL - 3

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Jack C. Binion School met the target with a TELPAS progress rate of 39%. In 2021-2022 Jack C. Binion School did not meet the target with a TELPAS progress rate of 34%. In comparing the progress rate from 2021 and 2022, Jack C. Binion demonstrated a 5% point decrease in students' English language development.

Student Learning Strengths

Social Emotional Systems in place and being taught.

Plan and implementation of small group pullout.

A quality bilingual program has been implemented and now it is in grades PK - 4.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall academic performance on STAAR is low. **Root Cause:** Instructional systems and processes need tighter alignment across the campus and need to be used to fidelity.

School Processes & Programs

School Processes & Programs Summary

We have a campus newsletter. We have a master schedule that maximizes instructional time and provides designated intervention and specials time. The campus uses BISD's curriculum to drive our instruction. The campus has a leadership team in place. The campus had an administrative team that meets every week to discuss all aspects of the school. We have a designated campus instructional coach.

Interventionists on our campus

- 2 - Full - Time Math Interventionist - (1 Bilingual & 1 Monolingual)

- 3 - Full - Time Reading Interventionist - 3 Monolingual

- 1 - Full - Time EA Reading Interventionist - Bilingual

- 1 - Half - Time Bilingual Reading Interventionist

School Processes & Programs Strengths

Students are cared about my staff.

Overall positive feeling among staff.

Students feel safe and secure at school.

We have implemented CKH and are using it across the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Too many referrals and behavior/discipline issues. **Root Cause:** Extreme social and emotional needs of our students.

Problem Statement 2 (Prioritized): PLC consistency and impact. **Root Cause:** Accountability to the process and a clear established process plus turnover at the coaching position.

Perceptions

Perceptions Summary

Involvement from our surrounding community organizations and members is good. We have received good feedback from various surveys on overall school safety, customer satisfaction, ESL classes and a mentoring program is offered. Staff retention has been low and turnover has been high the past 3 years.

Perceptions Strengths

Counseling and support programs.

Capturing Kids Hearts.

Church and outreach support.

Tutoring and intervention support.

Mentoring Program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent Involvement in the area of academics. **Root Cause:** Too busy to get involved, do not feel welcomed, and lack of understanding.

Priority Problem Statements

Problem Statement 1: Overall academic performance on STAAR is low.

Root Cause 1: Instructional systems and processes need tighter alignment across the campus and need to be used to fidelity.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: PLC consistency and impact.

Root Cause 2: Accountability to the process and a clear established process plus turnover at the coaching position.

Problem Statement 2 Areas: School Processes & Programs

Goals

Revised/Approved: August 22, 2022

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.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.
b) 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, Stemscopes

Strategy 1 Details	Reviews			
Strategy 1: Build teacher capacity as we implement the BISD literacy plan.	**Formative**			**Summative**
Actions: 1. Utilize LOL, campus coaches, and dual language coaches to systematically support teachers with expected outcomes throughout the process 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 9 weeks 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 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 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. **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	**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 .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: 1. Train teachers with the BAS/SEL and mClass assessment. 2. Use 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. **Staff Responsible for Monitoring:** Principal, Instructional Coaches, Assistant Principals **Funding Sources:** Interventionists - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - $190,990				

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall academic performance on STAAR is low. **Root Cause**: Instructional systems and processes need tighter alignment across the campus and need to be used to fidelity.

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

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
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			
Strategy 1: Create vertical team to support all staff in building their capacity to implement vertically effective and aligned instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Administrators, Vertical Team Leaders, Instructional Coach **Title I:** 2.4				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: 1. Provide math and reading intervention to serve Tier 3 students during WIN Time. 2. Implement a push-in, pull-out tutoring program with paid tutors during the school day for Kinder, 1st 2nd and 3rd graders. 3. Provide curriculum for teachers to use on tier 2/3 students who are not served by an interventionist (LLI not core F&P). 4. Use instructional coach and GT teacher to help us create lessons and activities for our Tier 1 students for enrichment purposes during WIN time. 5. Purchase teacher interactive smart boards/whiteboards to engage/accommodate all students with a variety of learning methods. 6. 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. **Staff Responsible for Monitoring:** Administrators, Interventionists, Tutors, GT Specialist, Instructional Technology Coach **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				

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for our students, parents and the community to be engaged in the whole educational process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 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 7. ESL Classes for Parents 8. Continue Partnership with City Point Methodist Church 9. Organize a Hispanic Heritage Event **Staff Responsible for Monitoring:** Administration and Counselors and District Support **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Family Engagement Resources - 211 - Title I - $2,762				

Strategy 4 Details	Reviews			
Strategy 4: Implement campus-wide instructional practices appropriate for English Learners.	**Formative**			**Summative**
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. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Multilingual Department	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% 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.	**Formative**			**Summative**
Actions: 1. Weekly SEL lessons provided through Character Strong curriculum and activities during Friday WIN Time.	**Nov**	**Jan**	**Mar**	**June**
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. 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				
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.	**Formative**			**Summative**
Actions: 1. Teaching staff trained in Capturing Kids Hearts.	**Nov**	**Jan**	**Mar**	**June**

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

| 0% | No Progress | 100% | Accomplished | → | Continue/Modify | ✗ | Discontinue |

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.		**Formative**			**Summative**
Actions: 1. Award students with an Ice Cream Coupon each nine weeks		**Nov**	**Jan**	**Mar**	**June**
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. Bike Drawing for excellent attendance at semester and end of year					
7. Post weekly attendance and honor best class % each 9 weeks					
Staff Responsible for Monitoring: Administrators , All staff, Truancy Officer, Attendance Clerk					
Title I: 2.4, 2.5, 2.6					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

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.	**Formative**			**Summative**
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 routinely 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. 5. Conduct PDSA refresher training, **Staff Responsible for Monitoring:** Administrators, Instructional Coaching	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 routinely with a 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				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Donald Bartlett, Principal

Alicia Rourke, Administrative Assistant
Molly Reyes, Teacher
Yadira Jimenez, Teacher
Angela Bailey, Counselor
Lindsey Jones, Assistant Principal
Sara Muetzenberg, Assistant Principal
Lynn DeMoss, Community Member
Lauren Jones, District Representative Learning Coach
Jennifer Thomas, Parent
Jesse Rourke, Buisness Representative
Misty DeMoss, Teacher

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised quarterly 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, 72.4% 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:

- Capturing Kids Hearts

- Conscious Discipline

- Workshop Model

- Sheltered Instruction

- Leveled Literacy Intervention

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

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. Annual Evaluation

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. Parent and Family Engagement (PFE)

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.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night
- October Title I Meeting (Thursday/Friday) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Angela Rhodes	Reading Interventionist	Title I	1.0
Dara Chaney	Math Interventionist	Title I	1.0
Molly Reyes	Math Interventionist	Title I	0.5

Campus Funding Summary

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional coaches		$0.00
1	1	2	Interventionists		$0.00
1	2	2	Campus Personnel		$72,009.00
1	3	1	Crisis Counselor		$0.00
				Sub-Total	$72,009.00
				Budgeted Fund Source Amount	$72,009.00
				+/- Difference	$0.00
			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Campus Personnel		$190,990.00
1	2	2	Title I Tutors		$19,238.00
1	2	2	Instructional Resources		$43,248.00
1	2	3	Family Engagement Resources		$2,762.00
1	3	2	Professional Development		$20,000.00
				Sub-Total	$276,238.00
				Budgeted Fund Source Amount	$276,238.00
				+/- Difference	$0.00
			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	ESSER Tutors		$69,776.00
				Sub-Total	$69,776.00
				Budgeted Fund Source Amount	$69,776.00
				+/- Difference	$0.00
				Grand Total Budgeted	$418,023.00
				Grand Total Spent	$418,023.00
				+/- Difference	$0.00

Addendums