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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

Student Learning

Student Learning Summary

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

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
-
- 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.

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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

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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	
<p>Strategy 1: Build teacher capacity as we implement the BISD literacy plan.</p> <p>Actions: 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.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Reading Content Coordinator</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative	Summative
<p>Funding Sources: - 211 - Title I</p>		

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

Strategy 1 Details	Reviews
Strategy 1:	

Strategy 2 Details

Reviews

Strategy 2: 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.

Actions: 1. We will meet five times yearly in our MTSS (Multi-Tiered Systems of Support) collaboratives.

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for students, parents, and the community to engage in the educational process at Jack C Binion.</p> <p>Actions: 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</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Family Engagement Resources - 211 - Title I - \$2,762</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

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Evaluation Data Sources: Social-emotional learning survey, behavioral Tier data


Strategy 1 Details	Reviews
<p>Strategy 1: Implement a district-approved social-emotional curriculum.</p> <p>Actions: 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.</p>	


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement continuous improvement components to achieve campus goals.</p> <p>Actions: 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.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaching, District Coordinators</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

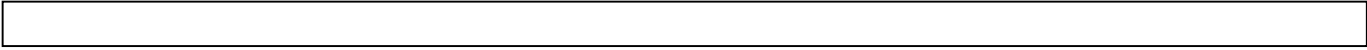
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<p>Problem Statement 1: Students are not reaching their potentie</p>

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Evaluation Data Sources:



Targeted Support Strategies

Goal	Objective	Strategy	Description
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Budget for Jack C. Binion Elementary

\$0.00

1.5

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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

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1.1: Comprehensive Needs Assessment

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2.1: Campus Improvement Plan developed with appropriate stakeholders

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2.2: Regular monitoring and revision

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

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2.4: Opportunities for all children to meet State standards

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<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

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199 - General Funds: SCE			
Goal	Objective	Strategy	Resources Needed