

Birdville Independent School District
Jack C. Binion Elementary
2025-2026 Campus Improvement Plan

Accountability Rating: B



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.

Value Statement

- *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

Demographics

Demographics Summary

Jack C. Binion Elementary School is located in Richland Hills, Texas, a suburban city in the northeastern part of Tarrant County. The school is part of the Birdville Independent School District and serves the local community, providing education to elementary-aged children. The area around the school is primarily residential, characterized by single-family homes and parks, making it a family-friendly environment. The school is situated within a vibrant community that supports educational development and student growth.

Total Students	693	
Students by Grade		
Pre-Kindergarten/EE	56	8%
Kindergarten	109	16%
1st Grade	111	16%
2nd Grade	94	14%
3rd Grade	109	16%
4th Grade	113	16%
5th Grade	99	14%
Student Demographics		
Female	354	51%
Male	339	49%
Hispanic-Latino	450	65%
American Indian-Alaskan Native	1	0.14%
Asian	6	0.87%
Black- African American	81	11.70%
Native Hawaiian- Pacific Islander	6	0.87%
White	104	15%
Two or More Races	45	6.40%
Student Programs		
Dyslexia	20	2.80%
Gifted and Talented	24	3.40%
Section 504	23	3%
Special Education	101	15%
Emergent Bilingual	326	47%
Bilingual	257	38%

Bilingual	271	3070
English as a Second Language	28	4%
Student Indicators		
At-Risk	544	79%
Immigrant	58	8%
Intervention Indicator	438	63%
Homeless	28	4%
Economic Disadvantage Total	533	77%
Free Meals	471	68%
Reduced Price Meals	62	9%
Student Mobility	153	25%
Attendance		
2024-2025 School Year	94.60%	
Staff Information		
Administration and Administrative Support	20	22%
Teachers	52	57%
Educational Aids	19	21%

Demographics Strengths

Jack C. Binion Elementary School boasts several key strengths that contribute to its vibrant learning environment and support its school improvement plan:

The school serves a richly diverse student body, which enhances cultural understanding and fosters an inclusive atmosphere. This diversity allows for broader perspectives and experiences, enriching classroom discussions and peer interactions.

Jack C. Binion Elementary's teaching staff is a mix of new and experienced educators. This balance promotes a dynamic learning environment where innovative teaching methods are implemented alongside proven strategies, benefiting student engagement and learning outcomes.

With nearly 50% of the staff being bilingual, the school is well-equipped to support English language learners and their families. This capability not only aids in effective communication but also ensures that students receive tailored support in their learning journeys.

The school offers the Academy 4 mentorship program for 4th graders, which focuses on providing one-to-one mentorship. This initiative is instrumental in fostering meaningful relationships between mentors, students, and families, ultimately equipping the community to support educational success.

The Parent-Teacher Association (PTA) at Jack C. Binion Elementary is crucial in supporting academic and extracurricular activities. Their

involvement helps create a strong school community, promotes parental engagement, and enhances student resources.

The school has demonstrated consistent academic growth, reflecting effective teaching strategies and a supportive environment. This commitment to continuous improvement ensures that students are well-prepared for their future educational endeavors.

Overall, these strengths position Jack C. Binion Elementary School as a nurturing and effective educational institution dedicated to fostering student success and community engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance at Jack C. Binion Elementary improved slightly from 94.2% in 2023-2024 to 94.6% in 2024-2025; however, it remains below the district and campus goal of 96%.

Root Cause: Inconsistent parent communication regarding the impact of absences on learning, coupled with barriers such as transportation challenges, health-related concerns, and limited engagement in attendance incentive programs, contributes to ongoing gaps in meeting the attendance goal.

Problem Statement 2: Achievement gaps exist among student demographic groups, with certain populations not performing at the same level as their peers on state assessments.

Root Cause: Inconsistent use of differentiated instructional strategies and limited targeted interventions have not fully addressed the diverse academic and linguistic needs of all student groups.

Student Learning

Student Learning Summary

The data presented below includes assessment information for the 2024-2025 school year. Notably, Jack C. Binion Elementary School continues to show consistent improvement in its State of Texas Assessment of Academic Readiness (STAAR) scores from 2024 to 202, demonstrating growth across all subject areas.

STAAR									
Grade	Approaches			Meets			Masters		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
3rd Grade Math	61	61	63	18	24	35	7	7	9
3rd Grade Math- Spanish	82	82	55	25	47	26	5	9	10
3rd Grade Reading	66	58	75	37	37	44	5	14	20
3rd Grade Reading- Spanish	50	55	45	20	6	23	10	0	6
4th Grade Math	48	66	69	23	38	43	7	11	13
4th Grade Math- Spanish	6	27	39	0	9	13	0	0	4
4th Grade Reading	71	80	84	30	43	43	14	14	18
4th Grade Reading- Spanish	29	50	30	16	0	17	3	0	4
5th Grade Math	63	77	72	26	41	43	5	3	13
5th Grade Math- Spanish	11	53	73	11	18	27	0	0	0
5th Grade Reading	83	76	73	51	42	55	19	12	20
5th Grade Reading- Spanish	47	58	69	29	21	19	6	5	0
5th Grade Science	59	53	69	36	18	23	16	1	6
5th Grade Science- Spanish	22	19	27	0	0	0	0	0	0
Campus Rating:	B								

Student Learning Strengths

3rd Grade

Math (English): Student performance increased at Meets (24 → 35) and Masters (7 → 9), showing more are reaching higher levels of problem-solving.

Math (Spanish): While Approaches declined, Meets (26) and Masters (10) held steady or improved, demonstrating

deeper learning for a core group of students.

Reading (English): Large jumps at Approaches (58 → 75), Meets (37 → 44), and Masters (14 → 20), showing growth in comprehension and critical thinking.

Reading (Spanish): Significant gains at Meets (6 → 23) and Masters (0 → 6), reflecting stronger literacy skills in Spanish testers.

4th Grade

Math (English): Approaches (66 → 69), Meets (38 → 43), and Masters (11 → 13) all grew, highlighting consistent math improvement.

Math (Spanish): Major progress across the board—Approaches (27 → 39), Meets (9 → 13), Masters (0 → 4). Students are showing stronger math foundations.

Reading (English): Approaches improved (80 → 84) and Masters rose (14 → 18), indicating more students are excelling in comprehension.

Reading (Spanish): Growth at higher levels with Meets (0 → 17) and Masters (0 → 4), a strong step forward for Spanish readers.

5th Grade

Math (English): Meets (41 → 43) and Masters (3 → 13) rose sharply, with Masters scores more than quadrupling.

Math (Spanish): Big increase in Approaches (53 → 73) and Meets (18 → 27), showing stronger math achievement among Spanish testers.

Reading (English): Growth at Meets (42 → 55) and Masters (12 → 20), signaling more advanced reading comprehension.

Reading (Spanish): Approaches (58 → 69) grew, showing stronger baseline reading readiness.

Science (English): Approaches (53 → 69), Meets (18 → 23), and Masters (1 → 6) all climbed, with more students excelling in science content.

Science (Spanish): Approaches improved (19 → 27), showing a stronger foundation in scientific concepts

Campus-Wide Highlights

Gains across all three grade levels in math, reading, and science, particularly in the Meets and Masters categories.

Spanish testers demonstrated especially strong growth in 3rd-grade reading, 4th-grade math and reading, and 5th-grade math.

5th-grade math and science showed dramatic jumps at the Masters level, highlighting success in advanced problem-solving and critical thinking.

Campus performance supports continued momentum with an overall “B” rating.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While Jack C. Binion Elementary demonstrated gains in students achieving Meets and Masters on the 2025 STAAR, overall performance at Meets and Masters has not shown consistent growth in Monolingual and Bilingual students, which indicates gaps in foundational skills and overall readiness.

Root Cause: Instructional practices may not consistently align with the rigor, depth, and expectations of the grade level standards, specifically in Meets and Masters performance levels.

School Processes & Programs

School Processes & Programs Summary

Jack C. Binion Elementary is a Title I school that offers extensive support and programs for students and staff.

Starting in Pre-Kindergarten, students undergo universal screening in reading and math, enabling teachers to tailor instruction to each student's needs. While the majority of students participate in the general education curriculum, Jack C. Binion Elementary provides additional support systems for students who are performing above or below grade level, ensuring that all students receive the help they need to succeed.

Staff are supported through weekly professional learning community meetings and targeted professional development. Teacher growth is prioritized through a focus on learning to analyze data, incorporate high-yield instructional strategies, and prioritize continuous improvement. Teachers receive weekly feedback on instruction from their team, Instructional facilitators, and campus administration.

School Processes & Programs Strengths

A wide variety of support systems are provided for students, which may include:

- Full Day Pre-Kindergarten
- Dyslexia Support
- Strong Bilingual Program
- Emergent Bilingual Support
- Special Education Services
- Gifted and Talented Services
- Accelerated Instruction
- Intervention and Tutorials in Reading, Math, and Science

Jack C. Binion Professional Learning Communities meet weekly to analyze student data and plan for instruction.

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 assessments are inconsistent within the classroom and across the campus.

Problem Statement 2 (Prioritized): Students are disengaging from challenging academics because the curriculum is not being taught with consistent depth and rigor

Root Cause: Inconsistent application of lesson internalization when teaching the curriculum leads to gaps in instructional delivery, making it difficult for students to remain engaged in rigorous academic tasks.

Perceptions

Perceptions Summary

In the spring of 2024, Jack C. Binion Elementary collected perception data from students and parents for our annual campus needs assessment.

Student Results

- 76% of students feel safe at school
- 89% of students feel that their teacher believes they will be successful.
- 81% of students feel there is an adult they can talk to at school if they have a problem.
- 74% of students feel they are treated fairly at school.

Parent Results

- 79% of parents feel that Jack C. Binion students are safe at school.
- 74% of parents feel welcome at Jack C. Binion Elementary.
- 69% of parents feel that Jack C. Binion students show respect for other students.
- 79% of parents feel that Jack C. Binion's teachers have respect for students.

Jack C. Binion has many opportunities for parent involvement and engagement.

- Meet the Teacher
- Curriculum Night/Title 1 Night
- Reading and Math Nights
- Turkey Trot Race
- Open House
- Breakfast with Santa
- Multicultural Night
- Academy 4 Student Mentorship Program

Perceptions Strengths

The results from the 2025 Campus Needs Assessment Parent Survey indicate that 79% of parents feel their students are safe at school, indicating parents believe Jack C. Binion Elementary provides a secure, caring, and well-supervised environment for their children. 74% of parents feel welcome at Jack C. Binion Elementary, indicating many parents feel comfortable and accepted when they visit our campus or interact with staff. When parents feel welcome, they are more likely to attend events, communicate with teachers, and support their child's learning at home.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent participation in school activities, including meetings and events, is below expectations, leading to limited parental involvement in their child's education and school community.

Root Cause: Low parent participation stems from a lack of awareness about its importance and limited engagement opportunities due to scheduling conflicts or insufficient outreach. Enhancing communication, offering flexible event times, and educating parents on the impact of their involvement can help increase participation in school activities and the community.

Problem Statement 2 (Prioritized): 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus.

Root Cause: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.

Priority Problem Statements

Problem Statement 1: While Jack C. Binion Elementary demonstrated gains in students achieving Meets and Masters on the 2025 STAAR, overall performance at Meets and Masters has not shown consistent growth in Monolingual and Bilingual students, which indicates gaps in foundational skills and overall readiness.

Root Cause 1: Instructional practices may not consistently align with the rigor, depth, and expectations of the grade level standards, specifically in Meets and Masters performance levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students are not reaching their potential in academic achievement.

Root Cause 2: Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Student attendance at Jack C. Binion Elementary improved slightly from 94.2% in 2023-2024 to 94.6% in 2024-2025; however, it remains below the district and campus goal of 96%.

Root Cause 3: Inconsistent parent communication regarding the impact of absences on learning, coupled with barriers such as transportation challenges, health-related concerns, and limited engagement in attendance incentive programs, contributes to ongoing gaps in meeting the attendance goal.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus.

Root Cause 4: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Parent participation in school activities, including meetings and events, is below expectations, leading to limited parental involvement in their child's education and school community.

Root Cause 5: Low parent participation stems from a lack of awareness about its importance and limited engagement opportunities due to scheduling conflicts or insufficient outreach. Enhancing communication, offering flexible event times, and educating parents on the impact of their involvement can help increase participation in school activities and the community.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Students are disengaging from challenging academics because the curriculum is not being taught with consistent depth and rigor

Root Cause 6: Inconsistent application of lesson internalization when teaching the curriculum leads to gaps in instructional delivery, making it difficult for students to remain

engaged in rigorous academic tasks.

Problem Statement 6 Areas: School Processes & Programs

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 in reading and mathematics by the end of the school year.

a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district-approved screeners (BOY, MOY and EOY) to achieve HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would, in turn, increase the number of students performing at the "Meets" and "Masters" level as measured by the spring 2026 STAAR assessments. This will also increase Domain 1 Student Achievement, which counts the number of students at the various performance levels for state assessments- (Focus Domain 2)

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 CFAs (Curriculum Focused Assessment) Historic STAAR (State of Texas Assessment of Academic Readiness) Data, CBA (Curriculum Based Assessment) Data (District Common Assessments)

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher capacity by ensuring the consistent implementation of the District curriculum and state-approved resources.</p> <p>Actions: a) Conduct walkthroughs using administration, instructional facilitators, and content coordinators to collect data on the implementation of District curriculum and state-approved resources b) Analyze walkthrough data and offer targeted professional development tailored to the identified needs of teachers. c) Provide ongoing training, coaching, and lesson modeling to support teachers in effectively implementing the curriculum and resources. d) Analyze and use data from Universal Screeners, District Assessments, and teacher-created assessments to offer targeted support and progress monitoring. e) Utilize district common assessments to ensure alignment of pacing and instruction. f) Utilize curriculum embedded strategies to support Tier 1 instruction. e) Organize monthly "Lunch and Learn" sessions to deliver targeted professional development for all teachers, focusing on areas identified through instructional walkthroughs and teacher feedback.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Facilitators, and Content Coordinator</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1, 2 Funding Sources: Professional Development - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

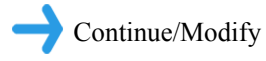
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices, and continuous improvement.</p> <p>Actions: a) Utilize Jack C. Binion's Lesson Internalization Plan template to assist teachers in internalizing resources available from the District for explicit instruction. b) Provide ongoing support by coaching, training, professional development, and lesson modeling needed to help teachers maintain the implementation of district and state literacy requirements. c) Incorporate lessons and research-based practices from state-approved resources and campus secondary resources into regularly scheduled training sessions and weekly Professional Learning Committee meetings. d) Leverage Instructional Facilitators to assist teachers in achieving instructional goals, offering targeted support to address specific challenges and enhance curriculum implementation. e) Provide ongoing support by coaching, training, professional development, internalization strategies, and lesson modeling utilizing the Bluebonnet math curriculum. f) Implement regular writing activities in all subjects to enhance students' understanding, develop communication skills, and promote critical thinking and creativity. g) Implement the Hand2Mind supplemental science curriculum to provide hands-on, inquiry-based learning experiences that reinforce TEKS-aligned instruction and require students to apply cross-curricular skills in reading and math.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Facilitators, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE, Title I Personnel - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training in data-driven decision-making to enhance instructional practices and promote responsive teaching.</p> <p>Actions: a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of weekly Professional Learning Communities. b) Use the Jack C. Binion walkthrough form to conduct campus walks specific to instructional practices and utilize subject-specific "look fors" to improve student performance. c) Conduct training on using data from multiple assessments to inform instruction and document student growth. d) Continue to train and require the regular use of continuous improvement processes in the classroom. e) Collect, analyze, and monitor student progress data to close achievement gaps, meet HB3 goals, and address individual student needs, ensuring all students achieve expected growth toward interim targets in the Academic Achievement component of the Closing the Gaps domain as defined by TEA.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Facilitators, Classroom Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: While Jack C. Binion Elementary demonstrated gains in students achieving Meets and Masters on the 2025 STAAR, overall performance at Meets and Masters has not shown consistent growth in Monolingual and Bilingual students, which indicates gaps in foundational skills and overall readiness. **Root Cause:** Instructional practices may not consistently align with the rigor, depth, and expectations of the grade level standards, specifically in Meets and Masters performance levels.

School Processes & Programs

Problem Statement 1: 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 assessments are inconsistent within the classroom and across the campus.

Problem Statement 2: Students are disengaging from challenging academics because the curriculum is not being taught with consistent depth and rigor **Root Cause:** Inconsistent application of lesson internalization when teaching the curriculum leads to gaps in instructional delivery, making it difficult for students to remain engaged in rigorous academic tasks.

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 for all under-performing student groups, as identified through state and district assessments.

- a) Ensure all identified student groups in grades PreK-3 meet progress monitoring targets in reading and mathematics, as measured by a district-approved assessment tool.
- b) Develop a campus-targeted improvement plan for underperforming student groups and participate in quarterly, data-driven progress monitoring meetings to track and accelerate growth.


HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Vertical teams meet quarterly to ensure that curriculum and instruction are aligned and cohesive between grade levels.</p> <p>Actions: a) Align instructional goals and strategies across grade levels, ensuring continuity and coherence in vertical instruction. b) Facilitate the sharing of best practices and successful strategies among team members to enhance the effectiveness of instruction at each level. c) Facilitate collaboration among team members to address challenges, share resources, and develop strategies for improving instructional alignment and effectiveness. d) Track the progress of instructional alignment and effectiveness through regular updates and feedback during weekly Professional Learning Community meetings.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Facilitators, Content Coordinators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Reinforce and strengthen the consistent campuswide implementation of the PDSA process as the standard for improving instruction, analyzing data, and accelerating student growth.</p> <p>Actions: a) Provide professional learning on effective implementation of the PDSA process during staff development and PLC meetings. b) Monitor lesson internalization, classroom instruction, and assessment practices to ensure alignment with the PDSA cycle. c) Conduct regular walkthroughs and provide feedback to ensure consistency and fidelity in applying the PDSA process across classrooms. d) Celebrate and share successful practices from grade levels and content areas demonstrating accelerated student growth through PDSA implementation.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Facilitators, Assessment Department. Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Title I Tutors - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
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: a) Expand upon the Jack C. Binion reading initiative, Learning with Legends, which utilizes the experience and skills of retired community educators to support early literacy development by meeting weekly with selected students to improve their acquisition of foundational reading skills. b) Continue the Academy 4 Mentorship program to ensure that every fourth-grade student is paired with a mentor, helping them develop leadership skills and personal growth. c) Host Title I meetings and organize Family Nights focused on math, reading/social studies, and science to engage parents in academics and provide insights into the curriculum. d) Strengthen collaboration with City Point Methodist Church to support school initiatives and community involvement. e) Schedule musical performances for selected grade levels to enrich the educational experience and showcase student talents. f) Strengthen the JCB Bobcat Dads program, which is specifically designed to involve fathers and male role models in school activities, mentoring, and educational support.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Family Engagement Resources - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement additional support for students in the lowest-performing subgroup as measured by state and district assessments.</p> <p>Actions: a) Analyze state and district assessment data to identify specific areas of need among our two lowest performing subgroups, White and Special Education students. b) Incorporate differentiated instructional strategies and accommodations to address the unique learning needs of Special Education students. c) Weekly Professional Learning Community meetings focused on data talks, planning, strategies, and using the feedback model. d) Monitor progress through common assessments and adjust instruction as needed to ensure mastery of grade-level TEKS.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Facilitators, Teachers</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:


Student Learning
<p>Problem Statement 1: While Jack C. Binion Elementary demonstrated gains in students achieving Meets and Masters on the 2025 STAAR, overall performance at Meets and Masters has not shown consistent growth in Monolingual and Bilingual students, which indicates gaps in foundational skills and overall readiness. Root Cause: Instructional practices may not consistently align with the rigor, depth, and expectations of the grade level standards, specifically in Meets and Masters performance levels.</p>
School Processes & Programs
<p>Problem Statement 1: 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 assessments are inconsistent within the classroom and across the campus.</p> <p>Problem Statement 2: Students are disengaging from challenging academics because the curriculum is not being taught with consistent depth and rigor Root Cause: Inconsistent application of lesson internalization when teaching the curriculum leads to gaps in instructional delivery, making it difficult for students to remain engaged in rigorous academic tasks.</p>
Perceptions
<p>Problem Statement 1: Parent participation in school activities, including meetings and events, is below expectations, leading to limited parental involvement in their child's education and school community. Root Cause: Low parent participation stems from a lack of awareness about its importance and limited engagement opportunities due to scheduling conflicts or insufficient outreach. Enhancing communication, offering flexible event times, and educating parents on the impact of their involvement can help increase participation in school activities and the community.</p>

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: 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			
<p>Strategy 1: Implement the behavioral MTSS (Multi-Tiered Systems of Support) plan with fidelity.</p> <p>Actions: a) Ensure that all instructional staff receive comprehensive training on the implementation of the behavioral MTSS plan and its procedures. b) Hold five MTSS meetings yearly that include counselors and the behavioral specialist to collaborate with teachers on tier movement, strategies, and interventions needed for students on Tier 2 and Tier 3 for behavior. c). Use the Focus system to input and manage behavioral MTSS student plans, ensuring accurate tracking and monitoring. d) Utilize the behavior interventionist for intervention and classroom strategies. e) Identify students needing intervention by analyzing data to determine students who exhibit persistent and ongoing behaviors of concern. F. Apply effective, evidence-based interventions for students meeting Tier 2 or Tier 3 criteria in small groups to address their specific behavioral needs.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Behavior Specialist, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3 Problem Statements:


Perceptions
<p>Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus. Root Cause: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.</p>

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

Performance Objective 1: 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			
<p>Strategy 1: Refine and implement a comprehensive campus plan to improve student attendance by addressing social factors that contribute to absenteeism and consistently monitoring the effectiveness of targeted strategies.</p> <p>Actions: a) Use campus funds to provide incentives to improve student attendance. b) Monitor student attendance and review progress weekly to determine the effectiveness of the campus attendance plan. c) Create an attendance incentive plan that recognizes attendance daily, weekly, quarterly, each semester, and annually. d) Implement a coordinated approach to identify and address family and community-based barriers to student attendance, engaging key stakeholders in developing targeted solutions.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Attendance Committee</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Student attendance at Jack C. Binion Elementary improved slightly from 94.2% in 2023-2024 to 94.6% in 2024-2025; however, it remains below the district and campus goal of 96%. Root Cause: Inconsistent parent communication regarding the impact of absences on learning, coupled with barriers such as transportation challenges, health-related concerns, and limited engagement in attendance incentive programs, contributes to ongoing gaps in meeting the attendance goal.</p>

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

Performance Objective 2: Strengthen campuswide classroom management and positive behavior supports by implementing Love and Logic strategies, resulting in a reduction of discipline referrals by 10% compared to the 2024-2025 school year. + Family engagement.

Evaluation Data Sources: Discipline Referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Love and Logic practices campuswide to reinforce positive teacher-student relationships, provide consistent responses to behavior, and promote a safe and respectful learning environment.</p> <p>Actions: a) Provide professional development for all staff on Love and Logic principles and classroom applications. b) Incorporate Love and Logic strategies into classroom management plans and reinforce during PLCs. c) Model effective Love and Logic practices through coaching, peer observations, and administrator walkthroughs. d) Monitor discipline referral data quarterly and adjust implementation support as needed. e) Recognize staff who consistently implement Love and Logic practices to encourage sustainability.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus. Root Cause: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.</p>


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.


High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>Actions: a) Recruit campus and community stakeholders to serve on the Campus Safety Committee b) Host monthly meetings to discuss safety policies, review incident reports, and evaluate the effectiveness of current safety measures. c) Review and update existing safety policies and protocols regularly d) Develop and maintain comprehensive emergency response plans, communicating them clearly to all staff, students, and parents. e) Regularly update the school community about safety improvements and ongoing efforts, fostering a sense of shared responsibility. f) Ensure students and staff understand and utilize the Standard Response Protocol. g) Train students on how to effectively use the Anonymous Alerts reporting system, empowering students to voice their concerns safely and anonymously.</p> <p>Staff Responsible for Monitoring: Administration, Campus Safety Team, Staff</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct required safety drills and regularly check exterior and interior doors to ensure they meet district and state guidelines.</p> <p>Actions: a) Conduct all mandated safety drills using Raptor and record their completion in Sentinel. c) Implement a routine schedule for administration and custodial staff to check the security of all exterior and interior doors. e) Maintain detailed logs of all door checks, noting any issues and the actions taken to resolve them in Sentinel. d) Establish clear communication protocols to disseminate information to staff during an emergency, including alerts, updates, and instructions.</p> <p>Staff Responsible for Monitoring: Campus administration, Student Services Department</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus. **Root Cause:** Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.





Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% and reduce the number of work days lost due to accidents occurring on the job by 10%

High Priority

Evaluation Data Sources: Annual worker's compensation claims report

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a campus program that promotes an accident-free work environment.</p> <p>Actions: a) Ensure all campus employees complete Safe Schools training b) Show and discuss quarterly safety videos. b) Ensure all staff know where all step ladders are hanging. Work with custody to ensure all slipping hazards are marked. c) Use campus walks to evaluate areas of needed repair and concern.</p> <p>Staff Responsible for Monitoring: Campus Administration, Custodian</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue




Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus. Root Cause: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will provide a safe and supportive learning environment by maintaining a robust counseling and mental health support system.

Evaluation Data Sources: Campus Climate Surveys
Counseling lesson documentation
Pre and post survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will strengthen early identification and support systems for student mental health.</p> <p>Actions: a) Implement a multi-tiered system of support (MTSS) to identify students at risk for mental health challenges, suicide, substance use, or trauma-related risks. b) Provide annual training for staff on recognizing early warning signs of mental illness, suicide ideation, and substance use. c) Strengthen school-based referral pathways to counselors and behavioral health services.</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure all students receive developmentally appropriate counseling services aligned with the four components of a comprehensive school counseling program.</p> <p>Actions: a) Deliver classroom guidance, in Social Emotional Behavior (SEB), bullying prevention, and career/college readiness across grade levels. b) Increase counselor visibility and outreach through small groups, parent engagement, and faculty collaboration.</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus. **Root Cause:** Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.

State Compensatory

Budget for Jack C. Binion Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2.985

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 Intervention	0.33
Angela Rhodes	Reading Intervention	0.33
Annell Butler	Instructional Facilitator	1
Crystal Cummings	Reading Intervention	0.33
Heather Doyle	Educational Assistant	0.33
Isaura Espinoza	BL Reading Intervention	0.165
Kathy Hinojosa	Teacher	0.5

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anai Geyer	Bilingual Reading Interventionist	Title I	0.5
Jamie Norris	Instructional Facilitator	Title I	1.0