Carrollton-Farmers Branch Independent School District

Blair Elementary

2025-2026 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: July 10, 2025

Demographics

Demographics Summary

Blair Elementary is a 23-year-old, Kindergarten through 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:

- 59.42% Emergent Bilingual
- 21.92% Special Education
- 2.5% Dyslexia
- 0.38% Section 504
- 9.04% Gifted and Talented
- 11.50% Mobility Rate
- 84.04% Economically Disadvantaged
- 65.58% At-Risk
- 0% 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**	**24-25**
Math					
Academic Readiness - Did Not Meet	**32.44%**	**14.55%**	**5.47%**	**10.70%**	**17.67%**
Academic Readiness - Approaches	67.56%	85.45%	94.53%	89.30%	82.33%
Academic Readiness - Meets	29.33%	59.15%	76.12%	71.63%	63.72%
Academic Readiness - Masters	11.11%	27.23%	30.35%	31.16%	36.74%
Reading					
Academic Readiness - Did Not Meet	**36.44%**	**15.49%**	**7.96%**	**15.35%**	**9.81%**
Academic Readiness - Approaches	63.56%	84.51%	92.04%	84.65%	90.19%

STAAR 3-8 *Preliminary Academic Performance All Administration for (057903131) - Blair Elementary					
Academic Readiness - Meets	32.89%	59.62%	71.14%	63.26%	70.09%
Academic Readiness - Masters	15.11%	38.03%	44.28%	37.67%	44.39%
Science					
Academic Readiness - Did Not Meet	**57.83%**	**25.97%**	**20.90%**	**41.89%**	**23.08%**
Academic Readiness - Approaches	42.17%	74.03%	79.10%	58.11%	76.92%
Academic Readiness - Meets	4.82%	37.66%	43.28%	16.22%	32.31%
Academic Readiness - Masters	1.20%	16.88%	17.91%	6.76%	6.15%

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Student Learning Strengths

STAAR Math and Reading scores remain mostly and consistently successful.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Summative assessments reveal that there is inconsistent growth across content and grade levels. While various factors contribute to this, a significant concern is the level of inconsistency in academic interventions.
Root Cause: Communication has been unclear regarding acceptable resources, schedules, and frequency of interventions; there has been inconsistency with using data to drive intervention, and accountability regarding teachers implementing interventions inside and outside of the block has not been consistent

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 learn?
- How will know if they have learned it?
- What will we do if they don't learn?
- How will we extend the learning for students who have already learned it?

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

- The question, "What do we want students to learn?" is the foundation of our grade-level progress monitoring tracking 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 tracking sheets give a clear outline of grade-level specific skills in Reading, Math, and Science that teachers consistently utilize to ensure mastery as they progress through our online district curriculum and the State TEKS.
- The progress monitoring tracking sheets also track the question, "How will we know if they have learned it?", by tracking analysis of reading levels, MAP, STAAR, and other assessments and screeners.
- The question, "What will we do if they don't learn?", is addressed by implementing a school-wide tier system that identifies students for intermittent and fluid Tier 2 support or more intense Tier 3 instruction. The tracking 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 intervention groups as needed.
- The question, "How will we extend learning for students who have already learned it?" is addressed by providing extensions and above grade-level work (individual or small group projects. Students who are not receiving intervention 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 quarterly to review tracking 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 built 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?
- 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, bi-weekly planning meetings.

The ILT consists of two administrators, two instructional coaches, one interventionist, a dyslexia interventionist/instructional facilitator, and a counselor.

- 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.
- 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, the interventionists push into classrooms for support. These positions are 19.5-hour positions, funded through Title 1.
- Our dyslexia interventionist/instructional facilitator keeps a tight schedule with her dyslexia students.
- Our counselor keeps a consistent weekly/monthly calendar that allows her to deliver guidance 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.

In the 2025-2026 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.

SNAP Meetings

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: Strong PLC protocols have not been put into place. Teachers report that previous years' PLC's were not useful in driving instruction, which led to them being completed but not benefiting student achievement.

Perceptions

Perceptions Summary

Mission: Every scholar, Every Day, Whatever it Takes!

Vision: At Blair Elementary, every child shines. We are committed to academic and artistic excellence for all, celebrating diversity and empowering students to reach their full potential through passion, discipline, and performance.

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?

Problem Statement 2: Student behavior was inconsistent across grade levels. Students' social and emotional needs required them to miss tier 1 instruction time to meet with counselor.

Root Cause: There was not a system in place for students to schedule meetings with counselors. Students began to visit the counselor to avoid work.

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: Summative assessments reveal that there is inconsistent growth across content and grade levels. While various factors contribute to this, a significant concern is the level of inconsistency in academic interventions.

Root Cause 2: Communication has been unclear regarding acceptable resources, schedules, and frequency of interventions; there has been inconsistency with using data to drive intervention, and accountability regarding teachers implementing interventions inside and outside of the block has not been consistent

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 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 3: Strong PLC protocols have not been put into place. Teachers report that previous years' PLC's were not useful in driving instruction, which led to them being completed but not benefiting student achievement.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 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 4: 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 4 Areas: School Processes & Programs

Problem Statement 5: There is an ongoing challenge to meet the needs and the measures of academic success of a very diverse student population.

Root Cause 5: 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 5 Areas: Demographics

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

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2025-2026 school year, 60% of students will meet their growth projection on the MAP assessment in both reading and math.

    High Priority

    Evaluation Data Sources: MAP data

Strategy 1 Details			Reviews			
Strategy 1: Provide intensive, systematic math and reading intervention during tier 1, tier 2, and tier 3 instruction.			**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in students achieving "Meets or Masters" grade level on STAAR. Increase in the number of students meeting their projected growth on MAP assessments.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Interventionists, Administrators **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Instructional Coach - 211 Title I - 211-13-6119-00-131-30-000 - $132,736, Small Group Interventionists - 211 Title I - 211-11-6117-00-131-30-000 - $40,499, Tutorials - 211 Title I - 211-11-6117-00-131-30-000 - $7,500, Snacks for Tutorials - 211 Title I - 211-11-6498-00-131-30-000 - $425, Special Education Support for Tutorials - 211 Title I - 211-11-6117-00-131-30-000 - $2,000						
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.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement on local and state assessments.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Interventionists **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - $123,000						

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✕ Discontinue

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: Summative assessments reveal that there is inconsistent growth across content and grade levels. While various factors contribute to this, a significant concern is the level of inconsistency in academic interventions. **Root Cause**: Communication has been unclear regarding acceptable resources, schedules, and frequency of interventions; there has been inconsistency with using data to drive intervention, and accountability regarding teachers implementing interventions inside and outside of the block has not been consistent

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2025-2026 school year, Blair Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 68% to 73%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR Data
DCFA Data
MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Provide students with resources to support decoding, real-world reading, writing, fluency, and critical thinking.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in students achieving "Meets or Masters" grade level on STAAR. Increase in the number of students meeting their projected growth on MAP assessments.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coach, Administrators, Teachers, **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Just Right Reader Books - 211 Title I - 211-11-6329-00-131-30-000 - $5,600				

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✕ Discontinue

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.

Student Learning
Problem Statement 1: Summative assessments reveal that there is inconsistent growth across content and grade levels. While various factors contribute to this, a significant concern is the level of inconsistency in academic interventions. **Root Cause**: Communication has been unclear regarding acceptable resources, schedules, and frequency of interventions; there has been inconsistency with using data to drive intervention, and accountability regarding teachers implementing interventions inside and outside of the block has not been consistent

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Blair Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 73.9% to 78.9%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR
DCFA Data
Classroom Assessment Data
MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Provide intensive, systematic math and reading intervention during tier 1, tier 2, and tier 3 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in students achieving "Meets or Masters" grade level on STAAR. Increase in the number of students meeting their projected growth on MAP assessments.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators. Teachers, Interventionists **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide students with manipulatives to improve their understanding of abstract concepts	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in meets and masters on summative assessments	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **Problem Statements:** Demographics 1 **Funding Sources:** Manipulatives - 211 Title I - 211-11-6399-00-131-30-000 - $1,300				

⬤ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3 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: Summative assessments reveal that there is inconsistent growth across content and grade levels. While various factors contribute to this, a significant concern is the level of inconsistency in academic interventions.   **Root Cause**: Communication has been unclear regarding acceptable resources, schedules, and frequency of interventions; there has been inconsistency with using data to drive intervention, and accountability regarding teachers implementing interventions inside and outside of the block has not been consistent

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the 2025-2026 school year, Blair Elementary will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 62% to 64%.

High Priority

Evaluation Data Sources: STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Emergent Bilingual students will increase in meets grade level by a minimum of 2%. **Staff Responsible for Monitoring:** Principals, Assistant Principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Blair Elementary will increase the percentage of kindergarten - second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness.

> **High Priority**

Strategy 1 Details		Reviews		
Strategy 1: Provide students with resources to support small group literacy instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the percentage of kinder-second grade students who perform at meets grade level	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, instructional coaches **Title I:** 2.52 **Problem Statements:** Demographics 1				
No Progress ◯ Accomplished ◯ → Continue/Modify ✖ Discontinue				

Goal 5 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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Blair Elementary will increase the percentage of students from 49% to 55% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP

    High Priority

    Evaluation Data Sources: NWEA MAP Data

Strategy 1 Details			Reviews		
Strategy 1: Provide teachers with professional development centered around small group instruction and differentiation			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in students meeting growth measures	**Oct**	**Jan**	**Mar**		**June**
Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches					
Problem Statements: Demographics 1					
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 6 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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Blair Elementary will increase the percentage of students from 62.8% to 68% meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP

High Priority

Evaluation Data Sources: NWEA Map Data

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for teachers needing instructional support to observe highly effective teachers and plan for small group instruction	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase in the percentage of students meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP **Staff Responsible for Monitoring:** Instructional Coach, admin **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Substitutes - 211 Title I - 211-11-6112-00-131-30-000 - $6,000				

⬤ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 7 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: Summative assessments reveal that there is inconsistent growth across content and grade levels. While various factors contribute to this, a significant concern is the level of inconsistency in academic interventions.   **Root Cause**: Communication has been unclear regarding acceptable resources, schedules, and frequency of interventions; there has been inconsistency with using data to drive intervention, and accountability regarding teachers implementing interventions inside and outside of the block has not been consistent

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**: Strong PLC protocols have not been put into place. Teachers report that previous years' PLC's were not useful in driving instruction, which led to them being completed but not benefiting student achievement.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level

    Evaluation Data Sources: TELPAS data

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted professional development centered around language acquisition strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Multilingual department coach, instructional coach **Problem Statements:** Demographics 1				
○ No Progress ◯ Accomplished → Continue/Modify ✗ Discontinue				

Goal 8 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.

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 at least 80% of staff and students showing as accounted for with a location.

    Evaluation Data Sources: Raptor Emergency management System Reports

Strategy 1 Details		Reviews			
Strategy 1: Complete safety training that includes 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.		**Formative**			**Summative**
		Oct	Jan	Mar	June

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
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing
    Problem Statements: School Processes & Programs 1					

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.		**Formative**			**Summative**
		Oct	Jan	Mar	June

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					

◯ 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.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By the end of the 2025-2026 school year, 60% of families will have participated or engaged in learning about their student's progress (parent conferences, curriculum night, using ParentSquare to engage with teachers).

Evaluation Data Sources: Report cards, sign-in sheets, contact logs

Strategy 1 Details		Reviews			
Strategy 1: Send data home to inform parents of the essential standards and how their child performs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and parents will better understand the essential standards and their student's performance.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Administrators **Problem Statements:** Demographics 1 - Student Learning 1					
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue					

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: Summative assessments reveal that there is inconsistent growth across content and grade levels. While various factors contribute to this, a significant concern is the level of inconsistency in academic interventions. **Root Cause**: Communication has been unclear regarding acceptable resources, schedules, and frequency of interventions; there has been inconsistency with using data to drive intervention, and accountability regarding teachers implementing interventions inside and outside of the block has not been consistent

Guiding Objective 3: Optimize Community Engagement

Goal 2: By the end of the 2025-2026 school year, 60% of families will have attended at least 2 family engagement nights.

    Evaluation Data Sources: Parent Surveys, Sign-In sheets, 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)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve academic and social interaction between school and home. **Staff Responsible for Monitoring:** Teachers, Administrators **Problem Statements:** Demographics 1 **Funding Sources:** Supplies and Materials for Parent Engagement Activities - 211 Title I - 211-61-6399-00-131-30-000 - $2,680	**Oct**	**Jan**	**Mar**	**June**
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue				

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.

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

Goal 1: By the end of the 2025-2026 school year, 100% of homeroom classes will have received a monthly guidance lesson

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

Strategy 1 Details			Reviews			
Strategy 1: The counseling team will create a set calendar for each classroom to receive guidance. Students who need one-on-one counseling will be able to make appointments with the counselor.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**

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
 	
     ESF Levers:
 Lever 3: Positive School Culture
     Problem Statements: Perceptions 1						

Strategy 2 Details			Reviews			
Strategy 2: The counseling team will train staff on counseling procedures and how to identify students needing social and emotional support.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**

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: Perceptions 1						

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1 Problem Statements:

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 biweekly PLC meeting to analyze data and plan for reteach and extension within and across grade levels.

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

Strategy 1 Details		Reviews			
Strategy 1: Implement a set PLC calendar with objectives and goals		**Formative**			**Summative**
Strategy's Expected Result/Impact: Faculty will engage in a structured and collaborative process to improve teaching and learning.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Leadership Team (ILT). administrators, teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 2					

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1 Problem Statements:

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**: Strong PLC protocols have not been put into place. Teachers report that previous years' PLC's were not useful in driving instruction, which led to them being completed but not benefiting student achievement.

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

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Blair Elementary conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources—demographics, student achievement, school processes and programs, and stakeholder perceptions—to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Blair Elementary documents evidence of stakeholder engagement through its Campus Improvement Committee membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Blair Elementary initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Blair Elementary involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Campus Improvement Committee (CIC) reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Blair Elementary ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Blair Elementary coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I and State Compensatory Education (SCE) to ensure coherence and resource optimization. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Blair Elementary addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to increasing learning time, integrating a well-rounded education, and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Blair Elementary evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like MAP, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Ana Roldan	Title I Instructional RLA Coach	Title I	.5
Sara Kreymer	Title I Instructional Math Coach	Title I	1

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	America Foster	4th Grade Teacher
Classroom Teacher	Lana Alexander	Special Education Teacher
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	Morgan Black	5th Grade Teacher
Non-classroom Professional	Jacqueline Rodriguez	Counselor
Classroom Teacher	Ashley Dickey	3rd Grade Teacher
Classroom Teacher	Allison McCarthy	SPED Teacher
Administrator	Quynh Tran	Assistant Principal
Administrator	Tiffani Milton	Principal

Campus Funding Summary

			199-SCE State Comp Ed (SCE)		
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Supplemental programs and services to support at-risk students		$123,000.00
				Sub-Total	$123,000.00
				Budgeted Fund Source Amount	$123,000.00
				+/- Difference	$0.00
			211 Title I		
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach	211-13-6119-00-131-30-000	$132,736.00
1	1	1	Small Group Interventionists	211-11-6117-00-131-30-000	$40,499.00
1	1	1	Snacks for Tutorials	211-11-6498-00-131-30-000	$425.00
1	1	1	Special Education Support for Tutorials	211-11-6117-00-131-30-000	$2,000.00
1	1	1	Tutorials	211-11-6117-00-131-30-000	$7,500.00
1	2	1	Just Right Reader Books	211-11-6329-00-131-30-000	$5,600.00
1	3	2	Manipulatives	211-11-6399-00-131-30-000	$1,300.00
1	7	1	Substitutes	211-11-6112-00-131-30-000	$6,000.00
3	2	1	Supplies and Materials for Parent Engagement Activities	211-61-6399-00-131-30-000	$2,680.00
				Sub-Total	$198,740.00
				Budgeted Fund Source Amount	$198,740.00
				+/- Difference	$0.00
				Grand Total Budgeted	$321,740.00
				Grand Total Spent	$321,740.00
				+/- Difference	$0.00

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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025