

**Birdville Independent School District**

**Jack C. Binion Elementary**

**2023-2024 Improvement Plan**



# Mission Statement

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

## Vision

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

## Core Beliefs

We believe all students can learn.

We believe that there are multiple pathways to academic success.

We believe high expectations and consistency lead to academic success.

We believe communication creates meaningful relationships.

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# Comprehensive Needs Assessment

Revised/Approved: October 26, 2023

## Demographics

### Demographics Summary

#### Students

Jack C Binion Elementary is a Title I campus serving approximately 688 students, of which 57 % are Hispanic, 23.% White, 14% Black/African American, and 4% are two-or-more races. Our student population has remained steady for the last three years. Emergent Bilinguals represent 41% of the student population. Special Education serves roughly 13% of students in K-5, a steady increase over previous years. The campus currently has 82% of students identified as Economically Disadvantaged.

Our mobility rate is 16%, a 5% decrease from the previous school year. Our attendance rate remains steady at 93.8%.

#### Teachers

The campus employed a total of 87 staff members in the 2022-2023 school year. Of those staff, 17% were administrative support, 63% were teachers, and 20% were educational assistants.

### Demographics Strengths

Jack C Binion Elementary is strategically located in the bustling suburban neighborhood of Richland Hills, Texas. The current campus replaced Glenview Elementary in 2003. Our building is named after Jack C Binion, the first principal of Glenview Elementary, who was a beloved community member and a proponent of education for all ages in all stages of life.

Jack C Binion Elementary has many strengths:

- A diverse ethnic student population
- A balanced staff made up of new and experienced teachers
- Almost 50% of the staff is bilingual
- Academy 4 mentorship program for 4th graders, focused on providing one-to-one mentorship, equipping communities to build lasting

relationships with schools and families

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

**Problem Statement 1 (Prioritized):** The overall attendance percentage for the 2022-23 school year was 93.8. Our goal each year is 96%. **Root Cause:** Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues.

# Student Learning

## Student Learning Summary

Data reflects preliminary assessment information from the 2022-2023 school year. This information will be updated once the accountability information is released in September. Jack C Binion State of Texas Assessment of Academic Readiness scores decreased from the 2022 school year to the 2023 school year in all areas.

STAAR 2023				
3rd	Percent	Approaches	Meets	Masters
Math English	42	61	19	7
Math Spanish	45	65	25	5
Reading English	44	63	34	5
Reading Spanish	45	50	20	10
4th	Percent	Approaches	Meets	Masters
Math English	41	44	21	7
Math Spanish	29	7	0	0
Reading English	41	70	29	13
Reading Spanish	37	30	16	3
5th	Percent	Approaches	Meets	Masters
Math English	45	63	26	5
Math Spanish	29	11	11	0
Reading English	57	83	51	19
Reading Spanish	45	47	29	6
Science English	54	59	36	16
Science Spanish	34	22	0	0
3rd	Percent	Approaches	Meets	Masters
Math English	45	37	12	4
Math Spanish	57	75	16	3
Reading English	53	49	27	14
Reading Spanish	49	53	16	9
4th	Percent	Approaches	Meets	Masters
Math English	48	44	17	5
Math Spanish	31	11	0	0

3rd	Percent	Approaches	Meets	Masters
Reading English	64	69	39	15
Reading Spanish	38	25	8	8
5th	Percent	Approaches	Meets	Masters
Math English	56	64	26	12
Math Spanish	32	0	0	0
Reading English	70	76	45	25
Reading Spanish	47	36	14	0
Science English	61	54	24	6
Science Spanish	37	0	0	0
TELPAS				
2023	Beginning	Intermediate	Advanced	Advanced High
3rd	7	44	42	7
4th	16	60	22	2
5th	17	33	35	15
2022	Beginning	Intermediate	Advanced	Advanced High
3rd	4	53	38	6
4th	19	36	33	12
5th	6	38	46	10

### Student Learning Strengths

Jack C Binion students show strength in reading. ESL strategies, as well as district Tier 1 priorities, are utilized across all grade levels.

### Problem Statements Identifying Student Learning Needs

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

# School Processes & Programs

## School Processes & Programs Summary

Jack C Binion Elementary is a Title I school that provides extensive support and programs for students and staff. Staff are supported through professional learning opportunities guided by campus and district coaches. Administrators and coaches also support teachers through weekly PLCs, coaching cycles, and T-TESS walk-throughs. In addition to professional learning, weekly PLC meetings reinforce learning by analyzing data, sharing high-yield instructional strategies, discussing implementation, studying relevant educational articles, etc. Teachers practice strategies, share lessons, and receive feedback from their team.

## School Processes & Programs Strengths

Jack C Binion Elementary provides extensive support and programs for students and staff.

- Strong bilingual program
- Student Leadership Team (BUDS)
- Curriculum planning times for teams with opportunities for collaboration
- Student Management System built on teacher responsibility
- Administrators and an Instructional Coach to lead professional development and provide timely feedback

## Problem Statements Identifying School Processes & Programs Needs

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



# Perceptions

## Perceptions Summary

Jack C Binion Elementary provides a high-quality educational experience and is valued and supported by the community.

## Perceptions Strengths

Jack C Binion's program strengths positively impact students and the community.

- Counseling and support programs
- Partnership with City Point church for outreach and support
- Tutoring and intervention support
- Academy 4 Mentoring Program focused on one-to-one mentorship and equipping communities to build lasting relationships with schools and families

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Family engagement and participation in school events is lower than in the past. **Root Cause:** Jack C Binion's event notifications did not reach parents who do not routinely access social media or email.

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Family engagement and participation in school events is lower than in the past.

**Root Cause 2:** Jack C Binion's event notifications did not reach parents who do not routinely access social media or email.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Students are not reaching their potential in academic achievement.

**Root Cause 3:** Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessment are inconsistent within the classroom and across the campus.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** The overall attendance percentage for the 2022-23 school year was 93.8. Our goal each year is 96%.

**Root Cause 4:** Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues.

**Problem Statement 4 Areas:** Demographics

# Goals





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

**Performance Objective 1:** All students will make at least one year's progress or more in reading and, mathematics, literacy by the end of the school year.  
a.) Meet the progress monitoring targets in Prekindergarten-3rd for each demographic as measured by district-approved screeners.  
b.) 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.

**Evaluation Data Sources:** CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5) Campus CFAs (Curriculum Focused Assessment) Elementary: BAS (Benchmark Assessment System), Historic STAAR (State of Texas Assessment of Academic Readiness) Data, CBA (Curriculum Based Assessment) Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Build teacher capacity as we implement the BISD literacy plan. <b>Actions:</b> 1. Administrators, Instructional Coach, and Reading Content Coordinator will conduct a series of guided reading walkthroughs to collect implementation data. 2. The content coordinator will provide professional development in guided reading based on walkthrough data. 3. Model guided lessons as needed. 4. Use the Jan Richardson Guided Reading Template. 5. Provide mini and full coaching cycles through the campus instructional coach for all teachers on the campus. 6. Analyze Benchmark Assessment System beginning and middle of the year data, universal screeners, and progress monitoring data to measure growth and inform instruction. 7. Monthly Lunch and Learn PD with all teachers and coaches. 8.. Use of ThinkUp Reading 9. Use of Cricket Media - current diverse literacy. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, Reading Content Coordinator  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use mathematical processes to acquire and demonstrate mathematical understanding. <b>Actions:</b> 1. Administrators, Instructional Coach, and Math Content Coordinator will conduct a series of walkthroughs to collect implementation data. 2. The Content coordinator will provide professional development in mathematical process instruction based on walkthrough data. 3. Model guided lessons as needed. 4. Use the BISD Tier 1 priority instruction and strategies. 5. Provide mini and full coaching cycles through the campus instructional coach for all teachers on the campus. 6. Analyze Star Ren, Interims, and mClass progress monitoring data to measure growth and inform instruction. 7. Use of Think Up math <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Assistant Principals, Teaching and Learning Team  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> Interventionists - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - \$196,178	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. <b>Root Cause:</b> While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.
School Processes & Programs
<b>Problem Statement 1:</b> Students are not reaching their potential in academic achievement. <b>Root Cause:</b> Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessment are inconsistent within the classroom and across the campus.

**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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Vertical teams meet monthly to support all staff in building their capacity to implement vertically effective and aligned instruction.</p> <p><b>Actions:</b> 1. Reading and Math vertical teams meet each nine-week grading period to align instructional practices. 2. 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><b>Staff Responsible for Monitoring:</b> Administrators, Vertical Team Leaders, Instructional Coach</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the MTSS (Multi Tiered Systems of Support) district framework to create multiple learning opportunities for all students, including those served through State Compensatory Education, Title I, special education, and dyslexia programs.</p> <p><b>Actions:</b> 1. We will meet five times yearly in our MTSS (Multi-Tiered Systems of Support) collaboratives.  2. Provide math and reading intervention to serve Tier 3 students during intervention time.  3. Provide curriculum for teachers to use on tier 2/3 students who are not served by an interventionist.  4. Use the Instructional Coach and Gifted/Talented teacher to help us create lessons and activities for our Tier 1 students for enrichment purposes during intervention time.  5. Lesson plans will be uploaded by Friday each week into the Binion Google Drive.  6. Purchase teacher interactive smart boards/whiteboards to engage/accommodate all students with various learning methods.  7. Use teacher interactive Smartboards to interact online with Kahoot and/or Quizlet and also allow students to use the interactive board for presentations using PowerPoint, Canvas, or Prezi.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Tutors, GT Specialist, Instructional Technology Coach, Classroom Teacher</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$72,009, Instructional Resources - 211 - Title I - \$7,349, Title I Tutors - 211 - Title I - \$1,500, ESSER Tutors - ESSER - \$69,776</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide opportunities for students, parents, and the community to engage in the educational process at Jack C Binion. <b>Actions:</b> 1. Parent and Family Engagement Compact 2. Title 1 meetings and curriculum nights - math, reading/social studies, and science 3. Academy 4 Mentorship Program 4. Partnership with City Point Methodist Church 5. Organize a Hispanic Heritage Event 6. After-school programs with the LINK and Good News Club. 7. Grade-level musical performances <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Family Engagement Resources - 211 - Title I - \$2,762		Formative			Summative
		Nov	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

## Performance Objective 2 Problem Statements:





Student Learning
<b>Problem Statement 1:</b> Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. <b>Root Cause:</b> While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.
School Processes & Programs
<b>Problem Statement 1:</b> Students are not reaching their potential in academic achievement. <b>Root Cause:</b> Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessment are inconsistent within the classroom and across the campus.
Perceptions
<b>Problem Statement 1:</b> Family engagement and participation in school events is lower than in the past. <b>Root Cause:</b> Jack C Binion's event notifications did not reach parents who do not routinely access social media or email.

**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, behavioral Tier data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement a district-approved social-emotional curriculum. <b>Actions:</b> 1. Weekly social-emotional learning lessons provided through the Character Strong curriculum. 2. Provide counseling for students who have social-emotional needs or are in crisis. 3. Celebrate one student from each class for nine weeks who demonstrates outstanding character. 4. In Physical Education classes, teachers will incorporate and reinforce social-emotional learning components. 5. Provide Individual and group counseling support. 6. Utilize Crisis Counselors to support students in areas of social-emotional learning. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 3 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> Students are not reaching their potential in academic achievement. <b>Root Cause:</b> Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessment are inconsistent within the classroom and across the campus.



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

**Performance Objective 4:** Reduce the number of students assigned to behavioral MTSS (Multi-Tiered Systems of Support) Tiers 2 and 3.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement with fidelity the behavioral MTSS (Multi-Tiered Systems of Support) plan. <b>Actions:</b> 1. The counseling department and behavior specialist will train teachers and administrators to implement research-based strategies to support positive student behavior. 2. Use the student management system to input behavioral MTSS (Multi-Tiered Systems of Support) student plans. 3. Utilize the behavior interventionist for intervention and classroom strategies. 4. Identify students needing intervention by analyzing data to determine students who exhibit persistent and ongoing behaviors of concern. 5. Implement effective interventions for students who meet Tier 2 or 3 placement criteria in small groups using evidence-based resources. <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 4 Problem Statements:**





School Processes & Programs
<b>Problem Statement 1:</b> Students are not reaching their potential in academic achievement. <b>Root Cause:</b> Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessment are inconsistent within the classroom and across the campus.

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

**Performance Objective 1:** 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 campus improvement plans.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement continuous improvement components to achieve campus goals. <b>Actions:</b> 1. Continue to support and monitor campus-wide implementation of continuous improvement components. 2. Identify critical measures to track progress toward established goals. 3. Track goals, campus trends, and data during weekly PLC (Professional Learning Community) meetings. 4. Conduct continuous improvement refresher training using the Coordinator for Continuous Improvement. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaching, District Coordinators  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Students are not reaching their potential in academic achievement. <b>Root Cause:</b> Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessment are inconsistent within the classroom and across the campus.

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

**Performance Objective 2:** Increase the annual total average daily attendance as compared to the prior school year.

**Evaluation Data Sources:** Overall campus average daily attendance reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Refine and implement the campus plan to address student attendance, and social needs that interfere with attendance and collect data on strategies that would mitigate poor student attendance. <b>Actions:</b> 1. Use campus funds to provide incentives to improve student attendance. 2. Monitor student attendance and review progress twice every nine weeks to determine the effectiveness of the campus attendance plan. 3. Create a system to celebrate campus attendance improvement. 4. Implement strategies to identify and address social needs within families that prevent students from attending school and involve key stakeholders to mitigate student attendance issues. <b>Staff Responsible for Monitoring:</b> Administration, teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> The overall attendance percentage for the 2022-23 school year was 93.8. Our goal each year is 96%. <b>Root Cause:</b> Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues.





**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.

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review the perception data from students, staff and parents campus safety survey and implement the district-wide safety program. <b>Actions:</b> 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 the Standard Response Protocol to determine appropriate actions to take in emergencies. 6. Have students and staff take a campus safety survey. 7. Train students on using the Anonymous Alerts reporting system for bullying, threats, and concerns. <b>Staff Responsible for Monitoring:</b> Administration, Safety Team, Staff  <b>Title I:</b> 2.6 <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct all safety routines and drills as required and perform routine exterior and interior door checks. <b>Actions:</b> 1. Exterior door checks every morning conducted by campus administration and custodians. 2. All gates are locked and closed at 8:10 a.m. every day. 3. Random interior door audits performed by campus and district administration. 4. All drills conducted and recorded in Navigate 360. <b>Staff Responsible for Monitoring:</b> Administration, Staff, Student Services	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement the district safety program that promotes an accident-free work environment. <b>Actions:</b> 1. Review and discuss the previous year's workers' compensation report. 2. Complete all risk management required safety trainings. 3. Display all risk management safety postings in a prominent place. 4. Perform campus safety walkthroughs as required by the district plan. <b>Staff Responsible for Monitoring:</b> Risk Management, Administration, Student Services	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Family engagement and participation in school events is lower than in the past. <b>Root Cause:</b> Jack C Binion's event notifications did not reach parents who do not routinely access social media or email.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Build teacher capacity as we implement the BISD literacy plan.
1	1	2	Use mathematical processes to acquire and demonstrate mathematical understanding.

# State Compensatory

## Budget for Jack C. Binion Elementary

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 1.5

**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>
Anai Geyer	Reading Interventionist	0.5
Crystal Cummings	Reading Interventionist	0.5
Yadiz Figueroa	Teacher Bilingual	0.5

# Title I

## 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.

## 2.1: 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, Business 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.

## **3.1: Annually evaluate the schoolwide plan**

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

The CNA addresses:

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

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

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

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other

languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

#### **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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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	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	1			\$0.00
1	1	2	Campus Personnel		\$196,178.00
1	2	2	Title I Tutors		\$1,500.00
1	2	2	Instructional Resources		\$7,349.00
1	2	3	Family Engagement Resources		\$2,762.00
Sub-Total					\$207,789.00
Budgeted Fund Source Amount					\$207,789.00
+/- 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					\$349,574.00
Grand Total Spent					\$349,574.00
+/- Difference					\$0.00