

# Beaumont Independent School District



## Bingman Head Start

## 2025-2026 Campus Improvement Plan



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# Comprehensive Needs Assessment

# 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

## 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.

## 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	Root Cause
1	Attendance average for 2023-24 has stayed around 90%.	Strategies to promote attendance just started, we are counting on seeing a difference in 2024-25 school year.
2	Hispanic population is diminishing for our program.	Strategies are needed to encourage the Hispanic community to apply for our program.

 = Priority

# 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

## 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	Root Cause
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.	Inconsistency of using I Station. Constant changes in enrollment (Drop/adds).
2	Math lessons are not being taught with fidelity.	Daily schedules

 = Priority

# 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.

## 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 education.

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

## Root Cause

1

CLASS (Classroom Assessment Scoring System) instrument averages are monitored closely to meet the national averages in all three domains.

More professional development needed.

 = Priority

# 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.

## 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

## Root Cause

1

Sporadic attendance for parent functions from 12 - 100+.

Inconsistency of communications being sent out early.

 = Priority



# Goals

# Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

## Performance Objective 1

Increase literacy and language skills scores from 69% on EOY 2025 to 79% for the 2026 EOY assessment.

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

### 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).

**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.

**Staff Responsible for Monitoring:** Teachers, Education Coordinator

**Funding Sources:** Head Start Funds,

**TEA Priorities:** Build a foundation of reading and math

#### Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

### 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.

**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.

**Staff Responsible for Monitoring:** Education Coordinator, Teachers

**Funding Sources:** Head Start Funds,

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

## 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

**Funding Sources:** Head Start Funds,

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

## 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

**Funding Sources:** Title I, Part A, \$23,000

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews



Accomplished

November



Accomplished

January

March

June

## 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, Teachers

**Funding Sources:** Title I, Part A,

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

Considerable Progress

November



Accomplished

January



Accomplished

March

June

## 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

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

Some Progress

November

Some Progress

January

March

June

## 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.

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

## 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

**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 Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

# Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

## Performance Objective 1

Math and Science skills will increase from 82% on the 2025 EOY to 85% on the EOY in May 2026.

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

### 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.

**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.

**Staff Responsible for Monitoring:** Education Coordinator

**Funding Sources:** Head Start Funds,

**TEA Priorities:** Build a foundation of reading and math

#### Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

### 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.

**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.

**Staff Responsible for Monitoring:** Education Coordinator, Teachers

**Funding Sources:** Head Start Funds,

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

### 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.

**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.

**Staff Responsible for Monitoring:** Education Coordinator, Teachers

**Funding Sources:** Title I, Part A,

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Some Progress

November

Some Progress

January

March

June

### Strategy 4

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.

**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 assess to the program at home.

**Staff Responsible for Monitoring:** Education Coordinator


**Funding Sources:** Title I, Part A,

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Considerable Progress

November

 Accomplished

January

March

June

### Strategy 5

Within the weekly lesson plans, teachers will plan for a dedicated Math lesson and activities.

**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


**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

**November**

 Accomplished

**January**

 Accomplished

**March**

**June**

## Strategy 6

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.

**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 Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

# Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

## Performance Objective 1

Bingman will continue to build Social & Emotional skills from 83% to 90% by May 2026, encouraging students to be anything they want to be.

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

### 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 Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

### 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 Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

### 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 Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

## 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 Reviews

Some Progress

**November**



Accomplished

**January**



Accomplished

**March**

**June**

## 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 Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

# Goal 4

Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

## Performance Objective 1

By May 2026, we will increase parent participation in training and meeting offerings from 50 parents in 2025 to 65 parents.

**Evaluation Data Source:** Sign in sheets agendas

### 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 Reviews

Moderate Progress

Considerable Progress

November

January

March

June

### 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. Upcoming events including parent meetings as well as recorded meetings for parents to watch at a later date will be provided.

**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 Reviews

Considerable Progress

November

 Accomplished

January

March

June

## 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 Reviews

Moderate Progress

November

Considerable Progress

January

March

June

## 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 Reviews

Moderate Progress

November

Moderate Progress

January

March

June

## Performance Objective 2

By May 2026, we will increase our Community Partners from 8 active partners this year to 20 partners.

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

## 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 Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## Strategy 2

Bingman will continue to work with Lamar University in placing Interns, 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 Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## 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.

**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.

**Staff Responsible for Monitoring:** Nurse, Social Services Coordinator, Principal

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

## Performance Objective 3

Increase overall school climate and positive student behaviors for social and emotional development in CLI from 85% to 95% by the end of the 2025-2026 school year.

**Evaluation Data Source:** CLI Engage

### Strategy 1

Strategy 1: The CHAMPS/MAC Committee will meet monthly to review and communicate student expectations and routines, ensuring teachers remain informed and consistent in implementation.

**Strategy's Expected Result/Impact:** Regular CHAMPS/MAC Committee meetings will promote consistent implementation of student expectations and routines across all classrooms. As a result, teachers will demonstrate improved classroom management, students will exhibit more positive behaviors, and the overall school climate will become more structured, supportive, and conducive to learning.

**Staff Responsible for Monitoring:** Behavior Intervention Specialist, Instructional Coach, Education Coordinator, and the Principal/Director

### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

### Strategy 2

Strategy 2: Social-Emotional Learning (SEL) will be implemented weekly in every classroom through a dedicated 15- to 20-minute session focused on building students' emotional awareness, self-management, and interpersonal skills.

**Strategy's Expected Result/Impact:** Students will develop a deeper understanding of their own emotions and learn effective ways to manage them. Students will learn strategies for self-control, goal-setting, and responsible decision-making. Increased focus on empathy, communication, and conflict resolution will improve peer and teacher-student relationships. A positive, supportive environment will lead to higher levels of participation and on-task behavior. Consistent SEL instruction will foster a sense of belonging, safety, and respect throughout the school community. As students build social and emotional competence, incidents of disruptive behavior and discipline referrals are expected to decrease.

**Staff Responsible for Monitoring:** Behavior Intervention Specialist, Social Worker, and Teachers

## Formative Reviews

Moderate Progress

November

Moderate Progress

January

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June

## Strategy 3

Strategy 3: The Behavior Intervention Specialist referral process begins when a teacher identifies a concern. The Behavior Specialist provides the teacher with a documentation form to record the student's activity, antecedent, behavior, and consequence over a two-week period. After reviewing the documentation, the Behavior Specialist conducts an observation to determine the appropriate intervention tier for the student.

**Strategy's Expected Result/Impact:** Implementing this Behavior Intervention Specialist referral process will ensure that student behavior concerns are addressed systematically and based on data. Teachers will be better equipped to identify behavior patterns and contributing factors, allowing for more targeted interventions. The Behavior Specialist's observation and tier determination will lead to timely, appropriate support for students, resulting in decreased behavioral incidents, improved classroom management, and enhanced student success.

**Staff Responsible for Monitoring:** Behavior Intervention Specialist, Social Worker, Teacher

## Formative Reviews

Some Progress

November

Some Progress

January

March

June

# Goal 5

The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

## Performance Objective 1

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

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

### 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

**Funding Sources:** Title I, Part A,

**TEA Priorities:** Recruit, support, retain teachers and principals

#### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

### 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

**Funding Sources:** Title I, Part A,

**TEA Priorities:** Recruit, support, retain teachers and principals

## Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

## 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

**Funding Sources:** Title I, Part A,

**TEA Priorities:** Recruit, support, retain teachers and principals

## Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## 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 Reviews

Some Progress

November

Moderate Progress

January

March

June

## Strategy 5

Teachers and assistants will participate in 15 hours of Professional Development in best Early Childhood practices.

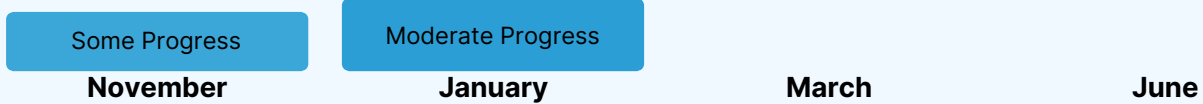
**Strategy's Expected Result/Impact:** Teacher and assistants will gain knowledge of developmental practices aligned with Pre-K guidelines as well as head Start Early Learning Outcomes Framework (HSELOF)

**Staff Responsible for Monitoring:** Education Coordinator

**Funding Sources:** Title I, Part A,

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative 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.

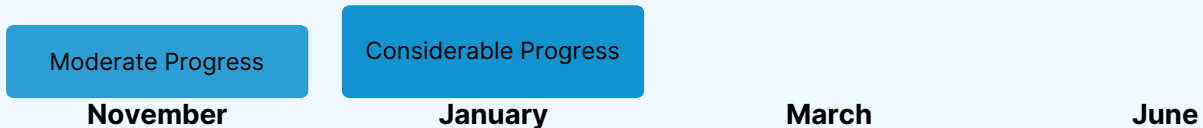
**Strategy's Expected Result/Impact:** PLC sign in sheets and meetings minutes are turned in and monitored weekly by the Education Coordinator. Information is shared and discussed with the Principal.

**Staff Responsible for Monitoring:** Education Coordinator

**Funding Sources:** Title I, Part A,

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative 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 Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## Performance Objective 2

Bingman's student attendance will increase from 89% to 92% by May 2026.

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

### 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 Reviews

Considerable Progress

November

Considerable Progress

January

March

June

### 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 Reviews

Considerable Progress

November

 Accomplished

January

March

June

### 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 Reviews**

Considerable Progress

**November**

 Accomplished

**January**

**March**

**June**

**Strategy 4**

A nine-week party will be held in the cafeteria at the end of each nine-week grading period to celebrate perfect attendance.

**Strategy's Expected Result/Impact:** Encouraging participation and building self esteem

**Staff Responsible for Monitoring:** PEIMS Clerk, Attendance committee

**TEA Priorities:** Improve low-performing schools

**Formative Reviews**

Some Progress

**November**

 Accomplished

**January**

**March**

**June**

**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 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 Reviews**

No Progress

**November**

Considerable Progress

**January**

 Accomplished

**March**

**June**



# Title I Summary

# Title I Personnel

Name	Position	Program	FTE
Detra Myers	Title 1 Aide	Bingman Head Start	
Devonda Brooks	Title 1 Aide	Bingman Head Start	
Sherry Guidry	Instructional Coach	Bingman Head Start	



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Bullying Prevention	Randall Maxwell	10/17/2024	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	10/17/2024	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.