

Beaumont Independent School District

Bingman Head Start

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: April 27, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

The comprehensive assessment process began with the election of CEIC (Campus Educational Improvement Committee) representatives to fill out-going representatives. Meetings were then planned to review the goals of the district and needs for our campus. Through the CEIC meetings each team member is assigned a subcommittee to address the four Multiple Measure Areas. Each subcommittee consists of 3-5 members serving on one of the four subcommittees: Demographics, Student Achievement, Perception, or Programs and Processes.

Each group follows the time line required to complete their group and be able to bring to the group. The full committee reviews, analysis, and determines the top priorities, root causes, and strategies to address each priority problem.

Demographics

Demographics Summary

Bingman is a Head Start campus operating under Beaumont Independent School District. The program is funded annually for 510 three and four year old students and families from low socioeconomic backgrounds. Enrollment is based on Federal Poverty Guidelines. The campus thrives on parental involvement as well as it's many community partners to assist our students, families, and staff. Each classroom is comprised of a certified teacher and a highly qualified paraprofessional to maintain a 10:1 student / teacher ratio at all times. Parents have the opportunity to serve on a Parent Committee as well as be a part of our governing body (Policy Council). Parents, Community Partners, and staff work together to guide or program to excellence.

Demographic Breakdown is an attachment in the appendix.

Demographics Strengths

- Offer additional programs including ELL (English Language Learners), ECSE (Early Childhood Special Education), Pumsy (Mental Health Program), SEL (Social & Emotional Learning), Speech, and Literacy Lab
- Opportunities for staff to enroll in Educational advancement programs.
- Mentoring Team/Coaches are available to assist teachers.
- Classrooms are observed using the CLASS (Classroom Assessment Scoring System) observation instrument as well as T-TESS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance average for 2023-24 has stayed around 90%. **Root Cause:** Strategies to promote attendance just started, we are counting on seeing a difference in 2024-25 school year.

Problem Statement 2: Hispanic population is diminishing for our program. **Root Cause:** Strategies are needed to encourage the Hispanic community to apply for our program.

Student Learning

Student Learning Summary

The majority of students in the 3 year old program return for the Pre-K four program year, these two years prove to be helpful to most of our students. It helps class transition to Kindergarten and sets a foundation for future successes in life. Most students enroll in the program with very limited skills and are eager for knowledge. The program is confident that the students aging out of our program have been exposed to a variety of skills to assist them in being prepared for Kindergarten. Success leads to further success!

Literacy Assessments include an average from:

- Rapid Letter naming
- Rapid Vocabulary
- Syllabication
- Onset Rhyme
- Alliteration
- Rhyming 1

Math Assessments include an average from:

- Rote Counting
- Shape Naming
- Number Naming
- Number Discrimination
- Counting Sets
- Operations

In the Appendix are CLI Engage Data & IStation Data

Student Learning Strengths

Students in Pre-K classrooms showed a ___% growth in Literacy and a ___% growth in Math with CLI Engage Assessments from BOY (Beginning of the Year) to EOY (End of the Year) assessments.

Our program continues to purchase a Waterford Site license to provide an extra curriculum platform for our students at home or school.

Students who are not fluent in English are offered an ESL pull out program.

The struggling academic students are offered extra assistance in the Literacy Lab.

Students struggling with social/emotional skills are offered assistance through our Mental Health Coordinator and Behavioral Interventionist.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Tier 3 students in IStation have increased from BOY 26% to EOY 42% where as Tier 1 students have decreased from BOY 58% to EOY 36% per student scores. This is backwards. **Root Cause:** Inconsistency of using I Station. Constant changes in enrollment (Drop/adds).

Problem Statement 2: Math lessons are not being taught with fidelity. **Root Cause:** Daily schedules

School Processes & Programs

School Processes & Programs Summary

At Bingman Head Start, students are exposed to a variety of programs and processes to prepare for success.

- Students participate in a mental health programs daily.
- Dental Health is also incorporated into schedules to ensure students know how to properly care for their teeth and gums.
- Organize and free play motor activities are important to student growth. Students need a minimum of 30 minutes daily to help them build muscles and coordinator skills.
- The program is language rich and provides several programs to enrich literacy skills such as I Station, Library time, computer lab to help them gain the skills necessary to read and write. Neuhaus is another program used along with our curriculum to assist with literacy development.

A sample schedule is attached in the appendix.

School Processes & Programs Strengths

Our curriculum is correlated to the state Pre-K guidelines as well as HSELOF (Head Start Early Learning Outcomes Framework)

District has developed curriculum planners and pacing guides to assist the teachers.

ELL students are provided an ESL pull out program

Strong focus on Social/Emotional needs and learning.

Our program has an Education Coordinator as well as an Instructional Coach to ensure our teachers have help and students are receiving the best that they can.

ECSE class is available to IDEA qualified students with qualified staff as well as a Speech Pathologist on campus.

Mental Health is offered to all students, staff, and families.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: CLASS (Classroom Assessment Scoring System) instrument averages are monitored closely to meet the national averages in all three domains. **Root Cause:** More professional development needed.

Perceptions

Perceptions Summary

Families are first introduced to the Head Start program through an online Application system where parents complete the basics of the application. The Social Services Department then reaches out to the parents for the supporting documents to complete the registration application. Applications are accepted all year beginning in March for the upcoming year. Interactions begin immediately with parents as they begin the application process, compile the registration packets, set family or personal goals to assist with increasing the parent's skill set. Twice a year (August and Spring), instructional teams conduct home visits to student homes to assist in building the home-school connection. It is important that parents are secure with the school environment. By making home visits the teacher and parent have an opportunity to have one-on-one conversations as well as build rapport with each other.

Perceptions Strengths

The Social Services department work diligently with parents all year. Each family is encouraged to complete a partnership agreement and set family goals.

The program has a large group of community Partners for support.

The program provides increased support for new staff to encourage longevity of staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Sporadic attendance for parent functions from 12 - 100+. **Root Cause:** Inconsistency of communications being sent out early.



Priority Problem Statements




Goals


Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 1: Increase literacy and language skills scores from 69% on EOY 2024 to 79% for the 2025 EOY assessment.

Evaluation Data Sources: End of Year CLI Engage Assessment, District Grading Period Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will assess students using the Circle Progress Monitoring Assessment (CLI). The assessment measures letter knowledge, vocabulary, and phonological awareness (syllabication, on-set rime, alliteration, rhyming, listening, and sentence segmenting skills).</p> <p>Strategy's Expected Result/Impact: Teachers will meet with the Education Coordinator after administering each assessment (BOY, MOY, EOY) for data talks. The teacher and the Education Coordinator will analyze the data and discuss areas of strength and areas of concerns. Individual student data will also be analyzed, regrouped, brainstorm, and strategically plan for alternative instruction to meet students needs.</p> <p>Staff Responsible for Monitoring: Teachers, Education Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Head Start Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will increase the literacy knowledge of students in the classroom through intentional teaching, work walls, vocabulary, read alouds, questioning techniques, songs, finger plays, word games, and the Neuhaus curriculum.</p> <p>Strategy's Expected Result/Impact: The students will be assessed using the Circle Progress Monitoring Assessment. Student scores will be analyzed and compared from the beginning of the year, middle of the year, and the end of the year. Students should show an increase in their literacy skills from one assessment to the next.</p> <p>Staff Responsible for Monitoring: Education Coordinator, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Head Start Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will create a print-rich environment and will showcase students work. Books and writing materials will be present in each learning center to ensure students are presented with a chance to grow their literacy. Teachers will also seek opportunities to take dictation from students on artwork and in journals to highlight literacy skills. Strategy's Expected Result/Impact: The Education Coordinator will evaluate each classroom using the environmental Checklist on CLI Engage. The checklist will critique classrooms, center materials, and literacy opportunities present in the classroom. Staff Responsible for Monitoring: Education Coordinator TEA Priorities: Build a foundation of reading and math Funding Sources: - Head Start Funds	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Waterford Software will be used as a supplemental curriculum offering to enhance student language and literacy skills. The program will be available for campus or home learning. Strategy's Expected Result/Impact: With Waterford, we are providing extra curriculum support to extend classroom instruction. Time will be placed in each classroom schedule to ensure that each student is logged onto Waterford daily. Information will also be sent home to parents for home access. Staff Responsible for Monitoring: Teachers, Education Coordinator TEA Priorities: Build a foundation of reading and math Funding Sources: - Title I, Part A - \$23,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Parents will be trained in literacy strategies during our Fall Festival parent night event, during monthly parent trainings, weekly home readers, in-campus and classroom newsletters. Strategy's Expected Result/Impact: The school will use attractive incentives to entice parents to come out and participate in training opportunities. The school will create hands on materials for parents to use at home with their child. Staff Responsible for Monitoring: Education Coordinator, Parent Liaison, Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Campus literacy teams will be established on 100% of elementary campuses. Strategy's Expected Result/Impact: Literacy teams will be trained and review campus needs. Teachers will implement small group instruction to rectify learning gaps and address individual student needs. Teachers will compose weekly lesson plans and submit to the Literacy team to review. Staff Responsible for Monitoring: Principal, Education Coordinator, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Campus literacy walks will occur on campus giving feedback and action strategies to improve classroom instruction. Strategy's Expected Result/Impact: With the use of walkthroughs, teachers can get immediate feedback and ideas to improve instruction. Staff Responsible for Monitoring: Principal, Education Coordinator, Program Coordinator, Instructional Coach. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: A Summer extension program will be offered to Pre-K students to provide intervention and enrichment as students are preparing for Kindergarten. Strategy's Expected Result/Impact: To provide extra time and work with identified skills to assist students in readiness for Kindergarten. Staff Responsible for Monitoring: Principal, Instructional Coach, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A			



No Progress



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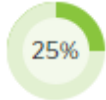


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Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 1: Math and Science skills will increase from 82% on the 2024 EOY to 85% on the EOY in May 2025.

Evaluation Data Sources: CLI Engage Math and Science Assessment results and district Grading Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: The school will assess the students in math skills using the Circle Progress Monitoring Assessment (CLI) in the areas of rote counting, touch counting, number naming and discrimination, shape naming and discrimination patterns and real world applications.</p> <p>Strategy's Expected Result/Impact: Teachers will meet with Education Coordinator after each assessment to discuss the data. Scores will be analyzed district wide, school wide, and classroom wide. Teachers will also group their students according to their assessment scores into ability small groups. Teachers will teach inattentional lessons and work with students individually.</p> <p>Staff Responsible for Monitoring: Education Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Head Start Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use checklists designed by the district's Curriculum Writers to ensure the students are on target with math skills. Teachers will assess students regularly with the checklists.</p> <p>Strategy's Expected Result/Impact: Teachers will use the data collected to collaborate in their weekly PLC meetings. Teachers will devise a plan to address weak areas and to strengthen on target areas of each math concept. Teachers will use the collaboration to plan intentional lessons and address students' needs.</p> <p>Staff Responsible for Monitoring: Education Coordinator, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Head Start Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will plan science lessons/experiments at least once a week. The teachers will assist the students in making hypotheses, going through experiments and discussing the conclusion of the lesson. Teachers will make notes and plans to ask Higher Order Thinking Questions according to Bloom's Taxonomy.</p> <p>Strategy's Expected Result/Impact: Teachers will prepare science experiments and lessons weekly in their PLC groups and on their lesson plans. Teachers will write the steps of the scientific process and students' predictions and evaluations on chart paper to be posted inside or outside the classrooms.</p> <p>Staff Responsible for Monitoring: Education Coordinator, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize science centers (STEM kits) that contain science tools and equipment, organisms, a live plant, pictures, books, and writing materials for students to observe, draw and write observations. STEM activities will also be added to the Literacy Lab for added enrichment.</p> <p>Strategy's Expected Result/Impact: Teachers will include in weekly lesson plans, the Education Coordinator will monitor materials in classroom science centers weekly</p> <p>Staff Responsible for Monitoring: Education Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Waterford Software will be utilized as a supplemental curriculum offering to enhance students math skills. The program will be available for home and school learning.</p> <p>Strategy's Expected Result/Impact: With the Waterford subscription, we are providing enrichment activities to enhance student learning. Waterford will be added into the Master Schedule for all students to participate and provide parents access to the program at home.</p> <p>Staff Responsible for Monitoring: Education Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 6 Details	Reviews			
Strategy 6: Within the wekkly lesson plans teachers will plan for adedicated Math lessons and activites. Strategy's Expected Result/Impact: Teachers will follow up in small group instruction to rectify learning gaps identified. Staff Responsible for Monitoring: Principal, Education Coordinator, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Summer school will be offered to students aging out of Head Start to Kindergarten. Strategy's Expected Result/Impact: Summer school will provide intervention and enrichment to students preparing for successful Kindergarten. Staff Responsible for Monitoring: Principal, Education Coordinator, Instructional Coach. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 60% by August 2025.

Performance Objective 1: Bingman will continue to build Social & Emotional skills from 83% to 90% by May 2025, encouraging students to be anything they want to be.

Evaluation Data Sources: Participation, writing experiences, joint collaboration with BISD Career & Technical Education Department.



Strategy 1 Details	Reviews			
Strategy 1: Bingman will have the BISD Career & Technical department come to campus sharing ideas for the future. Strategy's Expected Result/Impact: Students will be exposed to a variety of options for their future. Staff Responsible for Monitoring: Teachers, Education Coordinator TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Bingman will hold a Career Week to introduce career possibilities. Strategy's Expected Result/Impact: Students will be able to identify different professions and interest for the future. Staff Responsible for Monitoring: Education Coordinator, teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Bingman will host a Career Day where students can come dressed for success! Strategy's Expected Result/Impact: Provide students with a goal for the future as well as building self-confidence. Staff Responsible for Monitoring: Education Coordinator, teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A			







Strategy 4 Details	Reviews			
Strategy 4: Community Helpers is a unit within the Frog Street Curriculum Strategy's Expected Result/Impact: During Community Helpers theme unit students will learn about a diverse group of community helpers. Staff Responsible for Monitoring: Education Coordinator, Teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Invite former Head Start students to come talk to our students about their goals and careers. Strategy's Expected Result/Impact: To inspire students to imagine what they can do. Staff Responsible for Monitoring: Education Coordinators, teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 1: By May 2025, we will increase parent participation in training and meeting offerings from 50 parents in 2024 to 65 parents.

Evaluation Data Sources: Sign in sheets agendas



Strategy 1 Details	Reviews			
Strategy 1: A Parenting Class will meet to address students Social/Emotional needs. A parent contract will be made for the class with the intention of a certificate of completion and award being given at the end of the class. Strategy's Expected Result/Impact: Parents will gain knowledge of child's emotional needs and how to address these needs as they begin their educational career. Sign in sheets will be monitored and celebration will be conducted at the end of the class. Staff Responsible for Monitoring: Education Coordinator, Mental Health Coordinator, Social Services Coordinator TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: To increase communication with parents, we will utilize other media options. New data system will allow for mass text/emailing options to our parents. Bingman Facebook and website calendar will be maintained as another means of communicating information to our parents. The Marquee will be used to announce upcoming events including parent meetings as well as recorded meetings for parents to watch at a later date. Strategy's Expected Result/Impact: More parents will receive information about events. Sign in sheets will be monitored for attendance and media by which they were informed to make future adjustments. Staff Responsible for Monitoring: Principal, Social Services Coordinator TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 3 Details	Reviews			
Strategy 3: Parents complete a Needs Assessment as they enroll their students. From the assessment we will determine topics of interest or needs for parent training or support. New classes will be developed based on parent needs. Strategy's Expected Result/Impact: By offering classes or training pertinent to parents needs, parent participation will improve. Staff Responsible for Monitoring: Social Services Coordinator, Health Coordinator, Mental Health Coordinator, Education Coordinator, Behavioral Interventionist TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Academic training/meetings will be conducted monthly for parents to assist student's learning at home (Home-School Connection) Strategy's Expected Result/Impact: Parents will develop skills necessary to work with students at home on developmentally appropriate skills.. Staff Responsible for Monitoring: Teachers, Education Coordinator TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 2: By May 2025, we will increase our Community Partners from 8 active partners this year to 20 partners.

Evaluation Data Sources: Foster grandparents, Lamar students, parents, and volunteer sign in sheets, sign in sheets/agendas from all meetings held with community partners involved.

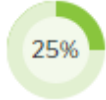

Strategy 1 Details	Reviews			
Strategy 1: Bingman Head Start will work in collaboration with Southeast Texas Regional Planning Commission in placing Foster Grandparents in classrooms and assigning them to students who are in need of extra assistance. Strategy's Expected Result/Impact: Sign in sheets are maintained at the Receptionist desk to monitor the Foster grandparent's hours. The classroom teacher meet with their Foster Grandparent to assign them a student and monitor their progress. Staff Responsible for Monitoring: Education Coordinator, Teacher TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Bingman will continue to work with Lamar University in placing Inters, Student Teachers, and Nursing Students in the classrooms of highly qualified teachers to complete their clinical rotation, and observation requirements for their degrees programs. Strategy's Expected Result/Impact: The Education Coordinator places the students in rooms of highly qualified teachers. The Receptionist monitors their sign in logs and hours. Teachers assist the students in completing all of the requirements of their intern experiences. Staff Responsible for Monitoring: Education Coordinator, Receptionist, Teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

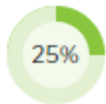


Strategy 3 Details	Reviews			
<p>Strategy 3: Bingman will hold Community Engagement Meetings, Health Advisory Meetings, and invite local agencies to assist our community population as needed. We will discuss ways the community agencies can assist in meeting the medical and dental needs of our students and host events such as Family nights where the community agencies are invited to attend and help meet the needs of our growing community.</p> <p>Strategy's Expected Result/Impact: Agencies are asked to sign in for each event or meeting. The Nurse and Social Services Coordinator discuss the needs of various families in our community and seek the agencies assistance in meeting those needs. Minutes and sign in sheets will be kept and monitored.</p> <p>Staff Responsible for Monitoring: Nurse, Social Services Coordinator, Principal</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 5: The district will increase the percentage of students in "A or B" rated schools from 34% to 50% by August 2025.

Performance Objective 1: To increase proficiency level of instructional staff, using their Head Start CLASS Observational Evaluations by 10%.

Evaluation Data Sources: Classroom Walk-throughs, CLASS evaluations as well as T-TESS.

Strategy 1 Details	Reviews			
Strategy 1: The school will utilize the Practice-based Coaching (Mentoring) program and the designated campus coaches to increase the skill set of teachers with identifying needs. The coaches will identify the needs of individual teachers and assist them in increasing their skills in various categories. The needs of teachers will be identified through classroom walk-throughs, T-TESS data, CLASS observation data, and a Needs Assessment survey that is completed by each teacher. Strategy's Expected Result/Impact: The result of having a strong coaching program is to increase the skill set of newly hired or struggling teachers. The coaches will be able to work one on one with these teachers and information from these sessions will help these teachers with their T-TESS evaluation, CLASS observations and overall instruction in their classrooms. Staff Responsible for Monitoring: Education Coordinator, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: By the end of each semester, all classrooms will be evaluated by both the Education Coordinator and Instructional Coach by the CLASS instrument to identify classroom coaching needs. Strategy's Expected Result/Impact: All classrooms will be evaluated, receive feedback, and recommendations from each evaluator. Staff Responsible for Monitoring: instructional Coach, Education Coordinator TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				

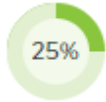
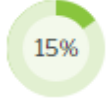

Strategy 3 Details	Reviews			
Strategy 3: All teachers will receive a minimum of one walk-through weekly to support instruction needs Strategy's Expected Result/Impact: All teachers will receive written feedback and recommendations of observations on a weekly basis on literacy, math, social & emotional, or classroom management.. Staff Responsible for Monitoring: Principal, Education Coordinator, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Professional Development will be assigned in conjunction with observations or coaching needs from various resources such as:: ECLKC(Early Childhood Learning and Knowledge Center), CLASS training modules, Childcare Educational Institute (CCEI), as well as Texas School Ready, and CIRCLE training. Strategy's Expected Result/Impact: Teachers and assistants will enroll and participate in Professional Development opportunities. Staff will print certificates at the end of each course and turn in for verification of training. Staff Responsible for Monitoring: Education Coordinator, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers and assistants will participate in 15 hours of Professional Development in best Early Childhood practices. Strategy's Expected Result/Impact: Teacher and assistants will gain knowledge of developmental practices aligned with Pre-K guidelines as well as head Start Early Learning Outcomes Framework (HSELOF) Staff Responsible for Monitoring: Education Coordinator TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 6 Details	Reviews			
Strategy 6: Professional Learning Communities (PLC) will be held weekly. Teachers will go on classroom tours to offer support and to gain knowledge of what is offered by other teachers. Teachers will bring portfolios, student work, assessment checklist to discuss student growth and areas to redefine during DDIs. Strategy's Expected Result/Impact: PLC sign in sheets and meetings minutes are turned in and monitored weekly by the Education Coordinator. Information is shared and discussed with the Principal. Staff Responsible for Monitoring: Education Coordinator TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Teachers will plan lessons for a minimum of four weeks to allow time for team collaboration, planning materials, and data collection between all PLC members. Strategy's Expected Result/Impact: Lesson plans are submitted weekly into a shared lesson plan Google folder. Lesson plans are monitored weekly to ensure submission is timely and high quality planning is occurring. Staff Responsible for Monitoring: Education Coordinator, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 34% to 50% by August 2025.

Performance Objective 2: Bingman's student attendance will increase from 89% to 92% by May 2025.

Evaluation Data Sources: Attendance records, attendance letters, phone calls, incentives for both parents and students

Strategy 1 Details	Reviews			
Strategy 1: Encourage students to come to school by celebrating their attendance. Strategy's Expected Result/Impact: through celebration, students will be excited to come to school Staff Responsible for Monitoring: Allendence Committee, teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Classroom perfect attendance announcement will be conducted daily Strategy's Expected Result/Impact: Hearing teir room announced will be encouraging attendance Staff Responsible for Monitoring: PEIMS clerk, teacher TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Attendance award poster will be placed outside each classroom who earned Perfect Attendance for the day. Strategy's Expected Result/Impact: Building self-esteem and encouraging daily attendance Staff Responsible for Monitoring: Program Coordinator, PEIMS Clerk TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: A nine week party will be held i the cafeteria at the end of each nine week grading period to celebrate perfect attendance. Strategy's Expected Result/Impact: Encoouraging participation and building self esteem Staff Responsible for Monitoring: PEIMS Clerk, Attendance committee TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Host an end of semester and end of year celebration for students who have Perfect attendance for the semester and / or year. Strategy's Expected Result/Impact: Celebrate their hard work and let them know know special they are for attending school every day. Staff Responsible for Monitoring: PEIMS Clerk, Attendance Committee TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Detra Myers	Title 1 Aide	Bingman Head Start	
Justice Pollard	Title 1 Aide	Bingman Head Start	
Sherry Guidry	Instructional Coach	Bingman Head Start	

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$23,000.00
1	1	5			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
Sub-Total					\$23,000.00
Head Start Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	6/20/2023	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	3/19/2024	D'Lana Barbay	10/30/2024

Addendums



Demographics Summary

	# students	African Americans	Hispanic / Latino	White	Asian	Two or more races	Econ. Disadvantaged	ELL
2020-21	413*	89.35%	7.51%	1.69%	.24%	1.21%	100%	4.90%
2021-22	468*	87.4%	10.3%	1.6%	0	.6%	100%	10.3%
2022-23	509*	83%	13%	2%	.001%	2%	100%	8.8%
2023-24	510	85.29%	10.39%	1.37%	.39%	2.35%	100%	8%

* Funded enrollment not met due to the COVID-19 Pandemic.