Carrollton-Farmers Branch Independent School District

Blanton 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: April 27, 2022

Demographics

Demographics Summary

Blanton Elementary is a Leader in Me, STEM school in Carrollton Farmers Branch ISD. Blanton is a Title 1 campus and serves a plurality Hispanic student population in grades PK-5 and offers bilingual education for all grades. The staff at Blanton Elementary includes 41 teachers, 7 paraprofessionals, 2.5 office support, 1 nurse, 1 counselor, 1 librarian, .5 Behavior Resource Specialist, and 2 administrators.

The student population is 9.24% White, 6.37% African American, 77% Hispanic, 3.49% Asian, 3.70% Two or More, and 0 % Native American.

Additionally, the campus serves 75.36% economically disadvantaged students, 20.53% special education students, 7.2% dyslexia, 4.72% Section 504, 7.8% Gifted and Talented, 3.29% Homeless, and 51.33% Limited English proficient students.

Attendance rates include 96.3% African American, 96.9% Hispanic, 97.2%, White,87.5% Asian, and 97% economically disadvantaged. The most current data indicate the campus has a 12.5% mobility rate.

Demographics Strengths

Blanton is a STEM Academy providing students with the opportunity to engage in STEM-based instruction each day. As a PK-5 bilingual campus Blanton Elementary is also a diverse community full of learners who are eager to come to school. The staff is dedicated to ensuring all learners are growing, and the families want their children to be successful.

The ethnic make-up of our identified GT learners is similar to our overall campus make-up.

Blanton consistently attracts educators with prior teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parents struggle with understanding how to best support their child with their academics and school skills. **Root Cause:** Parents are not aware how to support the 7 Habits associated with the Leader in Me at home.

Problem Statement 2 (Prioritized): There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause:** Since COVID, our learners' academic and social emotional needs have increased so that additional services and supports are now needed.

Student Learning

Student Learning Summary

3rd grade Math STAAR:

- Year   Approaches   Meets   Master
- 2021   46%   13%   5%
- 2022   62%   31%   15%

3rd grade Reading STAAR (Eng/Span):

- Year   Approaches   Meets   Master
- 2021   71%/67%   32%/31%   8%/12%
- 2022   67%/58%   56%/8%   44%/4%

4th grade Math STAAR:

- Year   Approaches   Meets   Master
- 2021   43%   16%   6%
- 2022   71%   36%   20%

4th grade Reading STAAR (Eng/Span):

- Year   Approaches   Meets   Master
- 2021   45%/45%   17%/21%   7%/3%
- 2022   77%/67%   40%/43%   17%/14%

5th grade Math STAAR:

- Year   Approaches   Meets   Master
- 2021   78%   35%   17%
- 2022   73%   22%   4%

5th grade Reading STAAR:

- Year   Approaches   Meets   Master
- 2021   76%   49%   27%
- 2022   81%   51%   26%

The current 4th-grade cohort demonstrated a 25% growth for approaches and 38% for meets and masters on math STAAR and a 10% increase on approaches and 17% increase on meets and masters on reading STAAR.

Current 5th graders demonstrated a 40% growth for approaches and 30% growth for meets and masters on math STAAR and a 36% growth on approaches and 53% growth on meets and masters on the reading STAAR.

As we go into the 2022-23 school year, we will collect and track data on learner growth using data measures such as:

- MAP
- Station (math and reading)
- Dreambox
- Panorama
- TELPAS
- Classroom formative data and summative grades
- 2023 STAAR
- F&P Reading Levels
- Responses to Intervention progress monitoring tools

Student Learning Strengths

- Explicit, systemic phonics instruction in K-2 resulted in 96% of Kinder, 94% of 1st grade, and 94% of 2nd-grade students growing in MAP
- 4th and 5th graders showed substantial growth on STAAR - at the approaching, meets, and masters level
- Educator/Team T-TESS goals target specific deficit skills and provide consistent data on learner and student group growth.
- Use of Heggerty Curriculum in PK-2 is showing as a strength during RTI monitoring and Dyslexia Testing
- Educators meet as collaborative teams and with campus instructional leaders to review learner progress and inform instructional decision-making
- Available data from TELPAS is utilized to drive Emergent Bilingual support and interventions.
- Students are engaged in learning. Small group instruction is occurring in all classrooms in Reading and/or Math. 4 full-time and 2 part-time bilingual ESSER teachers contribute to intervention groups and teacher training.
- Over 90% of K-5 students consistently completed their required DreamBox and iStation lessons weekly contributing to math and reading growth.
- Students needing Tier 2/3 interventions received small group targeted teaching 4-5 days a week with huge growth evident as measured by their F&P reading levels.
- Student goal setting is directly tied to students' assessments: iStation, Dreambox, and MAP

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high-quality Tier 1 instruction and research-based classroom interventions. **Root Cause:** Lack of knowledge, understanding, and /or access to evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.

Problem Statement 2 (Prioritized): There is a need to focus on social-emotional skills including empathy, leadership, perseverance, and self-advocacy. **Root Cause:** Teachers, parents, and learners report a growing need for social/emotional support.

Problem Statement 3 (Prioritized): There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause:** Collected data is not always consistent, timely, or tied to current standards.

School Processes & Programs

School Processes & Programs Summary

Blanton Elementary is a STEM academy and offers bilingual education using the late-exit programs meaning students use their first language heavily for language through their first few years, and by 5th grade, students are receiving the majority of their education in English with Spanish support. During their day, students served in the bilingual program also receive math and science content in English and grow their vocabulary with targeted strategies through language development time.

The educators at Blanton are in their third year operating as a Professional Learning Community. Multiple staff members have attended professional development offered by Solution Tree to deepen their level of understanding of what it means to function as a PLC. There is time built into the master schedule for weekly collaboration so teachers can focus on the 3 Big Ideas of a PLC and the 4 Guiding Questions.

Each grade level had a minimum of 30 minutes in their daily schedule focused on providing extensions or interventions for students. ESSER teachers have established a systematic approach to supporting students in grades K-5 who are demonstrating academic deficits in reading and/or math. ESSER teachers collaborate with grade-level educators during RtI meetings and Collaborative Team Time (CTT) on Tuesdays, and student progress is routinely monitored and instruction is subsequently adjusted. It is a priority that all staff know each student by name and by need.

Blanton is also a "Leader in Me" school. *Leader in Me* is an evidence-based, social-emotional learning process—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century. This whole-school improvement model integrates leadership development into existing programs, curricula, and traditions and serves as a foundational operating system for the school, improving relationships, transforming culture, and motivating staff and students.

School Processes & Programs Strengths

- As a Leader in Me school, we have a variety of programs and processes that support the growth of all students as learners and leaders.
- Morning meetings occur daily to support the implementation of the 7 Habits, goal-setting, conflict resolution, community building, and social-emotional learning.
- The Bilingual program provides learners with the opportunity to be bilingual, bi-literate, and bi-cultural.
- Systems are in place to support Blanton's implementation of weekly collaborative time as a Professional Learning Community.
- Strong relationships building between learners, educators, and parents enhances our school community and instructional integrity.
- Our school represents multiple cultural backgrounds in students and staff.
- STEM programming is a strength as a program of choice.
- During PLC time, our educators work together to review data, and determine next steps for learners. Weekly time to work as a PLC is embedded in the educator's protected time weekly. Special education, ESSER teachers, support staff, and special teachers work to be involved in increasing the academic, social, and emotional success of each learner.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for team collaboration in order to successfully implement core content curriculum. **Root Cause:** Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.

Problem Statement 2 (Prioritized): There is a need for educators to grow in the creation and use of common formative assessments to understand the specific gaps their instruction should address. **Root Cause:** There is a lack of understanding on how to effectively create and use CFAs and subsequently, adjust their instruction based on the data.

Problem Statement 3 (Prioritized): There is a need to ensure the master schedule allows for maximum instructional time. **Root Cause:** An increase of learners with more

challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.

Problem Statement 4 (Prioritized): There is a need for systematic support through RtI to ensure learner growth. **Root Cause:** Some learners demonstrate additional needs beyond effective Tier 1 instruction.

Perceptions

Perceptions Summary

Mission Statement:

"At Blanton Elementary, we work as a collaborative team to create leaders by building relationships and valuing academic and social-emotional growth. We collectively do whatever it takes to ensure all students learn at high levels."

Vision:

"To be the BEST school in Texas!"

As we live out our mission and soar towards our vision to be "The Best School in Texas", we embrace and address the needs of the whole child by encouraging academic, social, and emotional growth while developing independent leaders by living out the "7 Habits" associated with *The Leader in Me*.

As a STEM Academy, students are consistently required to push their thinking further through peer collaboration, individual learning goal-setting, and personal reflection. Our campus is committed to the belief that all children can learn at high levels, and we believe all students deserve an opportunity to develop their own unique skills.

In an effort to recognize the efforts of our Bulldogs, Blanton recognizes "Leaders of the Week" as we highlight students based on the highlighted habit of the week as well as "Bulldog Pride" and "Leader of the Year" recognition at the 9-weeks and end of the year. Blanton maintains an active presence on social media in order to provide our community the opportunity to see some of the great things happening at Blanton on a regular basis. To align our work with the 7 Habits and the Leader in Me, a group of educators works together with our counselor as our "Lighthouse Team".

Parents and community members are often heard commenting about the warm and welcoming feeling that they get when they walk into Blanton Elementary. They know immediately that student emotional well-being is high on our priority list, as well as ensuring that all students grow in their learning.

Perceptions Strengths

- Students, staff, and families are proud to be a part of the *Best School in Texas*.
- The STEM program is a choice program and a perceived strength for families within and outside of CFBISD.
- Blanton Elementary has been a *Leader in Me* school for the past three years.
- There is a strong focus on educating the whole child by all Blanton stakeholders.
- Recognized Common Sense School provides digital literacy for all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase support for the social/emotional wellness of learners. **Root Cause:** COVID-19 has resulted in a negative impact on our learners' social skills.

Problem Statement 2 (Prioritized): There is a need for more parents to be actively involved in PTA. **Root Cause:** Parents need to be aware of the need and be empowered to be actively involved.

Priority Problem Statements

Problem Statement 4: Parents struggle with understanding how to best support their child with their academics and school skills.

Root Cause 4: Parents are not aware how to support the 7 Habits associated with the Leader in Me at home.

Problem Statement 4 Areas: Demographics

Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier 1 instruction and research-based classroom interventions.

Root Cause 1: Lack of knowledge, understanding, and /or access to evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.

Problem Statement 1 Areas: Student Learning

Problem Statement 6: There is a need for team collaboration in order to successfully implement core content curriculum.

Root Cause 6: Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 10: There is a need to increase support for the social/emotional wellness of learners.

Root Cause 10: COVID-19 has resulted in a negative impact on our learners' social skills.

Problem Statement 10 Areas: Perceptions

Problem Statement 5: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds.

Root Cause 5: Since COVID, our learners' academic and social emotional needs have increased so that additional services and supports are now needed.

Problem Statement 5 Areas: Demographics

Problem Statement 2: There is a need to focus on social-emotional skills including empathy, leadership, perseverance, and self-advocacy.

Root Cause 2: Teachers, parents, and learners report a growing need for social/emotional support.

Problem Statement 2 Areas: Student Learning

Problem Statement 7: There is a need for educators to grow in the creation and use of common formative assessments to understand the specific gaps their instruction should address.

Root Cause 7: There is a lack of understanding on how to effectively create and use CFAs and subsequently, adjust their instruction based on the data.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 11: There is a need for more parents to be actively involved in PTA.

Root Cause 11: Parents need to be aware of the need and be empowered to be actively involved.

Problem Statement 11 Areas: Perceptions

Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals.
Root Cause 3: Collected data is not always consistent, timely, or tied to current standards.
Problem Statement 3 Areas: Student Learning

Problem Statement 8: There is a need to ensure the master schedule allows for maximum instructional time.
Root Cause 8: An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need for systematic support through RtI to ensure learner growth.
Root Cause 9: Some learners demonstrate additional needs beyond effective Tier 1 instruction.
Problem Statement 9 Areas: School Processes & Programs

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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
- Student surveys and/or other feedback
- 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 surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Guiding Objectives

Revised/Approved: August 4, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2023, 60% of learners in K-5 will meet or exceed projected proficiency on MAP

High Priority

HB3 Guiding Objective

Evaluation Data Sources: TTESS observations and evaluations, MTSS schedule, MAP data, Classroom Data, DCFA assessment data, PLC agendas

Strategy 1 Details	Reviews			
Strategy 1: Administer monthly progress monitoring using math and reading ISIP.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students meeting expected monthly goals	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers, Administrators - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 1				
Strategy 2 Details	Reviews			
Strategy 2: Conduct observation feedback during Tier 1 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers' Tier 1 instruction will improve due to actionable feedback and reflective questioning following each walkthrough.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Classroom teachers - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Increase parent engagement by teaching parents how to partner with teachers through at-home use of Istation and DreamBox.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet the campus expectations for DB and Istation. **Staff Responsible for Monitoring:** Administration, classroom teachers - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2				

Strategy 4 Details	Reviews			
Strategy 4: Invite stakeholders to Coffee with the Principal and Lunch and Learn with the Principal which will incorporate an instructional component utilizing teachers/coaches to teach their children during monthly sessions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement and empower and build capacity with parents. **Staff Responsible for Monitoring:** Administration, Coaches **Problem Statements:** Demographics 1 - Perceptions 2				

Strategy 5 Details	Reviews			
Strategy 5: Collaboration among teachers to create plans based on current MAP and Reading data	**Formative**			**Summative**
Strategy's Expected Result/Impact: Individualized small group plans for 100% of students in math and reading.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, ESSER teachers, Math and Reading Coaches **Problem Statements:** Student Learning 3 - School Processes & Programs 1, 2, 4				

Strategy 6 Details		**Reviews**			
Strategy 6: Utilizing the PLC process, teachers will engage weekly during Collaborative Team Time to design instruction based on state standards, identified learning targets and student data.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of Blanton students that meet and/or exceed projected proficient growth in reading and math **Staff Responsible for Monitoring:** Administration, PLC leaders, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction					

Strategy 7 Details		**Reviews**			
Strategy 7: Provide professional learning for teachers on differentiation in the classroom to meet the variety of academic needs.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased understanding of collaboration and how to design effective Tier 1 instruction to meet the needs of all students. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 1					

Strategy 8 Details		**Reviews**			
Strategy 8: Utilize non-fiction text to integrate social studies with language arts.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement with written response QA and higher-level		**Oct**	**Jan**	**Mar**	**June**
discourse. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Parents struggle with understanding how to best support their child with their academics and school skills. **Root Cause**: Parents are not aware how to support the 7 Habits associated with the Leader in Me at home.
Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Since COVID, our learners' academic and social emotional needs have increased so that additional services and supports are now needed.

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier 1 instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge, understanding, and /or access to evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: Collected data is not always consistent, timely, or tied to current standards.

School Processes & Programs
Problem Statement 1: There is a need for team collaboration in order to successfully implement core content curriculum. **Root Cause**: Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.
Problem Statement 2: There is a need for educators to grow in the creation and use of common formative assessments to understand the specific gaps their instruction should address. **Root Cause**: There is a lack of understanding on how to effectively create and use CFAs and subsequently, adjust their instruction based on the data.
Problem Statement 4: There is a need for systematic support through RtI to ensure learner growth. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier 1 instruction.

Perceptions
Problem Statement 2: There is a need for more parents to be actively involved in PTA. **Root Cause**: Parents need to be aware of the need and be empowered to be actively involved.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Execute structured, systematic daily phonics lessons for 100% of Pk-3rd grade learners.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP, Reading level data, Formative and Summative Classroom Assessments

Strategy 1 Details	Reviews			

Strategy 1: Increase competency of teachers with using phonics, other strategies aligned with the Science of Reading, and phonemic awareness resources through targeted professional development and book studies.
    Strategy's Expected Result/Impact: Increased teacher efficacy and improved student achievement.
    Staff Responsible for Monitoring: Classroom teachers, Administrators
 	
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 2, 3, 4
	Formative			**Summative**

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

Strategy 2 Details	Reviews			

Strategy 2: Increase accessibility to quality decodable books for PK-3 grade learners.
    Strategy's Expected Result/Impact: Improved student achievement.
    Staff Responsible for Monitoring: Coaches, Administration
 	
TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 5: Effective Instruction
	Formative			**Summative**

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

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

Goal 2 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Since COVID, our learners' academic and social emotional needs have increased so that additional services and supports are now needed.

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier 1 instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge, understanding, and /or access to evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: Collected data is not always consistent, timely, or tied to current standards.

School Processes & Programs
Problem Statement 1: There is a need for team collaboration in order to successfully implement core content curriculum. **Root Cause**: Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.
Problem Statement 2: There is a need for educators to grow in the creation and use of common formative assessments to understand the specific gaps their instruction should address. **Root Cause**: There is a lack of understanding on how to effectively create and use CFAs and subsequently, adjust their instruction based on the data.
Problem Statement 3: There is a need to ensure the master schedule allows for maximum instructional time. **Root Cause**: An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.
Problem Statement 4: There is a need for systematic support through RtI to ensure learner growth. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier 1 instruction.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By June 2023, principal and assistant principal will grow in their knowledge and understanding of how to more effectively lead teachers' in the areas of curriculum, MTSS, and professional learning communities by attending professional development and sharing and implementing strategies learned.

Evaluation Data Sources: TPESS, MTSS schedule, MAP data, Classroom Data, Upbeat and Campus Survey Data, PLC agendas

Strategy 1 Details	Reviews			
Strategy 1: Increase principal and assistant principal leadership knowledge and build collective efficacy through in person professional development and targeted online learning associated with professional association memberships.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement and teacher engagement **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3				

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

Goal 3 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Since COVID, our learners' academic and social emotional needs have increased so that additional services and supports are now needed.
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier 1 instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge, understanding, and /or access to evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
Problem Statement 2: There is a need to focus on social-emotional skills including empathy, leadership, perseverance, and self-advocacy. **Root Cause**: Teachers, parents, and learners report a growing need for social/emotional support.
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: Collected data is not always consistent, timely, or tied to current standards.

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

Goal 1: By May 2023, 100% of CFBISD required safety and security drills will be conducted and monitored for effectiveness and next steps.

Evaluation Data Sources: Safety and Security Documentation, Crisis Team Agendas, Communication Logs with Irving Fire/PD Dept.

Strategy 1 Details	Reviews			
Strategy 1: Increase teacher and school training regarding safety and security protocols.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness and understanding of what to do in case of an emergency.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning				
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 2: In collaboration with the counselor and Lighthouse Team, a minimum of 2 flexible learning spaces will be created for staff and student use by April 2023.

    Evaluation Data Sources: Student Surveys, Staff Surveys, School observations

Strategy 1 Details	Reviews			
Strategy 1: Increase the use of flexible seating and sensory tools for students in classrooms and flexible learning spaces.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student self-regulation leading to improved classroom behaviors and student achievement. **Staff Responsible for Monitoring:** Staff, Administration - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Student Learning 2 - Perceptions 1	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Implement collaborative game stations for students and staff to use while practicing their social and leadership skills and strengthening relationships.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased leadership and positive social behaviors leading to a stronger focus on learning. **Staff Responsible for Monitoring:** Classroom teachers/staff, Administrators - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 2, 3 - School Processes & Programs 1, 3, 4	**Oct**	**Jan**	**Mar**	**June**

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

Goal 2 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Since COVID, our learners' academic and social emotional needs have increased so that additional services and supports are now needed.

Student Learning
Problem Statement 2: There is a need to focus on social-emotional skills including empathy, leadership, perseverance, and self-advocacy. **Root Cause**: Teachers, parents, and learners report a growing need for social/emotional support.
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: Collected data is not always consistent, timely, or tied to current standards.

School Processes & Programs
Problem Statement 1: There is a need for team collaboration in order to successfully implement core content curriculum. **Root Cause**: Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.
Problem Statement 3: There is a need to ensure the master schedule allows for maximum instructional time. **Root Cause**: An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.
Problem Statement 4: There is a need for systematic support through RtI to ensure learner growth. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier 1 instruction.

Perceptions
Problem Statement 1: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: COVID-19 has resulted in a negative impact on our learners' social skills.

Guiding Objective 3: Optimize Community Engagement

Goal 1: Increase opportunities for parents to be involved in their child's elementary career so that 85% of all parents engage with school personnel via parent conferences or other school-wide events.

High Priority

Evaluation Data Sources: Sign in Sheets, Parent Square data

Strategy 1 Details		Reviews		
Strategy 1: During the beginning of the year Parent Meetings (Curriculum Night), teach and model for parents how to support their child: homework expectations, technology troubleshooting and acceptable use, school communication, etc.		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased parent engagement and student participation with homework leading to improved student achievement.
    Staff Responsible for Monitoring: Administration, teachers
 	
  - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
  - Targeted Support Strategy - Additional Targeted Support Strategy
Problem Statements: Demographics 1 - Student Learning 2 - Perceptions 2					

Strategy 2 Details		Reviews		
Strategy 2: Share parent tips and important school information through weekly classroom and principal S'more communications.		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased parent awareness of events and ways they can help their child (ren).
    Staff Responsible for Monitoring: Classroom teachers, Administrators
 	
  - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Problem Statements: Demographics 1 - Student Learning 2 - Perceptions 2					

Strategy 3 Details	Reviews			
Strategy 3: Invite parents to participate in a "Learn at Home" component with Leader in Me which will include monthly school check-ins to share strategies that align with the 7 Habits	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent understanding of the 7 Habits and a deeper level of internalization of how to be a leader on the part of the student. **Staff Responsible for Monitoring:** Administration, Counselor **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 2				

Strategy 4 Details	Reviews			
Strategy 4: Invite families to participate in a Family Literacy Night where all stakeholders can participate in activities to promote and support literacy.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased reading engagement and improved family communication **Staff Responsible for Monitoring:** Administration, Counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2 - Perceptions 1, 2				

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

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Parents struggle with understanding how to best support their child with their academics and school skills. **Root Cause**: Parents are not aware how to support the 7 Habits associated with the Leader in Me at home.
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier 1 instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge, understanding, and /or access to evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
Problem Statement 2: There is a need to focus on social-emotional skills including empathy, leadership, perseverance, and self-advocacy. **Root Cause**: Teachers, parents, and learners report a growing need for social/emotional support.
Perceptions
Problem Statement 1: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: COVID-19 has resulted in a negative impact on our learners' social skills.

Perceptions
Problem Statement 2: There is a need for more parents to be actively involved in PTA. **Root Cause**: Parents need to be aware of the need and be empowered to be actively involved.

Guiding Objective 3: Optimize Community Engagement

Goal 2: Collaborate with PTA so that by December 2022, 100% of PK-5 classrooms will have a PTA Homeroom Representative.

High Priority

Evaluation Data Sources: PTA roles, sign-in sheet

Strategy 1 Details	Reviews			
Strategy 1: Increase awareness for the need to have a parent representative for each classroom during Meet the Teacher, via classroom and school newsletters, and Curriculum Night via school and teachers' communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will see the need and volunteer to be room parents. **Staff Responsible for Monitoring:** Teachers, Administration - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2	**Oct**	**Jan**	**Mar**	**June**

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

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Parents struggle with understanding how to best support their child with their academics and school skills. **Root Cause**: Parents are not aware how to support the 7 Habits associated with the Leader in Me at home.
Perceptions
Problem Statement 2: There is a need for more parents to be actively involved in PTA. **Root Cause**: Parents need to be aware of the need and be empowered to be actively involved.

Guiding Objective 3: Optimize Community Engagement

Goal 3: Increase PTA membership to 25% of Blanton's students by March 2022.

High Priority

Evaluation Data Sources: PTA membership roles

Strategy 1 Details	Reviews			
Strategy 1: Conduct classroom and grade level competitions for the largest number of PTA memberships to earn a class party.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased parent engagement. **Staff Responsible for Monitoring:** Classroom teachers, Administrators **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3 Problem Statements:

Perceptions
Problem Statement 2: There is a need for more parents to be actively involved in PTA. **Root Cause**: Parents need to be aware of the need and be empowered to be actively involved.

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

Goal 1: Reconfigure schedule so that 100% of Pk-5th graders will participate in Student Clubs during the school day each Friday beginning with the 2nd 9 Weeks of school.

> **High Priority**

> **Evaluation Data Sources:** Student Surveys, Teacher Surveys, Administration observation

Strategy 1 Details	Reviews			
Strategy 1: Leader in Me action teams will survey students and teachers to find top club options and match students to one of their top choices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement.	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Administration, Teachers
 	
  - TEA Priorities:
Recruit, support, retain teachers and principals
  - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
  Problem Statements: Student Learning 2, 3 - School Processes & Programs 3 - Perceptions 1				

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

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: There is a need to focus on social-emotional skills including empathy, leadership, perseverance, and self-advocacy. **Root Cause**: Teachers, parents, and learners report a growing need for social/emotional support.
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: Collected data is not always consistent, timely, or tied to current standards.
School Processes & Programs
Problem Statement 3: There is a need to ensure the master schedule allows for maximum instructional time. **Root Cause**: An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.
Perceptions
Problem Statement 1: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: COVID-19 has resulted in a negative impact on our learners' social skills.

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

Goal 2: Increase student leadership opportunities so that by May 2023, 100% of K-5 students will be involved in leadership within the classrooms or the school..

High Priority

Evaluation Data Sources: Student surveys, staff surveys

Strategy 1 Details	Reviews			
Strategy 1: Equip each classroom teacher with the knowledge and tools necessary to incorporate student classroom jobs and strategies that align with the 7 Habits/Leader in Me.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will put their 7 Habits into practice through self-leadership. **Staff Responsible for Monitoring:** teachers, administrators - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 2, 3 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1				
0% No Progress **100% Accomplished** **→ Continue/Modify** **✗ Discontinue**				

Goal 2 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Since COVID, our learners' academic and social emotional needs have increased so that additional services and supports are now needed.

Student Learning
Problem Statement 2: There is a need to focus on social-emotional skills including empathy, leadership, perseverance, and self-advocacy. **Root Cause**: Teachers, parents, and learners report a growing need for social/emotional support.
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: Collected data is not always consistent, timely, or tied to current standards.

School Processes & Programs
Problem Statement 1: There is a need for team collaboration in order to successfully implement core content curriculum. **Root Cause**: Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.

School Processes & Programs
Problem Statement 2: There is a need for educators to grow in the creation and use of common formative assessments to understand the specific gaps their instruction should address. **Root Cause**: There is a lack of understanding on how to effectively create and use CFAs and subsequently, adjust their instruction based on the data.
Problem Statement 3: There is a need to ensure the master schedule allows for maximum instructional time. **Root Cause**: An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.
Problem Statement 4: There is a need for systematic support through RtI to ensure learner growth. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier 1 instruction.
Perceptions
Problem Statement 1: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: COVID-19 has resulted in a negative impact on our learners' social skills.

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

Goal 3: Celebrate student attendance with monthly attendance celebrations to recognize students who are at school on time each day - beginning September 2022 through May 2023.

High Priority

Evaluation Data Sources: Attendance records

Strategy 1 Details			Reviews			
Strategy 1: Implement various celebrations to reward students who are at school on time daily.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced tardies and absences leading to more students in school learning and achieving. **Staff Responsible for Monitoring:** administration, classroom teachers **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3 - Perceptions 1			**Oct**	**Jan**	**Mar**	**June**

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

Goal 3 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Since COVID, our learners' academic and social emotional needs have increased so that additional services and supports are now needed.
School Processes & Programs
Problem Statement 1: There is a need for team collaboration in order to successfully implement core content curriculum. **Root Cause**: Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.
Problem Statement 3: There is a need to ensure the master schedule allows for maximum instructional time. **Root Cause**: An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.
Perceptions
Problem Statement 1: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: COVID-19 has resulted in a negative impact on our learners' social skills.

Guiding Objective 5: Optimize All Available Resources

Goal 1: Engage in next steps through ongoing review and implementation of the 5 that Drive including using the rubrics to determine celebrations and next steps to improve student learning by May 2023.

High Priority

Evaluation Data Sources: 5 the Drive rubrics, Tier 2-3 data, MAP results and DCFA, TTESS

Strategy 1 Details		Reviews			
Strategy 1: Review and analyze discipline data in order to look at equitable practices and interventions/supports.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in counselor support, restorative practices, implementation of 7 Habits, and reduced negative discipline reports.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, counselor **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 4 - Perceptions 1					
Strategy 2 Details		**Reviews**			
Strategy 2: Maintain timely on-boarding practices to support new staff members through a systematic mentoring program designed to model, teach, inform and build relationships.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in teacher retention		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration and Grade-level team leads **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2					

Strategy 3 Details	Reviews			
Strategy 3: Review monthly the expenditures and budget analysis to determine campus needs for operations, staff support and student achievement. **Strategy's Expected Result/Impact:** Campus administration and secretary will use the TEAMS Budget Report and Staff Requests to optimize student achievement and growth. **Staff Responsible for Monitoring:** Administration, Secretary **Problem Statements:** Student Learning 3 - School Processes & Programs 1	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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

Goal 1 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Since COVID, our learners' academic and social emotional needs have increased so that additional services and supports are now needed.
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier 1 instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge, understanding, and /or access to evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
Problem Statement 2: There is a need to focus on social-emotional skills including empathy, leadership, perseverance, and self-advocacy. **Root Cause**: Teachers, parents, and learners report a growing need for social/emotional support.
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: Collected data is not always consistent, timely, or tied to current standards.
School Processes & Programs
Problem Statement 1: There is a need for team collaboration in order to successfully implement core content curriculum. **Root Cause**: Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.
Problem Statement 2: There is a need for educators to grow in the creation and use of common formative assessments to understand the specific gaps their instruction should address. **Root Cause**: There is a lack of understanding on how to effectively create and use CFAs and subsequently, adjust their instruction based on the data.
Problem Statement 4: There is a need for systematic support through RtI to ensure learner growth. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier 1 instruction.
Perceptions
Problem Statement 1: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: COVID-19 has resulted in a negative impact on our learners' social skills.

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	1	1	Administer monthly progress monitoring using math and reading ISIP.
3	1	1	During the beginning of the year Parent Meetings (Curriculum Night), teach and model for parents how to support their child: homework expectations, technology troubleshooting and acceptable use, school communication, etc.

Additional Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	1	1	Administer monthly progress monitoring using math and reading ISIP.
3	1	1	During the beginning of the year Parent Meetings (Curriculum Night), teach and model for parents how to support their child: homework expectations, technology troubleshooting and acceptable use, school communication, etc.

Plan Notes

HB 3 Board Goals (Revised 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	46	*	47	*		*		*	*	44	42
2018 STAAR	44	51	*	52	*		*		*	*	51	56
2019 STAAR	43	46	47	48	45		*		*	29	38	30
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	34	*	33	20		*		*	33	36	29
2022 STAAR	39	39	47	39	29		*		*	33	38	30
2023 STAAR	42	44	48	45	39		*		*	32	41	32
2024 STAAR	46	49	50	51	48		*		*	32	43	33

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	63	*	62	*		*		*	*	63	62
2018 STAAR	46	46	*	46	*		*		*	*	44	46
2019 STAAR	48	56	59	52	73		*		*	36	52	42
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	15	*	17	0		*		*	29	15	19
2022 STAAR	33	30	59	30	25		*		*	32	28	28
2023 STAAR	41	44	60	42	51		*		*	36	42	36
2024 STAAR	48	59	62	55	76		*		*	39	55	45

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Tricia Badillo	Principal
Classroom Teacher	Evangelina Rios	Bilingual Teacher
Classroom Teacher	Mady Clowers	Teacher
Classroom Teacher	Jenifer Chavez	Bilingual Teacher
Classroom Teacher	Genesis Trigueros	Teacher
Administrator	Johana Jimenez	Assistant Principal
Non-classroom Professional	Kasi Baudo	Counselor
Classroom Teacher	Breanna Hutchins	SPED Teacher
Classroom Teacher	Jacqueline Garcia	Bilingual Teacher
Parent	Terrjie Allen	Parent
Parent	January Swiderski	Parent
Non-classroom Professional	Teresa Raney	ESSER Teacher
Non-classroom Professional	Alison Vise	Dyslexia Interventionist
Business Representative	Mandy Reed	Business Representative
Community Representative	Rebkah Pitts	Community/Business Representative
Parent	Heather Driscoll	Parent