Carrollton-Farmers Branch Independent School District

Blair Elementary

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: June 27, 2022

Demographics

Demographics Summary

Blair Elementary is a 18-year old, PreK-5th grade Title I campus in Carrollton-Farmers Branch ISD located in Farmers Branch, TX. Farmers Branch is part of the larger DFW Metroplex, and is suburb of Dallas, TX. Farmers Branch is a ethnically diverse community and is also known as the "City in the Park" for the number of parks within its city limits. In May 2022, Blair had approximately 500 students, with 90% of students being zoned to Blair Elementary. Our demographics are as follow: 89.9% Hispanic, 6% White, 2.7% African American, 0.8% Two or More Races, and 0.6% Asian.

According to published instructional program data by the State, 59.9% of students are considered Bilingual/ESL, 15.4% of student are Special Education, and 11.8% are Gifted and Talented. Our mobility rate stands at 11.5%. Moreover, 86.5% of students we serve are Economically Disadvantaged and 65.2% are considered At-Risk.

The staff at Blair is ethnically diverse and have varied teaching experience, with the average years of experience of a teacher standing at 9.8 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the Upbeat Survey, 50% of teachers believe that parents/teachers work together as partners to advance the education of students. This is 18% below the district average. **Root Cause:** A lack of a school-wide system to create two-way communication between the school and the parents.

Problem Statement 2: According to the Upbeat Survey, 33% of teachers believe administrators at the campus do not show appreciation for their work. **Root Cause:** A lack of understanding on what type of "appreciation" individual staff members need to feel valued as a staff member.

Student Learning

Student Learning Summary

2022 STAAR RESULTS

2022 STAAR ALL STUDENTS	DID NOT MEET	APPROACHES	MEETS	MASTERS
3rd Math	10%	90%	57%	21%
3rd Reading	12%	88%	69%	44%
3rd Reading Bilingual	16%	84%	37%	16%
4th Math	23%	77%	53%	18%
4th Reading	12%	88%	59%	44%
4th Reading Bilingual	27%	73%	40%	17%
5th Math	8%	92%	71%	43%
5th Reading	15%	85%	65%	46%
5th Reading Bilingual	8%	92%	75%	42%
5th Science	25%	75%	39%	17%

READING

Have we improved our STAAR READING MEETS scores over time?

STAAR MEETS	2021*	2022*	Difference
3rd Grade	34%	61%	+27% for the grade level; NA for the cohort
4th Grade	23%	50%	+27% for the grade level; +16% for the cohort
5th Grade	42%	66%	+24% for the grade level; +43% for the cohort

*Reading/Reading Bilingual combined

Upon further analysis, we conclude:

- Over time, cohorts of students made double-digit gains as they moved from one grade level to the next grade level.
- White students outperformed all other subpopulations across all 3 grade levels.
- SPED students MEETS passing rates of 56% (3rd grade), 50% (4th grade), and 10% (5th grade) are the lowest.

- ESL students MEETS passing rates of 50% (3rd grade), 33% (4th grade), and 56% (5th grade) are the second lowest.
- At the APPROACHES passing rate, Blair students outperformed the <u>district</u> by 10% in 3rd grade English, 13% in 4th grade English, and 6% in 5th grade English.
- At the APPROACHES passing rate, Blair students outperformed the <u>district</u> by 21% in 3rd grade Bilingual, 14% in 4th grade Bilingual, and 18% in 5th grade Bilingual.
- At the APPROACHES passing rate, Blair students outperformed the <u>State</u> by 13% in 3rd grade English, 12% in 4th grade English, and 5% in 5th grade English. a
- At the APPROACHES passing rate, Blair students outperformed the <u>State</u> by 31% in 3rd grade Bilingual, 24% in 4th grade Bilingual, and 29% in 5th grade Bilingual.
- Approximately 1 in 4 students (27%) failed in 4th grade Bilingual.

The most significant finding during the analysis of all STAAR READING academic achievement is that Blair students made double-digit gains at the MEETS level and are outperforming the district and State across grade levels.

MATH

Have we improved our STAAR MATH MEETS scores over time?

STAAR MEETS	2021	2022	Difference
3rd Grade	24%	57%	+33% for the grade level; NA for the cohort
4th Grade	30%	53%	+23% for the grade level; +29% for the cohort
5th Grade	35%	71%	+36% for the grade level; +41% for the cohort

Upon further analysis, we conclude:

- Across time, cohorts of students made double-digit gains as they moved from one grade level to the next grade level.
- ESL/Bilingual students outperformed all other subpopulations in 3rd grade.
- Hispanic students outperformed all other subpopulations in 4th and 5th grade.
- SPED students performed the lowest across all subpopulations across all grade levels.
- At the APPROACHES passing rate, Blair students outperformed the <u>district</u> by 20% in 3rd grade, 9% in 4th grade, and 19% in 5th grade.
- At the APPROACHES passing rate, Blair students outperformed the <u>State</u> by 21% in 3rd grade, 10% in 4th grade, and 17% in 5th grade.
- Approximately 1 in 4 students (23%) failed in 4th grade.

The most significant finding during the analysis of all STAAR MATH academic achievement is that Blair students made double-digit gains at the MEETS level and are outperforming the district and State across grade levels.

SCIENCE

Have we improved our STAAR SCIENCE MEETS scores over time?

STAAR MEETS	2021	2022	Difference
5th grade	5%	39%	+34 for the grade level; NA for the cohort

Upon further analysis, we conclude:

- Hispanic students outperformed all other subpopulations.

- SPED students performed the lowest.
- Blair students outperformed the district at the APPROACHES level by 17%.
- Approximately 1 in 4 students (25%) failed STAAR Science.

The most significant finding during the analysis of all STAAR TESTS academic achievement is that although SPED Blair students have made double-digit gains when all tests are taken into account, they continue to lag significantly behind their grade level peers.

2022 MEASURE OF ACADEMIC PROGRESS (MAP)

READING Achievement/Proficiency

GRADE LEVEL MEETS*	FALL	SPRING	Difference
K	29%	47%	+18%
1st	34%	28%	-6%
2nd	42%	45%	+3%
3rd	39%	49%	+10%
4th	38%	42%	+4%
5th	36%	51%	+15%
Total	36%	43%	+7%

*Includes Reading English scores for Bilingual students

Upon further analysis, we conclude:

- Approximately 1 of 2 Blair students (43%) were grade level proficient by the end of the school year.
- The largest proficiency gains (+18%) occurred in Kinder.
- First grade students lost ground (-6%) from fall administration.
- Fifth grade students had the highest proficiency rate (51%) at the end of the school year.

BILINGUAL GRADE LEVEL MEETS	FALL	SPRING	Difference
K	36%	69%	+33%
1st	67%	72%	+5%
2nd	92%	59%	-33%
3rd	38%	81%	+43%
4th	69%	76%	+7%
5th	58%	68%	+10%
Total	59%	70%	+11%

Upon further analysis, we conclude:

- More than 2 of 3 Bilingual students (70%) were grade level proficient by the end of the school year.
- Third grade had the largest proficiency gains (+43%) and the largest proficiency rate (81%) by the end of the school year.
- Second grade lost significant ground (-33%) from fall to spring.

The most significant finding during the analysis of MAP READING achievement is that first grade (in English) and second grade (in Spanish) had a decrease in achievement. Moreover, overall Reading English achievement is below 50% compared to 70% Reading Spanish achievement.

READING Growth

GRADE LEVEL GROWTH	English*	Spanish
K	70%	88%
1st	47%	87%
2nd	49%	16%
3rd	70%	85%
4th	67%	66%
5th	74%	77%
Total	63%	70%

*Includes Reading English scores for Bilingual students

Upon further analysis, we conclude:

- More students established a year's worth of growth on the Spanish versus the English MAP.
- Second grade significantly underperformed all other grade levels.

The most significant finding during the analysis of MAP READING growth is that 2 of 3 students is making a year's worth of growth regardless of the language of the test.

MATH Achievement/Proficiency

GRADE LEVEL MEETS	FALL	SPRING	Difference
K	47%	66%	+19%
1st	55%	40%	-15%
2nd	44%	47%	+3
3rd	39%	62%	+23%
4th	50%	62%	+12%
5th	48%	52%	+4%
Total	47%	57%	+10%

Upon further analysis, we conclude:

- More than 1 of 2 students (57%) were grade level proficient by the end of the school year.
- Third grade had the greatest proficiency gains, at 23%, by the end of the school year.
- Second grade had the lowest proficiency gains, at 3%, by the end of the school year.

The most significant finding during the analysis of MAP MATH achievement is that 43% of students are not proficient.

MATH Growth

GRADE LEVEL GROWTH

K	79%
1st	64%
2nd	49%
3rd	81%
4th	72%
5th	74%
Total	70%

Upon further analysis, we conclude:

- Third grade had the greatest rate of growth at 81%.
- Second grade had the lowest rate of growth at 49%.

The most significant finding during the analysis of MAP MATH growth is that more than 2 of 3 students established adequate growth.

TIER TWO/THREE STATUS

Grade	BOY T2 Math	EOY T2 math		BOY T2 rdg	EOY T2 rdg		BOY T3 math	EOY T3 math		BOY T3 rdg	EOY T3 rdg
KG	6	3	-3	20	5	-15	8	5	-3	14	10 (-4)
1	18	10	-8	8	4	-4	11	7	-4	13	6 (-7)
2	11	3	-8	7	8	+1	16	10	-6	5	8 (+3)
3	16	16	-0	18	17	-1	15	10	-5	17	12(-5)
4	13	17	+4	10	8	-2	16	15	-1	3	10 (+7)
5	14	7	-7	10	7	-3	15	6	-9	5	6 (+1)

Upon further analysis, we conclude:

- There was a 28% decrease in T2 Math students by the end of the school year.
- THere was a 33% decrease in T2 Reading students by the end of the school year.
- There wa a 35% decrease in T3 Math students by the end of the school year.
- There was a 9% decrease in T3 Reading students by the end of the school year.
- Fourth grade T2 Math increased 66% by the end of the schoool year.
- Fourth grade T3 Reading increased 233% by the end of the school year.
- Second grade T2 Reading increased 13% and 60% in T3 Reading by the end of the school year.

The most significant finding during the analysis of TIER data is the decrease of 29% of students in Tier status.

Student Learning Strengths

Overall strengths include:

- The double-digit gains in the MEETS category that 4th-5th grade cohorts of students made on Reading and Math STAAR.
- Blair students outperform the district and the State across all STAAR adminstrations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education students underperform all student subpopulations across all STAAR tests. **Root Cause:** Not all students are receiving consistent Tier instruction in addition to Special Education services.

Problem Statement 2: According to Reading MAP, less that 50% of students are "Proficient" by the end of the school year. **Root Cause:** A lack of exposure to English literacy instruction denies emergent bilingual students the opportunity to bridge content and language in both English and Spanish.

School Processes & Programs

School Processes & Programs Summary

All programs and processes at Blair revolve around DuFour's 4 critical questions: What do we want students to know and be able to do?; How will we learn if they know it?; How will we respond when some students do not learn?; and How will we extend learning for students who are already proficient?

These questions are managed and operationalized differently according to the needs of our students.

The question, "What do we want students to know and be able to do?" is manifested in our Safety Net Acceleration Plan (SNAP) Sheets. Each grade level has individual grade level SNAP sheets that visualize and track grade level essential standards. In particular, the SNAP sheets give a clear outline of grade-level specific skills in Reading and Math that teachers consistently assess in 3-week cycles to ensure mastery as they progress through CANVAS, our online district curriculum.

The question, "How will we learn if they know it?" is also tracked on the SNAP Sheets. Included are reading levels, MAP, STAAR, and DCFAs. Although the district provides common assessments for both Reading and Math, they are more summative in nature. Sorely missing are more common assessments that are formative; therefore, teachers create their own assessments. According to teacher feedback, some teachers are aligned and employing the same teacher created formative assessments; however, the vast majority of teachers are tracking essential skills as they deem individually appropriate. This leaves significant room for error analysis. Greater efforts need to be made to allow for grade level and vertical grade level PLC time to ensure all teachers are better aligned and using the same and/or similar assessments within and across grade levels.

Regarding the question, How will we respond when some students do not learn?", we employ a school-wide tier system that identifies students for short and fluid Tier 2 support or more intense Tier 3 instruction. Again, the SNAP Sheets play a significant role in tracking who needs additional instructional support. At the end of every 3-week cycle, students are labeled as T1-T3 in both Reading and Math. According to current data, students are shifted in and out of Tier instruction as needed.

The final question, "How will we extend learning for students who are already proficient?" gets addressed and is impacted according to the number of students that are not learning the essential standards and require Tier instruction. With approximately 50% of students in some sort of Tier instruction at any one time, efforts to fully address this question are severly compromised. That being said, efforts are underway to identify students that meet the essence of this question, with the percentage of GT students increasing by 10% this school year. Moreover, opportunities for extension and enrichment activities are provided for students that meet their grade level essential standards during grade level tier times, 2 times a day.

From an administrative standpoint, DuFour's questions are harnessed by teacher observations and feedback. This process is centered by 4 questions: Does a classroom have instructional organization? (Does everything have it's place in the classroom?; What is the rigor of instruction? (Are students being asked to apply, evaluate, and synthesize new concepts/skills?); What is the level of engagement in the classroom? (Who is doing the talking?); and, Are teachers aligned across a grade level and/or content? (Are teachers relatively teaching the same content?) Based on the answers to these 4 questions, administration engages in consistent informal/formal feedback to teachers.

An integral part of processes are our instructional coaches. They work on a schedule that affords all classroom teachers the oportunity for professional development. Based on achievement/growth data, teachers are observed and coached on a weekly, biweekly or monthly basis. There is no opt-out. Teachers are required to review all units of study in both reading and math as they present themselves in CANVAS with both the coaches and administration. These PLC times are guided by DuFour's Essential Questions.

Additionally, teachers hold Math and/or Reading tutoring sessions starting around Week 5 of school. Tutoring cohorts are modified every 4.5 weeks (i.e., at progress report or report card dates) according to data. Teachers are required to turn in a weekly agenda of what TEKS/Activities students engaged in during tutoring. Administration makes weekly rounds of tutoring, often times sitting in and engaging with students. Moveover, teachers hold Extended School Day, a 4-week intense tutoring program in the spring, where students stay 2-4 days a week for an additional 3-6 of supplemental instruction.

Instructional staff meets 4 times a year to review SNAP sheets, typically at the end of the reporting cycle. During these meetings, in-depth discussions are had about each student's academic/social/emotional state. Although time-intensive, it provides all staff the opportunity to get a holistic view of each student on campus.

All staff work together to ensure that students are being identified by name and need, ensuring that all students are achieving at high levels.

School Processes & Programs Strengths

Our stengths include:

- All teachers get cyclical instructional support from district Reading/Math Coaches.
- All teachers maintain grade level communication through their bi-weekly content area meetings and their monthly grade level meetings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on teacher feedback, there is a lack of within grade level and across grade levels planning regarding common assessments. **Root Cause:** There is no allotted time in the weekly schedule to prioritize a PLC time to focus solely on this task.

Problem Statement 2: Students across classrooms not receiving "tier" instruction during grade level tier times are receiving vastly different enrichment/extension activities, solely dependent on the individual classroom teacher's discretion. **Root Cause:** There is no consistent vision/planning across grade levels on what enrichment/extension tasks should be, including what should be the end goal of this allotted time for these specific students.

Perceptions

Perceptions Summary

Our central focus at Blair Elementary is high achievement for all students. We believe that regardless of a student's background, any and all students have the ability to become high-performing critical thinkers that become self-reflective and accountable in their practices, are respectful and responsible, and above all else become resilient to the challenges of their life course. As a staff we accept full responsibility for our students the moment they enroll and make great efforts to instill in our students the Blair Way: Be Safe, Be Responsible, Be Respectfull, BE OUR BEST!

The culture of Blair from a staff perspective is one of collaborative urgency. Collaborative urgency is the expectation that staff members are expected to hold each other accountable for their teaching and consistently engage each other in informal/formal ways to understand grade level standards, assessing those standards, and filling the gap when those standards aren't mastered by students. Teachers use student data to anchor any and all collaborations with each other, due to the mutual understanding that data is the most objective method in evaluating the success or lack thereof our students.

From an adminstrative standpoint, the central task is that of facilitating the role of the teacher. Administration goes to great efforts to prioritize and answer the following question for each individual teacher: What barriers need to be removed to allow the teacher to mainly focus on their instructional craft? Administration heavily emphasizes the use of student data to guide the systematic next steps that the campus will take in order to become more efficient.

Regarding behavior management, each grade level establishes a system based on incentives. We believe that incentivizing good behavior is more efficient that punishing bad behavior. We do not believe in clip charts. Each classroom is equipped with a "peace corner": a place in the room where a student can go to for a few minutes to decompress their emotions and process their thoughts. Note that going to the "peace corner" is optional. For the 2021-2022 school year, we had a total of 5 office referrals.

Parent involvement at Blair is inconsistent. According to our Upbeat Survey 2022, 50% of teachers feel that they work with parents as partners. Parent attendance at campus events (i.e., grade level performances, curriculum night, parent/teacher conferences, etc.) is high; however, day-to-day interactions with parents are inconsistent and scattered. Efforts to engage parents in ParentSquare is not always successful and greater efforts need to be made to streamline parent/campus communication.

Perceptions Strengths

Included in our strengths, are the following:

- Behavior issues are well-maintained by classroom systems and office referrals are minimal at Blair.
- Emphasis on data to inform instructional conversations allows for a pragmatic and unfiltered understanding by all staff of our academic achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on 2022 Upbeat Survey, only 50% of teachers feel that they work with parents as partners. **Root Cause:** We have no streamline expectation on when, how, and why we should communicate with parents at the campus level.

Priority Problem Statements

Problem Statement 1: Special Education students underperform all student subpopulations across all STAAR tests.
Root Cause 1: Not all students are receiving consistent Tier instruction in addition to Special Education services.
Problem Statement 1 Areas: Student Learning

Problem Statement 3: Based on teacher feedback, there is a lack of within grade level and across grade levels planning regarding common assessments.
Root Cause 3: There is no allotted time in the weekly schedule to prioritize a PLC time to focus solely on this task.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 2: Based on 2022 Upbeat Survey, only 50% of teachers feel that they work with parents as partners.
Root Cause 2: We have no streamline expectation on when, how, and why we should communicate with parents at the campus level.
Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Guiding Objectives

Revised/Approved: August 4, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: The percentage of 4th-5th grade SPED cohorts that score MEETS or above on STAAR Reading will increase from 56% (3rd) to 61% in 4th grade and from 50% (4th) to 55% in 5th grade.

Evaluation Data Sources: STAAR 2023

Strategy 1 Details			Reviews			
Strategy 1: Provide SPED students with targeted tier instruction in addition to services outlined in their IEPs.			**Formative**			**Summative**
Strategy's Expected Result/Impact: SPED students will increase their level of proficiency on STAAR Reading 2023.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, SPED Teacher						
Targeted Support Strategy **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionists - 211 Title I - $10,000						
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue		

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Special Education students underperform all student subpopulations across all STAAR tests. **Root Cause**: Not all students are receiving consistent Tier instruction in addition to Special Education services.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: 100% (currently 70%) of 1st - 5th grade SPED-identified students with an SLD will receive Tier 2-3 instruction in Reading and/or Math from September 2022 - May 2023.

    Evaluation Data Sources: Reading Levels, DCFAs, MAP, STAAR

Strategy 1 Details			Reviews		
Strategy 1: Provide additional instruction 3-4 times a week in 30-minute increments.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in Reading levels, MAP, DCFAs, STAAR		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers, interventionists **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Interventionists - 211 Title I - $45,600					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: Hallway/Door congestion will decrease by 50% in the 1st-3rd grade during arrival/dismissal times by the end of the 1st 9 weeks.

    Evaluation Data Sources: Weekly spot checks of hallways and entry/exit school points during morning arrival and afternoon dismissal.

Strategy 1 Details		Reviews			

Strategy 1: Delineate with staff new arrival and dismissal procedures. Included will be details of morning/afternoon duty, hallway paths, outside places for students/staff to congregate at dismissal, etc.
    Strategy's Expected Result/Impact: Improved time efficiency
    Staff Responsible for Monitoring: Administration, Classroom teachers
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**

         0% No Progress   **100%** Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 1: 100% of classrooms will utilize a "take-home" folder that includes grade level and/or school-wide information will be sent home weekly to engage parents by the end of the 1st 9 weeks.

Evaluation Data Sources: The folder will contain a signature page

Strategy 1 Details	Reviews			
Strategy 1: Provide classrooms with a folder bin that is collected on Wednesdays. Folders will be delivered back to classroom teachers to go home on Tuesdays.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: A streamlined two-way communication system that will increase family engagement. **Staff Responsible for Monitoring:** Classroom Teachers, CIS Teacher **Problem Statements:** Perceptions 1 **Funding Sources:** Parent Activities - 211 Title I - $2,400				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Based on 2022 Upbeat Survey, only 50% of teachers feel that they work with parents as partners. **Root Cause**: We have no streamline expectation on when, how, and why we should communicate with parents at the campus level.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: 75% of teachers (currently 25%) will incorporate Sanford Harmony into their morning check-in routine (homeroom class) with students by the end of the 1st 9 weeks.

Evaluation Data Sources: Random spot checks of all grade levels throughout the school year.

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Sanford Harmony website to play daily videos about social emotional themes/topics, followed by circle time to discuss the theme/topic with students. In addition, teachers will discuss any appropriate topics revolving around the social emotional state of their students.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will better understand how to self-regulate their emotions and behavior. Students will build stronger resiliency over time. **Staff Responsible for Monitoring:** Classroom teachers, Administration				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the fall semester, each grade level will hold PLC meetings once every 3-4 weeks to allow for common assessment development for within and across grade levels.

    Evaluation Data Sources: Agendas, teacher created common assessments

Strategy 1 Details	Reviews			
Strategy 1: Develop 5-item common assessments to evaluate grade level standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased assessment alignment and higher reliability of data measuring the same standards within and across grade levels.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, classroom teachers **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Instructional Coaches - 211 Title I - $104,430				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Based on teacher feedback, there is a lack of within grade level and across grade levels planning regarding common assessments. **Root Cause**: There is no allotted time in the weekly schedule to prioritize a PLC time to focus solely on this task.

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	1	1	Provide SPED students with targeted tier instruction in addition to services outlined in their IEPs.

Plan Notes

Blair - HB 3 Revisions (2022)

Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	24	*	21	*	*				*	*	20	10
2018 STAAR	44	31	*	30	*						*	31	*
2019 STAAR	43	29	*	31	*						7	28	31
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020												
2021 STAAR	36	34	*	33	*						8	33	31
2022 STAAR	39	37	*	36	*						11	38	34
2023 STAAR	42	40	*	39	*						14	43	37
2024 STAAR	46	43	*	42	*						17	48	40

Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	38	*	36	*	*				*	*	34	*
2018 STAAR	46	41	*	40	*						*	41	28
2019 STAAR	48	23	*	25	*						0	23	20
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020												
2021 STAAR	25	24	*	21	*						8	23	21
2022 STAAR	33	27	*	24	*						11	28	24
2023 STAAR	41	30	*	27	*						14	33	27
2024 STAAR	48	33	*	30	*						17	38	30

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Jose Ramos	
Administrator	Tiffani Milton	
Classroom Teacher	Stacey Baker	
Classroom Teacher	Allison McCarthy	
Classroom Teacher	Roxanna Hernandez	
Classroom Teacher	Hammer Brittany	
Classroom Teacher	America Foster	
Classroom Teacher	Kristina Hobbs	
Classroom Teacher	Ambreen Valliani	
Classroom Teacher	Roxanne Schrag	SPED Content Mastery
Non-classroom Professional	Angela Douglas	
Non-classroom Professional	Pam White	
Parent	Jennifer Garcia	
Parent	Azarmavet Moreno	
Community Representative	Bert Alexander	
Business Representative	Callie Tang	

Campus Funding Summary

211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Interventionists		$10,000.00
1	2	1	Interventionists		$45,600.00
3	1	1	Parent Activities		$2,400.00
5	1	1	Instructional Coaches		$104,430.00
				Sub-Total	$162,430.00
				Budgeted Fund Source Amount	$162,430.00
				+/- Difference	$0.00
				Grand Total Budgeted	$162,430.00
				Grand Total Spent	$162,430.00
				+/- Difference	$0.00