

Carrollton-Farmers Branch Independent School District

Blair 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 15, 2024

Demographics

Demographics Summary

Blair Elementary is a 20-year-old, PreK-5th grade Title I campus in Carrollton-Farmers Branch ISD located in Farmers Branch, TX. Farmers Branch is part of the larger DFW Metroplex, a suburb of Dallas, TX. Farmers Branch is an ethnically diverse community known for the number of parks/green spaces. In May 2024, Blair had approximately 500 students, with 90% of students being zoned to Blair Elementary.

Our demographics are as follows:

- 88.10% Hispanic
- 5.65% White
- 4.03% Black-African American
- 1.61% Two or More Races
- 0.4% Asian
- 0.2% American Indian-Alaskan Native

According to published instructional program data by the State, Blair Elementary educates students who are:

- 58.87% Emergent Bilingual
- 17.14% Special Education
- 1.41% Dyslexia
- 0.81% Section 504
- 9.88% Gifted and Talented
- 11.50% Mobility Rate
- 87.50% Economically Disadvantaged
- 66.73% At-Risk
- 0.20% Homeless
- 10.80 Average Years of Teacher Experience

Demographics Strengths

We have an ethnically diverse staff with a high teacher experience average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an ongoing challenge to meet the needs and the measures of academic success of a very diverse student population.

Root Cause: Language barriers for emergent bilingual students, socioeconomic factors impacting academic achievement, the needs of both gifted and at-risk students, and the potential impact of teacher experience on student outcomes.

Student Learning

Student Learning Summary

STAAR 3-8 *Preliminary Academic Performance All Administration for (057903131) - Blair Elementary				
	20-21	21-22	22-23	*23-24
Math				
Academic Readiness - Did Not Meet	32.44%	14.55%	5.47%	10.70%
Academic Readiness - Approaches	67.56%	85.45%	94.53%	89.30%
Academic Readiness - Meets	29.33%	59.15%	76.12%	71.63%
Academic Readiness - Masters	11.11%	27.23%	30.35%	31.16%
Reading				
Academic Readiness - Did Not Meet	36.44%	15.49%	7.96%	15.35%
Academic Readiness - Approaches	63.56%	84.51%	92.04%	84.65%
Academic Readiness - Meets	32.89%	59.62%	71.14%	63.26%
Academic Readiness - Masters	15.11%	38.03%	44.28%	37.67%
Science				
Academic Readiness - Did Not Meet	57.83%	25.97%	20.90%	41.89%
Academic Readiness - Approaches	42.17%	74.03%	79.10%	58.11%
Academic Readiness - Meets	4.82%	37.66%	43.28%	16.22%
Academic Readiness - Masters	1.20%	16.88%	17.91%	6.76%

Student Learning Strengths

Math and Reading scores remain mostly and consistently successful.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Science assessments at our school reveal consistently low student performance. While various factors could contribute to this, a significant concern is the potential impact of weak academic vocabulary development. Science content relies heavily on specialized terminology, and students struggling with these terms may face challenges in:

Root Cause: Comprehension: Difficulty understanding key concepts and scientific phenomena due to unfamiliar vocabulary. Analysis and Application: Inability to interpret data, solve problems, or apply scientific principles due to a lack of vocabulary fluency. Communication: Limited ability to express scientific understanding and reasoning due to a restricted vocabulary.

School Processes & Programs

School Processes & Programs Summary

The programs and processes at Blair revolve around Solution Tree's PLC questions:

- What do we want students to know and be able to do?
- How will we learn if they know it?
- How will we respond when some students do not learn?
- How will we extend learning for students who are already proficient?

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

- The question, "What do we want students to know and be able to do?" is the foundation of our grade-level Safety Net Acceleration Plan (SNAP) sheets. Each grade level team uses previous years' data to determine the essential standards for each unit, and are tracked in 4.5-week cycles. The SNAP sheets give a clear outline of grade-level specific skills in Reading and Math that teachers consistently utilize to ensure mastery as they progress through our online district curriculum and the State TEKS.
- The SNAP sheets also track the question, "How will we learn if they know it?", by the tracking analysis of reading levels, MAP, STAAR, and other assessments and screeners.
- The question, "How will we respond when some students do not learn?", we employ a school-wide tier system that identifies students for intermittent and fluid Tier 2 support or more intense Tier 3 instruction. The SNAP sheets play a significant role in tracking how each student needs support. At the end of every 4.5-week cycle, students are labeled as T1-T3 in both Reading, Math, or Science, and are shifted in and out of Tier instruction as needed.
- The question, "How will we extend learning for students who are already proficient?" gets addressed such that the students who are determined to be categorized as Tier 1 for a fluid period are supported with grade-level and beyond extension work, such as individual (online platform or paper-based) learning or small group projects. All students designated in Tier 1 for any length of time have the opportunity to use both types of learning extensions through daily choice boards or after-school extension groups.
- All instructional staff are required to meet 4 times a year to review SNAP data, typically at the end of the reporting cycle. During these meetings, in-depth discussions are had about each student's academic/social/emotional state. Although time-intensive, it provides all staff the opportunity to get a holistic view of each student on campus. All staff work together to ensure that students are being identified by name and need, ensuring that all students are achieving at high levels.
- All grade-level teachers hold tutoring sessions in 3-4 week cycles starting in late September of school and continuing through the end of April. Tutoring sessions are held 2-3 times per week and the rosters are modified every 4.5 weeks according to data. Teachers are required to turn in weekly lesson plans of the activities students are engaged in during tutoring. Tutoring outcomes are included in SNAP meeting discussions.

Our Instructional Leadership Team (ILT) and campus staff are being coached for the 2024-2025 school year by The Solution Tree/PLC's At Work Team to build a solid PLC system, thereby leveraging the observation-feedback cycle. Additionally, our campus has been trained on the Seidlitz 7-Steps to Building a Language-Rich Classroom. These processes will be centered around the following questions and the ILT will use them to engage in consistent informal/formal feedback to teachers:

- Does the classroom have an instructional organization?
- Is the teacher using any of the PLC strategies that have been learned?
- Is the evidence of Seidlitz's strategies in the lesson?
- What is the level of rigor in the lesson plan?
- Are students being asked to apply, evaluate, and synthesize new concepts/skills?
- What is the level of engagement in the classroom?
- Who is talking most in the classroom?
- Is there evidence of academic struggle?
- Are teachers aligned across a grade level and/or content?

In addition to the PLC/planning times for teachers, we also have instituted a "Wednesday Work" calendar that allows all staff members to engage in content-based, vertically-based, or grade-level discussions and planning. Staff meetings and various other staff events are held in conjunction with this time frame.

The ILT consists of two administrators, two instructional coaches, three academic interventionists, a dyslexia interventionist/instructional facilitator, a counselor, and the team leads for each grade level.

- Our administration works on a walk-through schedule of formal and informal observations that may or may not be a part of their T-TESS (Texas Teacher Evaluation and Support System) documentation for appraisal purposes. Teachers are divided among the two administrators and a system of bi-weekly observation-feedback is completed for each teacher. Additionally, auxiliary professional and paraprofessional staff are included in this system for optimal support to grade-level teams and their students.
- Our instructional coaches work on a schedule that gives all classroom teachers the opportunity for instructional coaching. Based on achievement/growth data, teachers are observed and coached on a weekly, biweekly, or monthly basis. There is no opt-out allowed. Teachers are required to review all units of study in reading, math, or science with coaches and/or administration. These positions are full-time positions, funded through Title 1.
- Our academic interventionists work on a Tier schedule that is fluid based on student data needs. Their objective is to bridge the gaps in learning, keeping documentation and communication with the grade-level teams as well as the ILT regularly. When their schedules allow, these ladies push into classrooms for support at a broader scale. These positions are 19.5-hour positions, funded through Title 1.
- Our dyslexia interventionist/instructional facilitator keeps a tight schedule with her dyslexia students while also learning the process of being an administrator. Whenever possible, she is shadowing administration to learn various roles and tasks.
- Our counselor keeps a consistent weekly/monthly calendar that allows her to push into classrooms or pull whole classes to complete counseling lessons consistent with state/federal requirements as well as campus/age-based social-emotional lessons. She also gives lessons on restorative behavior, relationships, college-career-military readiness, and secondary/post-secondary preparedness.
- Our grade-level team leads are involved in the ILT through the lens of growing leadership. These positions are applied for every two years and while stipended, are completely optional. The purpose of including the team leads in the ILT is to keep the lines of communication open and running smoothly. The team leads can at times complete classroom observations on an as-needed basis, but are also importantly used as instructional models for fledgling or struggling teachers.

In the 2024-2025 school year, our campus will create and utilize a staff portal that will improve communication and planning while also giving buy-in for other staff members to engage in leadership-style tasks. The portal will contain the following digital systems:

- Dashboard
- Essentials Tracker/SNAP Sheet Links
- Weekly Staff Newsletter
- PD Resources

School Processes & Programs Strengths

SNAP sheets

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our current observation and feedback cycle for teachers lacks consistency, potentially hindering its effectiveness in supporting professional growth. This inconsistency may manifest in several ways:

Root Cause: Variable Frequency: observation schedules with significant gaps between visits, reducing the opportunity for timely and targeted feedback. Inconsistent Practices: different approaches to feedback delivery, leading to confusion and a lack of clear direction for improvement. Limited Follow-Up: Debriefing after observations may be inconsistent hindering actionable steps.

Problem Statement 2 (Prioritized): Our current Professional Learning Communities (PLCs) lack a strong structure and supporting systems, hindering their effectiveness in driving collaborative learning and improving student outcomes. This is evidenced by the following issues:

Root Cause: Data Disconnect: struggle to analyze/interpret effectively, limiting the ability to identify common trends and inform instructional decisions. Limited Collaboration: structure may not facilitate deep collaboration/teachers default to information sharing rather than engaging in collaboration or simply acting individually. Unsustainable Practices: lack clear action steps and lead to disengagement.

Perceptions

Perceptions Summary

Mission: All students will become academically, socially, and emotionally ready for middle school. We. Are. Elite. Eagles.

Vision: High achievement for all students.

Academic Goal: All students, regardless of background, have the potential to become high-achieving critical thinkers. We, the staff, are committed to fostering their development into self-reflective, accountable, and respectful individuals who are prepared to navigate life's challenges with resilience.

Cultural Goal: Collaborative accountability of the WHOLE CHILD. Our school community fosters collaborative accountability. This means the staff supports each other in understanding grade-level standards, assessing student mastery, and addressing gaps. We leverage student data as the most objective measure of success, guiding all our collaborative efforts to ensure every student thrives.

- Admin supports and empowers: Reduce barriers to academic focus, maximize strengths, and support areas for growth.
- Staff cultivates a culture of support: Holds each other accountable positively and collaboratively.
- Parents nurture well-rounded development: Foster love of learning, social skills, emotional intelligence, respectful communication, and advocate for their child's success and well-being. Partners with the school to build lasting memories and a strong foundation for transferable academic success.
- Students embrace lifelong learning: Become active, collaborative learners with a growth mindset and self-awareness. Strive to be the best version of themselves, taking accountability and advocating for their needs.
- Community of thriving individuals: We nurture their academic, social, and emotional well-being through Social-Emotional Learning (SEL) and restorative practices. SEL equips students with the skills to manage emotions, build healthy relationships, and make responsible decisions, creating a foundation for strong learners and empathetic and compassionate individuals.
- Restorative practices strengthen this foundation. Through restorative circles and conflict resolution, students learn to take ownership of their actions, repair harm, and foster a sense of accountability within the community. Ultimately, we strive to create a space where students feel valued, respected, and supported in their academic journey and personal growth. Our classrooms foster positive behavior through incentives and emotional regulation tools. We believe in rewarding good choices while providing calming spaces like peace corners for students to manage their emotions effectively.

Perceptions Strengths

1. Blair Elementary thrives on a positive behavior management system, resulting in minimal office referrals.
2. Data-driven instruction guides our conversations at Blair. This ensures a clear and unbiased understanding of our academic performance by all staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Effectively translating our campus mission, vision, and goals into reality requires addressing a potential gap between our stated goals and the current state of collaborative accountability within the school community.

Root Cause: How to close the gap between individual needs and high achievement for all. Evaluate how our systems support teachers to analyze data, identify growth opportunities, and collaborate to address gaps. Evaluate how these aspects are integrated across all student interactions. What areas can be strengthened to close the achievement gap and ensure all students reach their full potential?

Priority Problem Statements

Problem Statement 1: Effectively translating our campus mission, vision, and goals into reality requires addressing a potential gap between our stated goals and the current state of collaborative accountability within the school community.

Root Cause 1: How to close the gap between individual needs and high achievement for all. Evaluate how our systems support teachers to analyze data, identify growth opportunities, and collaborate to address gaps. Evaluate how these aspects are integrated across all student interactions. What areas can be strengthened to close the achievement gap and ensure all students reach their full potential?

Problem Statement 1 Areas: Perceptions

Problem Statement 2: There is an ongoing challenge to meet the needs and the measures of academic success of a very diverse student population.

Root Cause 2: Language barriers for emergent bilingual students, socioeconomic factors impacting academic achievement, the needs of both gifted and at-risk students, and the potential impact of teacher experience on student outcomes.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Science assessments at our school reveal consistently low student performance. While various factors could contribute to this, a significant concern is the potential impact of weak academic vocabulary development. Science content relies heavily on specialized terminology, and students struggling with these terms may face challenges in:

Root Cause 3: Comprehension: Difficulty understanding key concepts and scientific phenomena due to unfamiliar vocabulary. Analysis and Application: Inability to interpret data, solve problems, or apply scientific principles due to a lack of vocabulary fluency. Communication: Limited ability to express scientific understanding and reasoning due to a restricted vocabulary.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our current Professional Learning Communities (PLCs) lack a strong structure and supporting systems, hindering their effectiveness in driving collaborative learning and improving student outcomes. This is evidenced by the following issues:

Root Cause 4: Data Disconnect: struggle to analyze/interpret effectively, limiting the ability to identify common trends and inform instructional decisions. Limited Collaboration: structure may not facilitate deep collaboration/teachers default to information sharing rather than engaging in collaboration or simply acting individually. Unsustainable Practices: lack clear action steps and lead to disengagement.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our current observation and feedback cycle for teachers lacks consistency, potentially hindering its effectiveness in supporting professional growth. This inconsistency may manifest in several ways:

Root Cause 5: Variable Frequency: observation schedules with significant gaps between visits, reducing the opportunity for timely and targeted feedback. Inconsistent Practices: different approaches to feedback delivery, leading to confusion and a lack of clear direction for improvement. Limited Follow-Up: Debriefing after observations may be inconsistent hindering actionable steps.

Problem Statement 5 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
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Running Records results
- Texas approved 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Capacity and resources data
- Study of best practices

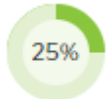


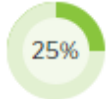






Guiding Objectives

Revised/Approved: August 8, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: 70% of all students will be reading on grade level by May 2025.

Evaluation Data Sources: Running records, MAP data, STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Provide intensive, systematic reading intervention during tier 1, tier 2, and tier 3 instruction. Strategy's Expected Result/Impact: An increase in students achieving "Meets or Masters" grade level on STAAR. Staff Responsible for Monitoring: Teachers, Interventionists, Administrators Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1 Funding Sources: Instructional Coach - 211 Title I - 211-13-6119-00-131-30-000 - \$88,501, Small Group Interventionists - 211 Title I - 211-11-6117-00-131-30-000 - \$36,499, Summer Institute for 1 admin and 3 teachers - 211 Title I - 211-13-6411-00-131-30-000 - \$1,200	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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: Increase in student achievement on local and state assessments. Staff Responsible for Monitoring: Administrators, Interventionists Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1 Funding Sources: Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - \$123,000	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1 Problem Statements:

Demographics

Problem Statement 1: There is an ongoing challenge to meet the needs and the measures of academic success of a very diverse student population. **Root Cause:** Language barriers for emergent bilingual students, socioeconomic factors impacting academic achievement, the needs of both gifted and at-risk students, and the potential impact of teacher experience on student outcomes.

Student Learning

Problem Statement 1: Science assessments at our school reveal consistently low student performance. While various factors could contribute to this, a significant concern is the potential impact of weak academic vocabulary development. Science content relies heavily on specialized terminology, and students struggling with these terms may face challenges in: **Root Cause:** Comprehension: Difficulty understanding key concepts and scientific phenomena due to unfamiliar vocabulary. Analysis and Application: Inability to interpret data, solve problems, or apply scientific principles due to a lack of vocabulary fluency. Communication: Limited ability to express scientific understanding and reasoning due to a restricted vocabulary.











Perceptions

Problem Statement 1: Effectively translating our campus mission, vision, and goals into reality requires addressing a potential gap between our stated goals and the current state of collaborative accountability within the school community. **Root Cause:** How to close the gap between individual needs and high achievement for all. Evaluate how our systems support teachers to analyze data, identify growth opportunities, and collaborate to address gaps. Evaluate how these aspects are integrated across all student interactions. What areas can be strengthened to close the achievement gap and ensure all students reach their full potential?

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

Goal 1: 100% of evacuation drills will be completed using the Raptor Emergency Management System, with 100% of staff and students showing as accounted for with a location.

Evaluation Data Sources: Raptor Emergency management System

Strategy 1 Details	Reviews			
Strategy 1: Complete a practice drill in August during staff PD to assist in educating all staff on how to use the system to the level of reporting and applying location. Strategy's Expected Result/Impact: The staff will be able to accurately account for themselves and the students in their possession at a given location. Staff Responsible for Monitoring: Administrators, Security Specialist Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide follow-up data to staff on the results of monthly drills and follow-up instructions to correct errors for future drills. Strategy's Expected Result/Impact: The staff will be able to account for themselves and the students in their possession at a given location with higher accuracy and timing. Staff Responsible for Monitoring: Administrators, Security Specialist Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our current observation and feedback cycle for teachers lacks consistency, potentially hindering its effectiveness in supporting professional growth. This inconsistency may manifest in several ways: Root Cause: Variable Frequency: observation schedules with significant gaps between visits, reducing the opportunity for timely and targeted feedback. Inconsistent Practices: different approaches to feedback delivery, leading to confusion and a lack of clear direction for improvement. Limited Follow-Up: Debriefing after observations may be inconsistent hindering actionable steps.



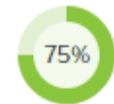




School Processes & Programs

Problem Statement 2: Our current Professional Learning Communities (PLCs) lack a strong structure and supporting systems, hindering their effectiveness in driving collaborative learning and improving student outcomes. This is evidenced by the following issues: **Root Cause:** Data Disconnect: struggle to analyze/interpret effectively, limiting the ability to identify common trends and inform instructional decisions. Limited Collaboration: structure may not facilitate deep collaboration/teachers default to information sharing rather than engaging in collaboration or simply acting individually. Unsustainable Practices: lack clear action steps and lead to disengagement.

Guiding Objective 3: Optimize Community Engagement

Goal 1: 100% of families will better understand their student's academic progress by May 2025.

Evaluation Data Sources: Report cards, MAP/SNAP data

Strategy 1 Details	Reviews			
Strategy 1: Send data home to inform parents of the essential standards and how their child performs. Strategy's Expected Result/Impact: Students and parents will better understand the essential standards and their student's performance. Staff Responsible for Monitoring: Teachers, Administrators Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1 Problem Statements:

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Guiding Objective 3: Optimize Community Engagement

Goal 2: Complete at least eight community engagement opportunities will be held in the evening to improve school-community involvement.

Evaluation Data Sources: Parent Survey, Campus Calendar, Parent Newsletter, RSVPs

Strategy 1 Details	Reviews			
Strategy 1: Implement the following activities: Parent/Family Engagement Nights (Meet the Teacher, Parent Information Night, Trunk or Treat, Literacy Night, Math/STEM Night, Open House, Registration Night/Family Picnic, Community Culture Night) Strategy's Expected Result/Impact: Improve academic and social interaction between school and home. Staff Responsible for Monitoring: Teachers, Administrators Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1 Funding Sources: Supplies and Materials for Parent Engagement Activities - 211 Title I - 211-61-6399-00-131-99-000 - \$1,302	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2 Problem Statements:

Demographics
Problem Statement 1: There is an ongoing challenge to meet the needs and the measures of academic success of a very diverse student population. Root Cause: Language barriers for emergent bilingual students, socioeconomic factors impacting academic achievement, the needs of both gifted and at-risk students, and the potential impact of teacher experience on student outcomes.
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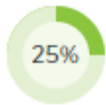

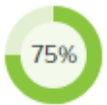


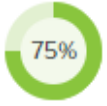







Perceptions

Problem Statement 1: Effectively translating our campus mission, vision, and goals into reality requires addressing a potential gap between our stated goals and the current state of collaborative accountability within the school community. **Root Cause:** How to close the gap between individual needs and high achievement for all. Evaluate how our systems support teachers to analyze data, identify growth opportunities, and collaborate to address gaps. Evaluate how these aspects are integrated across all student interactions. What areas can be strengthened to close the achievement gap and ensure all students reach their full potential?

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

Goal 1: By the end of the school year, 100% of students will have completed a curriculum of grade-level-specific social-emotional lessons.

Evaluation Data Sources: Checklists, Rosters, and Data-tracking

Strategy 1 Details	Reviews			
Strategy 1: Implement lessons from the Sanford Harmony curriculum to develop social-emotional capital of our students. Strategy's Expected Result/Impact: Students will show social-emotional growth appropriate to their grade level and personal development. Staff Responsible for Monitoring: Counselor, Administrators Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Check in with at-risk students at least once per month to provide necessary social-emotional support. Strategy's Expected Result/Impact: The counselor will have a pulse on the student population and will be able to take actionable steps as necessary. Staff Responsible for Monitoring: Counselor, Administrators Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Train staff on identifying student well-being, focusing on observing and reporting social-emotional cues and various signs of student needs. Strategy's Expected Result/Impact: Staff will be able to observe and report student concerns in a consistent and timely manner. Staff Responsible for Monitoring: Counselor, Administrators Problem Statements: Demographics 1 - School Processes & Programs 1, 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Demographics

Problem Statement 1: There is an ongoing challenge to meet the needs and the measures of academic success of a very diverse student population. **Root Cause:** Language barriers for emergent bilingual students, socioeconomic factors impacting academic achievement, the needs of both gifted and at-risk students, and the potential impact of teacher experience on student outcomes.

School Processes & Programs

Problem Statement 1: Our current observation and feedback cycle for teachers lacks consistency, potentially hindering its effectiveness in supporting professional growth. This inconsistency may manifest in several ways: **Root Cause:** Variable Frequency: observation schedules with significant gaps between visits, reducing the opportunity for timely and targeted feedback. Inconsistent Practices: different approaches to feedback delivery, leading to confusion and a lack of clear direction for improvement. Limited Follow-Up: Debriefing after observations may be inconsistent hindering actionable steps.

Problem Statement 2: Our current Professional Learning Communities (PLCs) lack a strong structure and supporting systems, hindering their effectiveness in driving collaborative learning and improving student outcomes. This is evidenced by the following issues: **Root Cause:** Data Disconnect: struggle to analyze/interpret effectively, limiting the ability to identify common trends and inform instructional decisions. Limited Collaboration: structure may not facilitate deep collaboration/teachers default to information sharing rather than engaging in collaboration or simply acting individually. Unsustainable Practices: lack clear action steps and lead to disengagement.








Perceptions

Problem Statement 1: Effectively translating our campus mission, vision, and goals into reality requires addressing a potential gap between our stated goals and the current state of collaborative accountability within the school community. **Root Cause:** How to close the gap between individual needs and high achievement for all. Evaluate how our systems support teachers to analyze data, identify growth opportunities, and collaborate to address gaps. Evaluate how these aspects are integrated across all student interactions. What areas can be strengthened to close the achievement gap and ensure all students reach their full potential?

Guiding Objective 5: Optimize All Available Resources

Goal 1: 100% of grade levels will hold a PLC meeting before every essential unit to allow for common assessment development within and across grade levels.

Evaluation Data Sources: Calendar, Agendas, Common assessments, Best practice models/artifacts

Strategy 1 Details	Reviews			
Strategy 1: Implement a set PLC calendar with objectives and goals, guided and facilitated by Solution Tree and the Instructional Leadership Team (ILT). Strategy's Expected Result/Impact: Faculty will engage in a structured and collaborative process to improve teaching and learning. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Problem Statements: Demographics 1 - School Processes & Programs 1, 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%	 75%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Demographics
Problem Statement 1: There is an ongoing challenge to meet the needs and the measures of academic success of a very diverse student population. Root Cause: Language barriers for emergent bilingual students, socioeconomic factors impacting academic achievement, the needs of both gifted and at-risk students, and the potential impact of teacher experience on student outcomes.
School Processes & Programs
Problem Statement 1: Our current observation and feedback cycle for teachers lacks consistency, potentially hindering its effectiveness in supporting professional growth. This inconsistency may manifest in several ways: Root Cause: Variable Frequency: observation schedules with significant gaps between visits, reducing the opportunity for timely and targeted feedback. Inconsistent Practices: different approaches to feedback delivery, leading to confusion and a lack of clear direction for improvement. Limited Follow-Up: Debriefing after observations may be inconsistent hindering actionable steps. Problem Statement 2: Our current Professional Learning Communities (PLCs) lack a strong structure and supporting systems, hindering their effectiveness in driving collaborative learning and improving student outcomes. This is evidenced by the following issues: Root Cause: Data Disconnect: struggle to analyze/interpret effectively, limiting the ability to identify common trends and inform instructional decisions. Limited Collaboration: structure may not facilitate deep collaboration/teachers default to information sharing rather than engaging in collaboration or simply acting individually. Unsustainable Practices: lack clear action steps and lead to disengagement.

Perceptions

Problem Statement 1: Effectively translating our campus mission, vision, and goals into reality requires addressing a potential gap between our stated goals and the current state of collaborative accountability within the school community. **Root Cause:** How to close the gap between individual needs and high achievement for all. Evaluate how our systems support teachers to analyze data, identify growth opportunities, and collaborate to address gaps. Evaluate how these aspects are integrated across all student interactions. What areas can be strengthened to close the achievement gap and ensure all students reach their full potential?

State Compensatory

Budget for Blair Elementary

Total SCE Funds: \$123,000.00

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 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 Blair'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. All 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

Blair'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	Sarai Rios	Parent
Parent	Krizia Armendarez	Parent
Community Representative	Roy Thomas	Community Member
Parent	Jose Ramos	Parent
Business Representative	Larry Bryant	Community Member
Parent	Erika Ramirez	Parent
Classroom Teacher	Cathy Bulthuis	SPED Teacher
Community Representative	Bert Alexander	Community Member
Classroom Teacher	Ambreen Valliani	5th Grade Teacher
Non-classroom Professional	Angela Douglas	Counselor
Classroom Teacher	Kristina Hobbs	4th Grade Teacher
Classroom Teacher	Ashley Dickey	3rd Grade Teacher
Classroom Teacher	Brittany Morris-Hammer	2nd Grade Teacher
Classroom Teacher	Roxanna Hernandez	1st Grade Teacher
Classroom Teacher	Allison McCarthy	SPED Teacher
Classroom Teacher	Stacey Baker	Pre-K Teacher
Administrator	Jennifer Atchison	Assistant Principal
Administrator	Amy Bridges	Principal

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