Birdville Independent School District

Jack C. Binion Elementary

2026-2027 Initial Plan

Mission Statement

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

Vision

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

Value Statement

Bobcat stride with **PRIDE**!

Prepare for the day,

Respect ourselves, others, and our school

Include and inspire everyone

Do our best

Expect excellence

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Comprehensive Needs Assessment

Revised/Approved: August 28, 2026

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		656
Students by Grade		
Pre-Kindergarten/EE	76	12%
Kindergarten	82	13%
1st Grade	102	16%
2nd Grade	102	16%
3rd Grade	84	13%
4th Grade	103	16%
5th Grade	107	16%
Student Demographics		
Female	334	51%
Male	322	49%
Hispanic-Latino	425	65%
American Indian-Alaskan Native	0	0%
Asian	9	1.37%
Black- African American	76	11.59%
Native Hawaiian- Pacific Islander	7	1.07%
White	98	15%
Two or More Races	41	6.25%
Student Programs		
Dyslexia	36	5.49%
Gifted and Talented	23	3.51%
Section 504	14	2%
Special Education	106	16%
Emergent Bilingual	333	51%
Bilingual	261	40%
English as a Second Language	22	3%
Student Indicators		
At-Risk	523	80%
Immigrant	62	9%
Homeless	10	2%
Economic Disadvantage Total	508	77%
Free Meals	458	68%
Reduced Price Meals	50	8%
Student Mobility	111	19%
Attendance		
2024-2025 School Year		95%
Staff Information		
Administration and Administrative Support	4	4%
Teachers	50	55%
Educational Aids	15	16%

Demographics Strengths

Jack C. Binion Elementary benefits from a diverse and inclusive student population that brings a variety of cultures, experiences, and

perspectives to the campus community. The campus also has a strong asset in its bilingual staff, which supports communication and relationship-building with the large Emergent Bilingual population and their families. A combination of experienced and newer educators provides opportunities to share effective practices while encouraging innovation. Binion also benefits from strong community partnerships through Academy 4 mentorship, PTA involvement, and family engagement opportunities, which help build meaningful relationships and support student success. These strengths provide a strong foundation for the campus focus on student growth, family engagement, and closing achievement gaps.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance at Jack C. Binion Elementary improved slightly from 94.6% in 2024-2025 to 95% in 2025-2026; 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.

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
- 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: 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.

Perceptions

Perceptions Summary

In the spring of 2026, Birdville ISD collected perception data from students and parents for our annual campus needs assessment.

Student Results

- 75% of students feel safe at school
- 86% of students feel that their teacher believes they will be successful.
- 84% of students feel there is an adult they can talk to at school if they have a problem.
- 72% of students feel they are treated fairly at school.

Parent Results

- 96% of parents feel that Jack C. Binion students are safe at school.
- 88% of parents feel welcome at Jack C. Binion Elementary.
- 86% of parents feel that Jack C. Binion provides a caring and supportive environment.
- 88% of parents feel that Jack C. Binion teachers have high expectations 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
- Bobcat Bash
- Title 1 Information Night
- Boo Bash
- Grandparents Ice Cream Social
- Turkey Trot Race
- Open House
- Breakfast with Santa
- Multicultural Night
- Academy 4 Student Mentorship Program
- “Coffee and Convos” with Administration

Perceptions Strengths

The results from the 2026 Campus Needs Assessment Parent Survey indicate that 96% 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. 88% 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Revised/Approved: August 27, 2026

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 at least 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 2027 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)

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage: CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and STAR Renaissance Assessments (reading, grades 3-5 and mathematics, grades 1-5) STAAR (State of Texas Assessment of Academic Readiness) Data, and DCAs (District Common Assessments)

Strategy 1 Details
Strategy 1: Build teacher capacity by ensuring the consistent implementation of the District curriculum and state-approved resources. **Actions:** a) Conduct walkthroughs using administration, instructional facilitators 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. **Staff Responsible for Monitoring:** Administration and Instructional Facilitators **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Strengthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices, and continuous improvement.

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 Bluebonnet Reading and Math.
c) Incorporate lessons and research-based practices 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) Implement regular writing activities in all subjects to enhance students' understanding, develop communication skills, and promote critical thinking and creativity.
f) Provide ongoing support for the use of the PDSA cycle.

Staff Responsible for Monitoring: Administration, Instructional Facilitators, Classroom Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- Targeted Support Strategy

Strategy 3 Details

Strategy 3: Establish a system for regular progress monitoring in Mathematics and Science, where teachers use formative assessments to track student progress from BOY to MOY to EOY. Teachers will adjust instruction based on data to ensure all students make at least one year's progress.

Strategy 4 Details

Strategy 4: Create a collaborative environment where teachers share best practices and successful strategies for closing skill gaps in Mathematics and Science. This could be facilitated through regular professional learning communities (PLCs) or peer observation opportunities.

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 identified student groups, including Special Education, through access to rigorous grade-level instruction, targeted intervention, and intentional progress monitoring. By the end of the 2026-27 school year, identified student groups will demonstrate measurable improvement in reading and mathematics and meet established campus performance targets on state and district-approved assessments.

Reading: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Reading Language Arts will increase for each identified student group as follows: Special Education from 18% to 26%.
Mathematics: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Mathematics will increase for each identified student group as follows: Special Education from 20% to 28%.

Progress Monitoring: Campus and district leaders will monitor the progress of each identified student group toward established Reading and Mathematics performance targets throughout the 2026-27 school year using district-approved formative, interim, and progress-monitoring assessments. Results will be reviewed during established progress-monitoring checkpoints to determine whether students are demonstrating expected progress and whether instructional strategies, interventions, and supports should be continued, adjusted, or intensified.

High Priority

HB3 Goal

Evaluation Data Sources: State and District Assessment Data
Progress Monitoring Data
Observation Notes
PLC Notes

Strategy 1 Details
Strategy 1: Strengthen differentiated Tier 1 instruction through intentional planning and identified best practices that respond to student learning needs while maintaining access to rigorous, grade-level instruction. **Actions:** 1. Teachers and PLCs will use formative, summative, and student-level assessment data to identify specific standards, skills, and student groups contributing to achievement gaps and use this information to strengthen lesson planning, anticipate misconceptions, plan differentiated instruction and flexible grouping, and identify appropriate scaffolds, accommodations, and checks for understanding while maintaining grade-level rigor. 2. Campus administrators and instructional support staff will monitor the implementation and effectiveness of differentiated Tier 1 instruction through PLC participation, collaborative lesson internalization and rehearsal, review of common formative assessments and student work, coaching conversations, and scheduled and unscheduled classroom observations. Feedback and support will focus on the alignment between identified student needs, instructional planning, classroom implementation, and student outcomes. 3. Campuses will protect collaborative planning and PLC+ time and prioritize coaching, instructional support, professional learning, and other resources for grade levels, content areas, and identified student groups demonstrating the greatest need based on ongoing assessment and progress-monitoring data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator

Strategy 2 Details

Strategy 2: Provide targeted, skills-based interventions, tutorial opportunities, and enrichment experiences based on identified student needs to ensure students receive timely instructional support connected to grade-level learning.

Actions: 1. Teachers and instructional facilitators will use multiple sources of academic data to identify students requiring intervention, tutorials, or enrichment and provide timely, targeted, skills-based support aligned to grade-level TEKS and connected to Tier 1 instruction. Campuses will maintain documentation of student participation, identified skill needs, and progress.
2. Campus administrators and instructional facilitators will implement a consistent short-cycle data review process in which teachers and campus leaders examine formative and progress-monitoring data, determine whether students and identified student groups are meeting expected growth targets, and make documented adjustments to interventions, tutorials, enrichment, and classroom instruction when students are not progressing as expected.
3. Campus leadership will monitor the implementation and effectiveness of intervention and tutorial supports, including additional tutorial opportunities, by reviewing participation, student growth, and assessment results each grading period. District leaders will review campus progress and the effectiveness of student supports during established progress-monitoring checkpoints.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

Strategy 3 Details

Strategy 3: District and campus leaders will engage in ongoing progress monitoring and provide differentiated support, including increased instructional support and the reallocation of time, funding, staffing, and other resources, when implementation or student performance does not demonstrate expected progress.

Actions: 1. District instructional leaders will conduct periodic reviews of PLC+ implementation and student performance data to monitor progress toward Performance Objective 2. Reviews will examine implementation evidence, progress of identified student groups, barriers to implementation, and the effectiveness of campus-level instructional responses.
2. District content specialists and instructional support staff will assist campus teams in analyzing disaggregated data to identify specific standards, skills, and student groups requiring additional support and in determining appropriate instructional responses.
3. If the campus does not demonstrate sufficient implementation of the PLC+ process or expected progress toward student performance targets, district leaders will increase the frequency and intensity of support. Additional support may include coaching, classroom modeling, collaborative planning, lesson internalization and rehearsal, professional learning, data reviews, and additional progress-monitoring meetings.
4. District and campus leaders will review available time, funding, staffing, instructional resources, professional learning, coaching capacity, and intervention supports and will prioritize or reallocate resources, when feasible and appropriate, to address identified barriers to implementation and improve student outcomes.
5. District and campus leaders will use implementation and student-performance evidence to determine whether current strategies should be continued, modified, intensified, or replaced. Persistent challenges will be addressed through a documented support cycle that identifies the barrier, determines the appropriate response, assigns responsibility, establishes a timeline, and monitors the resulting impact on implementation and student performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

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: By the end of the 2026-2027 school year, increase student achievement and accelerate student growth by implementing and monitoring continuous improvement, data-driven instructional practices, parent engagement, and targeted supports, resulting in improved outcomes and reduced achievement gaps for identified student groups.

Evaluation Data Sources: State and District Assessment Data
Progress Monitoring data from mClass, Circle, and Star Renaissance
Observation Notes
PLC Notes
Parent engagement agendas and sign in sheets

Strategy 1 Details
Strategy 1: Provide training in data-driven decision-making to enhance instructional practices and promote responsive teaching. **Actions:** a) Provide ongoing professional learning on how to analyze BOY, common assessment, progress-monitoring, and STAAR data to identify student strengths, standards/skills gaps, and trends among student groups. b) Train teachers to move beyond identifying who is struggling to determining what students need next instructionally. c) Require teams to document instructional decisions and planned responses to the data. d) Train teachers to use formative assessment and checks for understanding to make real-time instructional adjustments, including reteaching, small-group instruction, enrichment, and intervention. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitators, Content Coordinators, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details
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. **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. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitators, Assessment Department. Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 3 Details

Strategy 3: Provide opportunities for students, parents, and the community to engage in the educational process at Jack C Binion.

Actions: a) Provide targeted opportunities for parent engagement such as data conferences, family learning events, workshops, and take-home resources that equip families to support identified academic skills and standards.
b) Develop community partnerships and mentorship opportunities that provide additional academic support, enrichment, and resources for students in identified student groups, with a focus on increasing engagement and accelerating growth.

Staff Responsible for Monitoring: Administration

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Strategy 4 Details

Strategy 4: Implement additional support for students in the lowest-performing subgroup as measured by state and district assessments.

Actions: a) Incorporate differentiated instructional strategies and accommodations to address the unique learning needs of our identified lowest-performing subgroups.
b) Provide additional instruction for identified populations through "Super Saturday" Learning campus
c) Provide additional instruction for identified populations through tutorials

Staff Responsible for Monitoring: Administration, Instructional Facilitators, Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy - Additional Targeted Support Strategy

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

Performance Objective 1: Increase overall student attendance by at least .5 percent by implementing a proactive, campus-wide attendance system that provides timely interventions and engages students and families in improving daily attendance. Campus staff will monitor attendance data regularly, identify students at risk of chronic absenteeism, and implement targeted supports and incentives to increase consistent attendance and reduce the number of students missing instructional time.

Evaluation Data Sources: Overall campus average daily attendance reports

Strategy 1 Details
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. **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. **Staff Responsible for Monitoring:** Administration, Teachers, Attendance Committe **TEA Priorities:** Improve low-performing schools

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

Performance Objective 2: strengthen classroom management and positive behavior supports through consistent implementation of CHAMPS across all classrooms.

Evaluation Data Sources: Discipline Referrals

Strategy 1 Details
Strategy 1: Implement CHAMPS practices campuswide to reinforce positive teacher-student relationships, provide consistent responses to behavior, and promote a safe and respectful learning environment. **Actions:** a) Provide professional development for all staff on CHAMPS principles and classroom applications. b) Incorporate CHAMPS strategies into classroom management plans and reinforce during PLCs. c) Model effective CHAMPS/PBIS practices through coaching, peer observations, and administrator walkthroughs. d) Monitor discipline referral data quarterly and adjust implementation support as needed. **Staff Responsible for Monitoring:** Teachers, Campus Administration **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems

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

Performance Objective 3: Increase family participation in school events by diversifying communication methods to reach all families effectively.

Evaluation Data Sources: Parent surveys
Sign in sheets

Strategy 1 Details
Strategy 1: Distribute printed newsletters and flyers in multiple languages to ensure all families receive information in their preferred language.

Strategy 2 Details
Strategy 2: Host monthly face-to-face meetings or coffee mornings to provide updates and gather feedback from families who prefer in-person communication.

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
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Recruit campus 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. **Staff Responsible for Monitoring:** Administration, Campus Safety Team, Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems
Strategy 2 Details
Strategy 2: Conduct required safety drills and regularly check exterior and interior doors to ensure they meet district and state guidelines. **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. **Staff Responsible for Monitoring:** Campus administration, Student Services Department

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

Performance Objective 2: Reduce the number of employee workplace injuries resulting in Workers' Compensation claims by at least 5% compared with the previous school year.

Evaluation Data Sources: Annual worker's compensation claims report

Strategy 1 Details
Strategy 1: Follow the district program that promotes an accident-free work environment. **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. **Staff Responsible for Monitoring:** Campus Administration, Custodian

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

Performance Objective 3: Strengthen a comprehensive counseling and mental health support system that proactively identifies and responds to students' social-emotional and mental health needs.

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

Strategy 1 Details
Strategy 1: The district will strengthen early identification and support systems for student mental health. **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. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems

Strategy 2 Details

Strategy 2: Ensure all students receive developmentally appropriate counseling services aligned with the four components of a comprehensive school counseling program.

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.
c) Character Strong Lessons will be presented by teachers

Staff Responsible for Monitoring: Counselors
Administrators
Teachers

Title I:
2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Integrated Student Support Systems