Carrollton-Farmers Branch Independent School District

Blanton Elementary

2024-2025 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: May 24, 2024

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 8.55% White, 65.6% African American, 79.5% Hispanic, 2.35% Asian, 3.21% Two or More, and .43 % Native American.

Additionally, the campus serves 82% economically disadvantaged students, 24.8% special education students, 9.2% dyslexia, .39% Homeless, 3.4% Section 504, 5.3% Gifted and Talented, and 55% Limited English proficient students.

Attendance rates include:

- PK: 94.3%
- K: 94.5%
- 1st: 95.5%
- 2nd: 94.1%
- 3rd: 95.3%
- 4th: 96.6%
- 5th: 96.4%
- Average school attendance: 96.4%

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.

Blanton consistently attracts educators who are dedicated to continuous growth and working together as a team so we can achieve our vision to be the BEST School in Texas.

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: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds.
Root Cause: Over the past several years, our learners' academic and social-emotional needs have increased resulting in additional services and supports.

Problem Statement 3: There is a need for additional parent involvement and leadership with PTA .
Root Cause: While our parents are supportive of our school and are proud of the education that their child(ren) receive, there is a hesitation by many to join/participate in the PTA.

Student Learning

Student Learning Summary

3rd grade Math STAAR:

Year	Approaches	Meets	Master
2022	65%	35%	16%
2023	73%	42%	11%
2024	85%	46%	13%

4th grade Math STAAR:

Year	Approaches	Meets	Master
2022	76%	39%	20%
2023	75%	52%	21%
2024	72%	45%	17%

5th grade Math STAAR:

Year	Approaches	Meets	Master
2022	72%	27%	5%
2023	84%	46%	20%
2024	81%	55%	10%

3rd-grade Reading STAAR:

Year	Approaches	Meets	Master
2022	63%	37%	21%
2023	80%	54%	8%
2024	69%	40%	17%

4th grade Reading STAAR:

Year	Approaches	Meets	Master
2022	75%	45%	18%
2023	64%	45%	16%
2024	85%	46%	13%

5th-grade Reading STAAR:

Year	Approaches	Meets	Master
2022	84%	54%	25%
2023	84%	54%	14%
2024	76%	55%	31%

As we go into the 2024-25 school year, we will collect and track data on learner growth using data measures such as:

- MAP
- iStation
- Liftoff/Progress Learning
- Panorama
- TELPAS
- Classroom formative data and summative grades
- 2024 STAAR Data
- Reading Levels
- TEKS Master Tracker

Student Learning Strengths

- Explicit, systemic phonics instruction is provided daily for PK-3rd.
- Educator/Team T-TESS goals target specific deficit skills and provide consistent data focused on learner and student group growth.
- Use of HMH Reading PK-5 is providing strong Tier 1 curriculum as well as Tier 2 supports for RTI monitoring and Dyslexia Testing
- Classroom monitoring of learner's progress with 3-2-1 system is leading to increased mastery of standards
- 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 Math.
- Classroom educators clearly state and learners are able to articulate the standards/objectives and expected outcomes for each lesson
- 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 including MAP
- Students express a sense of ownership over their learning
- Students take leadership and monitor their academic and social-emotional goals

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: 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 and systematically track essential skills per unit/9 weeks that align with essential standards.
Root Cause: Collected data is not always consistent, timely, or tied to current standards.

Problem Statement 4 (Prioritized): There is a need to systematically track specific skills aligned with essential standards.
Root Cause: A school-wide skills tracking system is needed.

Problem Statement 5: There is a need to systematically track individual, classroom, and schoolwide academic goals.

Root Cause: Students and teachers need to have clear systems and expectations

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 fifth year operating as a Professional Learning Community. 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 has time built into their daily schedule focused on providing extensions or interventions for learners. Teachers have established a systematic approach to supporting students in grades K-5 who demonstrate academic deficits in reading and/or math. 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 and grow academically. 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 academic and social-emotional growth of all students as learners and leaders.
- Students, classes, and grade levels focus on a school-wide goal to promote advanced achievement
- Systems to support shared leadership are integrated into all school activities.
- 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 relationship 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, 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: 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.

Problem Statement 3 (Prioritized): There is a need to ensure the master schedule allows for maximum instructional time for Tier 1 and Tier 2/3 interventions.
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

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 and expecting 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 Month" as we highlight students based on the highlighted habit each month and "Leaders of the Year" recognition at the 9-week 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 and has an award-winning Robotics Team.
- Blanton Elementary has been a *Leader in Me* school for the past four years and has been highlighted as a showcase campus for other campus leaders to visit.
- There is a strong focus on educating the whole child by all Blanton stakeholders.
- Opportunities for student and staff leadership are embedded in school systems.
- Recognized Common Sense School provides digital literacy for all students.
- Students' academic and leadership success is valued and successes celebrated.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase support for staff and provide more opportunities for relationships and community building.
Root Cause: Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.

Problem Statement 2 (Prioritized): There is a need to increase support for the social/emotional wellness of learners.
Root Cause: Students have higher levels of anxiety and more frequent dysregulation issues.

Problem Statement 3: There is a need to expand leadership opportunities for students and staff.
Root Cause: As our campus increases our understanding of how to successfully lead ourselves and others, additional opportunities are needed to expand these skills.

Priority Problem Statements

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 2: There is a need to systematically track specific skills aligned with essential standards.
Root Cause 2: A school-wide skills tracking system is needed.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need for team collaboration in order to successfully implement core content curriculum.
Root Cause 3: Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to increase support for staff and provide more opportunities for relationships and community building.
Root Cause 4: Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to increase support for the social/emotional wellness of learners.
Root Cause 5: Students have higher levels of anxiety and more frequent dysregulation issues.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Parents struggle with understanding how to best support their child with their academics and school skills.
Root Cause 6: Parents are not aware how to support the 7 Habits associated with the Leader in Me at home.
Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a need to ensure the master schedule allows for maximum instructional time for Tier 1 and Tier 2/3 interventions.
Root Cause 7: An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.
Problem Statement 7 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)
- 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
- Federal Report Card and accountability data
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- 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
- 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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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: May 24, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2025, the median percentage of K-5 learners whose scores met the approaches, meets or masters expectation for growth on the MAP tests will increase from 55% to 62% for Spanish Reading, 51% to 58% for English Reading, 49% to 55% for Math, and 56% to 61% for Science.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: TTESS observations and evaluations, MTSS data, MAP Data, Classroom Assessment Data, DCFA, PLC agendas, monthly ISIP student summary reports, Progress Learning/Lift-Off data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide specific observation feedback during Tier 1 instruction **Strategy's Expected Result/Impact:** Teachers' Tier 1 instruction will improve due to actionable feedback and reflective questioning following walkthroughs and observations. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1, 3 - Perceptions 1 **Funding Sources:** Classroom Books to encourage school wide reading engagement - 211 Title I - 211-11-6329-00-110-99-000 - $1,403				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase parent engagement and parent/school partnerships, invite stakeholders to engage with the principal and coaches before school, during lunch times, and in the evenings to learn how to better understand how to support their child(ren) at school and understand assessment data. **Strategy's Expected Result/Impact:** Increased student achievement and empower and build capacity with families. **Staff Responsible for Monitoring:** Administration, Coaches **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** 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 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide extended planning times for educators to collaborate and create plans based on current MAP and classroom data. **Strategy's Expected Result/Impact:** Increased student achievement due to differentiated plans for all tiers of instruction. **Staff Responsible for Monitoring:** Administration, Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- 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: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3 **Funding Sources:** Substitutes for Teacher Planning - 211 Title I - 211-11-6112-00-110-30-000 - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Utilize the PLC process during weekly Collaborative Team Time to determine learning essentials and review student data/work to determine the effectiveness of instruction. **Strategy's Expected Result/Impact:** Increased student achievement as evidenced by the number of Blanton students that meet or exceed their projected growth in reading and math MAP **Staff Responsible for Monitoring:** Administration, Team Leaders, Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- 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, 4 - School Processes & Programs 1, 3 **Funding Sources:** Lead4Ward Field Guides - 211 Title I - 211-13-6399-00-110-99-000 - $250, Instructional Coach(s) - 211 Title I - 211-13-6119-00-110-30-000 - $57,771	25%	65%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide timely support and resources for students identified as at-risk of not meeting state standards and/or dropping out of school. **Strategy's Expected Result/Impact:** Increased achievement on state and local assessments **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - $375,000	25%	40%	100%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Provide resources for teachers to effectively teach math and reading standards. **Strategy's Expected Result/Impact:** Increased achievement **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1 **Funding Sources:** Resources and math materials - HMH Reading - 211 Title I - 211-11-6399-00-110-99-000 - $428, Heggerty Phonics for differentiated support - 211 Title I - $1,035, Reading and Math Resources for interventions - 211 Title I - $3,700, Hands on Standards Math small group resources - 211 Title I - $3,956, Books for School Wide Book of the Month - 211 Title I - $6,717.20	30%	55%	100%	

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 4: There is a need to systematically track specific skills aligned with essential standards. **Root Cause**: A school-wide skills tracking system is 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 for Tier 1 and Tier 2/3 interventions. **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 staff and provide more opportunities for relationships and community building. **Root Cause**: Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By June 2025, the percentage of all students that achieved Approaches, Meets or Masters on STAAR will increase from 71% to 80% in Reading and 33% to 45% in Math

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR, NWEA MAP Assessment, District Common Formative Assessments, Campus Skills Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporate research-based instructional strategies into all content areas through cross-curricular connections and campus-wide Ramped Up Read Aloud/Book of the Month **Strategy's Expected Result/Impact:** Increased student achievement in all content areas. **Staff Responsible for Monitoring:** Administration, Librarian, Classroom Teachers **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3 **Funding Sources:** Books/Learning Materials - 211 Title I - 211-11-6329-00-110-99-000 - $1,300	25%	65%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create vertically aligned essential standards for PK-5 collaboratively. **Strategy's Expected Result/Impact:** Increased student achievement and teacher efficacy **Staff Responsible for Monitoring:** Administration, Instructional Coach, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 3 **Funding Sources:** Substitutes for teachers to collaborate - 211 Title I - 211-11-6112-00-110-30-000 - $500	10%	45%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide 45-minute intervention time (WIN - What I Need) for grades 1st-5th during the school day so teachers can provide needed interventions for math and reading 4 days a week **Strategy's Expected Result/Impact:** Increased student achievement and increased focus on Tier 1 instruction for learners receiving dyslexia services. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 3	40%	65%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

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.
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 for Tier 1 and Tier 2/3 interventions. **Root Cause**: An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By June 2025, the percentage of all students that achieved Approaches, Meets, or Masters on STAAR will increase from 54% to 60% in Science

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR, NWEA MAP Assessment, District Common Formative Assessments, Campus Skills Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporate nonfiction texts aligned with grade-level science content and skills into tier 1 reading instruction and guided reading small groups. **Strategy's Expected Result/Impact:** Increased NWEA Science MAP achievement and STAAR achievement **Staff Responsible for Monitoring:** Teachers, Administration **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1	20%	35%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase collaboration time for Science to plan for intentional instruction for all Tiers **Strategy's Expected Result/Impact:** Increased student achievement on NWEA MAP and STAAR **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	5%	25%	100%	

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

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.

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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By June 2025, administrators and teachers will increase their knowledge and expertise of how to deliver effective instruction and be more effective instructional leaders in the areas of curriculum, bilingual education, leadership, leading professional learning communities, MTSS systems, and effective data tracking by attending professional development and sharing and implementing strategies learned.

High Priority

Evaluation Data Sources: TPESS, MTSS schedule/data, NWEA MAP and STAAR data, Upbeat and Campus Survey Data, PLC Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase principal and assistant principal leadership knowledge and build collective efficacy through in-person professional development, book studies, targeted leadership/learning applications, and related online learning associated with professional association memberships. **Strategy's Expected Result/Impact:** Increased student achievement and collective teacher efficacy **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 1 **Funding Sources:** Professional Learning Books - 211 Title I - 211-13-6329-00-110-99-000 - $1,000, Conference and associated travel and professional association fees - 211 Title I - 211-23-6411-00-110-99-000 - $2,000	35%	45%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase teachers' understanding of effective teaching and assessment strategies through focused professional development opportunities. **Strategy's Expected Result/Impact:** Increased student achievement reflected on district and state assessments. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1 **Funding Sources:** Professional Development Fees - 211 Title I - $2,000, Substitutes for teachers attending Professional Development - 211 Title I - $500	25%	45%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

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 4: There is a need to systematically track specific skills aligned with essential standards. **Root Cause**: A school-wide skills tracking system is 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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2025, the percentage of K-2 learners that meet or master district expectations that meet or master district expectations for reading will increase from 66% to 75%

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Fountas & Pinnell text level data; DCFAs; teacher formative assessments; campus essential skills tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute structured, systematic daily phonics lessons for 100% of PK-3rd grade learners **Strategy's Expected Result/Impact:** Increased student achievement using - NWEA MAP, Reading data, Formative/ Summative Classroom Assessments, STAAR **Staff Responsible for Monitoring:** Administration, Classroom Teachers, Instructional Coach **Title I:** 2.4, 2.5 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1, 3 **Funding Sources:** Poster maker supplies to make resources - 211 Title I - 211-11-6399-00-110-99-000 - $1,500, Reading and Phonics Materials - 211 Title I - 211-11-6399-00-110-99-000 - $500, Decodable Readers - 211 Title I - 211-11-6329-00-110-99-000 - $2,082.80, Take Home Readers - 211 Title I - 211-11-6329-00-110-99-000 - $500, Library Buckets and Cart for Decodables/Phonics Materials - 211 Title I - 211-11-6399-00-110-99-000 - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase teacher efficacy through the use of effective and systematic planning. **Strategy's Expected Result/Impact:** Increased student achievement using - NWEA MAP, Reading data, Formative/ Summative Classroom Assessments, STAAR **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1 **Funding Sources:** Professional Learning - 211 Title I - 211-13-6411-00-110-99-000 - $1,000	20%	45%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

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 4: There is a need to systematically track specific skills aligned with essential standards. **Root Cause**: A school-wide skills tracking system is 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 for Tier 1 and Tier 2/3 interventions. **Root Cause**: An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.

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

Goal 1: By May 2025, 100% of CFBISD-required safety and security drills will be conducted and monitored for effectiveness and next steps.

Evaluation Data Sources: District documentation, Raptor Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review and reinforce procedures for emergencies through the collaborative efforts of the campus security officer and administration as a school-wide safety team. **Strategy's Expected Result/Impact:** Increase campus preparedness for emergencies **Staff Responsible for Monitoring:** Administration, Security Officer **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 2	35%	70%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase the effective implementation of Raptor use for campus drills/emergencies **Strategy's Expected Result/Impact:** Increased student safety and emergency communication **Staff Responsible for Monitoring:** Principal, Assistant Principal, Security Officer **Problem Statements:** Perceptions 1	45%	70%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need to increase support for staff and provide more opportunities for relationships and community building. **Root Cause**: Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.
Problem Statement 2: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: Students have higher levels of anxiety and more frequent dysregulation issues.

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

Goal 2: My January 2025, school collaboration and celebration stations for students and staff will be used for students in PK-5 to use while strengthening their relationships as they practice their social and leadership skills

Evaluation Data Sources: Discipline and counselor data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize shared collaboration and create celebration stations for students in PK-5 and staff recognize academic and social achievement and provide opportunities for social/emotional lessons and activities for self-regulation and skills practice. **Strategy's Expected Result/Impact:** Increased student self-regulation, leading to improved classroom behaviors and student achievement due to more on-task behaviors **Staff Responsible for Monitoring:** Counselor, Librarian, Administration, Classroom Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2 **Funding Sources:** Materials and Resources to create Celebration and Game Stations - 211 Title I - 211-11-6399-00-110-99-000 - $2,000	35%	55%	100%	

 No Progress Accomplished Continue/Modify Discontinue

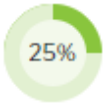
Goal 2 Problem Statements:

Perceptions
Problem Statement 1: There is a need to increase support for staff and provide more opportunities for relationships and community building. **Root Cause**: Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.
Problem Statement 2: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: Students have higher levels of anxiety and more frequent dysregulation issues.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2025, 100% of parents will have equitable access to Blanton Elementary and will be provided opportunities for family engagement.

Evaluation Data Sources: Parent Surveys, Sign-In Sheets, Parent Square/Smore Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teach and model for parents how to best support their child re: homework, technology use, school communication, Leader in Me during parent engagement options. **Strategy's Expected Result/Impact:** Increased parent engagement and student participation with homework leading to improved student achievement. **Staff Responsible for Monitoring:** Administration, teacher, Counselor **Title I:** 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Books for learners - 211 Title I - 211-61-6329-00-110-99-000 - $1,586, Strong Fathers, Strong Families - Math and Reading - 211 Title I - $4,800, Family Engagement Resources - 211 Title I - $413				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Show student-created "Habit of the Month" and "Math Game/Strategy of the Month" videos during Family Lunches **Strategy's Expected Result/Impact:** Increased parent involvement with academics and social-emotional skills resulting in greater achievement and improved self-regulation **Staff Responsible for Monitoring:** Counselor, Principal **Title I:** 2.5, 4.1, 4.2 **- 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 **Problem Statements:** Demographics 1 - Perceptions 1, 2 **Funding Sources:** Game materials - 211 Title I - $400				

 No Progress 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.
Perceptions
Problem Statement 1: There is a need to increase support for staff and provide more opportunities for relationships and community building. **Root Cause**: Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.
Problem Statement 2: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: Students have higher levels of anxiety and more frequent dysregulation issues.

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

Goal 1: By May 2025, 100% of PK-5 graders will participate in a minimum of 2 rounds of weekly student clubs.

Evaluation Data Sources: Student Surveys, Teacher Surveys, Administration Observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use staff and learner interest surveys to design club options and match students/teachers to one of their top choices. **Strategy's Expected Result/Impact:** Increased student engagement and attendance **Staff Responsible for Monitoring:** Administration, Teachers, Counselor **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 3 - Perceptions 2 **Funding Sources:** Club Supplies - 211 Title I - 211-11-6399-00-110-99-000 - $400	50%	70%	100%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1 Problem Statements:

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 for Tier 1 and Tier 2/3 interventions. **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 2: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: Students have higher levels of anxiety and more frequent dysregulation issues.

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

Goal 2: By May 2025, 100% of PK-5 learners will have held a minimum of 3 different leadership roles at the classroom and/or school level

Evaluation Data Sources: Student Surveys, Counselor data, Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Expand the role of Student Lighthouse Team with students from 3rd-5th grades. **Strategy's Expected Result/Impact:** Increased student engagement and attendance **Staff Responsible for Monitoring:** Counselor, Principal **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture	40%	75%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement autonomy with student goal setting and Leader in Me at the campus level through classroom use of Leadership Notebooks and classroom WIGS (Wildly Important Goals) **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Counselor, Librarian, Administrator, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 4 - School Processes & Programs 1, 3 - Perceptions 2 **Funding Sources:** Notebooks and LIM Resources for Leadership Binders - 211 Title I - 211-11-6399-00-110-99-000 - $1,000, Leadership supports for classroom instruction - 211 Title I - 211-11-6399-00-110-99-000 - $1,159, Professional Development on Academic Support through goal setting - 211 Title I - 211-13-6411-00-110-99-000 - $2,799, Celebration Station - 211 Title I - 211-11-6399-00-110-99-000 - $500	55%	85%	100%	

 No Progress 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.
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 4: There is a need to systematically track specific skills aligned with essential standards. **Root Cause**: A school-wide skills tracking system is 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 for Tier 1 and Tier 2/3 interventions. **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 2: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: Students have higher levels of anxiety and more frequent dysregulation issues.

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

Goal 3: By May 2024, a system for celebrating on-time and present students will be expanded

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a system of celebrations and rewards for students who are present from "bell to bell" **Strategy's Expected Result/Impact:** Increased student achievement and improved attendance **Staff Responsible for Monitoring:** Administration, Attendance Clerk, Classroom teachers **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2	50%	75%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 2: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: Students have higher levels of anxiety and more frequent dysregulation issues.

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

Goal 4: By May 2024, 100% of staff will have completed online or in-person Leader in Me training and/or will have visited a LIM Campus.

Evaluation Data Sources: Morning Leader Meetings, WIG Boards, Leadership Notebooks, TTESS Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct Professional Learning for staff by Franklin Covey for Leader in Me to increase understanding of how to best utilize data to make classroom decisions. **Strategy's Expected Result/Impact:** Increased student engagement and student achievement **Staff Responsible for Monitoring:** Administration, Counselor **Title I:** 2.5, 2.6 **- 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 **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1 **Funding Sources:** LIM Professional Development - 211 Title I - 211-13-6411-00-110-99-000 - $5,500	40%	80%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct Leader In Me (LIM) District Collaboration Days **Strategy's Expected Result/Impact:** Increased lighthouse team efficacy and student achievement **Staff Responsible for Monitoring:** Administrators, Counselor **Title I:** 2.5 **- 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:** School Processes & Programs 1 - Perceptions 1, 2	10%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

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.

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 for Tier 1 and Tier 2/3 interventions. **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 staff and provide more opportunities for relationships and community building. **Root Cause**: Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.

Problem Statement 2: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: Students have higher levels of anxiety and more frequent dysregulation issues.

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

Goal 5: By May 2025, 100% of students will have been taught multiple strategies to self-regulate their emotions through a systematic series of counselor-led lessons during whole group and/or small group sessions.

Evaluation Data Sources: Discipline Data, Counselor and Classroom anecdotal data, MTSS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Attend professional learning to acquire needed skills to deliver highly effective lessons on self-regulation and managing emotions. **Strategy's Expected Result/Impact:** Increased student achievement and decreased dis-regulated learners. **Staff Responsible for Monitoring:** Counselor, Principal **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** Professional Learning - 211 Title I - 211-13-6411-00-110-99-000 - $500	25%	55%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create calming corners in classrooms and regulation center to ensure all students have resources needed to self-regulate **Strategy's Expected Result/Impact:** Reduced discipline referrals and increased student achievement **Staff Responsible for Monitoring:** Counselor, Teachers **Title I:** 2.5, 2.51, 2.6 **Problem Statements:** Student Learning 1 - Perceptions 1, 2 **Funding Sources:** Counselor Resources for teaching lessons and materials/resources for self-regulation - 211 Title I - $3,300	50%	70%	100%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5 Problem Statements:

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.

Perceptions

Problem Statement 1: There is a need to increase support for staff and provide more opportunities for relationships and community building. **Root Cause**: Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.

Problem Statement 2: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: Students have higher levels of anxiety and more frequent dysregulation issues.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2024, 100% of Blanton staff members will be actively involved in shared decision-making and action planning for the campus.

Evaluation Data Sources: Action Team notes, CTT Agendas, Upbeat Survey, Campus Surveys, Campus Needs Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Expand the campus Action Teams in the areas of Culture, Academics, and Leadership to design experiences, build community-building opportunities, align grade level and campus goals, and promote student and staff leadership **Strategy's Expected Result/Impact:** Increased collective teacher efficacy and increased staff input and shared decision-making. **Staff Responsible for Monitoring:** Principal, Lighthouse Team Coordinators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1, 2	55%	70%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1 Problem Statements:

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.

Perceptions
Problem Statement 1: There is a need to increase support for staff and provide more opportunities for relationships and community building. **Root Cause**: Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.
Problem Statement 2: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: Students have higher levels of anxiety and more frequent dysregulation issues.

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2025, 100% of staff will have had multiple opportunities to build relationships through community-building events during the work day.

Evaluation Data Sources: Upbeat surveys, Campus Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead Teacher "Sharpen the Saw Clubs - monthly, scheduled teacher clubs based on staff interest **Strategy's Expected Result/Impact:** Increased teacher autonomy and efficacy **Staff Responsible for Monitoring:** Principal, Classroom teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Facilitate systematic relationship-building opportunities for new and returning staff **Strategy's Expected Result/Impact:** Increase in teacher retention **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement a revised, systematic Leader in Me and Blanton Mentoring system to provide an extra layer of support for all teachers in their first three years at Blanton **Strategy's Expected Result/Impact:** Increased teacher efficacy and consequently student achievement **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 3 - Perceptions 1, 2	25%	70%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

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 for Tier 1 and Tier 2/3 interventions. **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 staff and provide more opportunities for relationships and community building. **Root Cause**: Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.
Problem Statement 2: There is a need to increase support for the social/emotional wellness of learners. **Root Cause**: Students have higher levels of anxiety and more frequent dysregulation issues.

State Compensatory

Budget for Blanton Elementary

Total SCE Funds: $375,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Tutoring, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

Title I - Previous

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement and leadership as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Blanton's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Blanton's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Title I - Updated

Campus Improvement Committee

Committee Role	Name	Position
Parent	Chandra Aldridge	Parent
Non-classroom Professional	Jenna Michaud	Speech Pathologist/SPED
Business Representative	Katelyn Glasglow	Business Representative
Parent	Patrick Ratliff	Parent
Administrator	Toshia Blue	Assistant Principal
Administrator	Tricia Badillo	Principal
Non-classroom Professional	Brittany Ratliff	Librarian
Classroom Teacher	Arturo Cervantes	PE Teacher
Non-classroom Professional	Elccye Longazelle	SPED/Dyslexia
Classroom Teacher	Rucha Rajendra	5th Grade
Classroom Teacher	Jon'Nique Johnson	3rd Grade
Classroom Teacher	Genesis Trigueros	2nd Grade
Classroom Teacher	Wynell Jenkins	1st Grade
Classroom Teacher	Angelika Handley	Kindergarten
Parent	Tabatha Badillo	Parent
Classroom Teacher	Alicia Lovett	PK Teacher
Community Representative	Rebekah Pitts	Community/Business Representative
Business Representative	Mandy Reed	Community/Business Representative
Counselor	Kasondra Baudo	Counselor
Classroom Teacher	Erin Brown	4th Grade

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024