

# Carrollton-Farmers Branch Independent School District

## Blanton 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

## Demographics

### Demographics Summary

Blanton Elementary is a Leader in Me, STEM school in Carrollton Farmers Branch ISD. Blanton is a Title 1 campus and serves a plurality Hispanic student population in grades PK-5 and offers bilingual education for Pre-K students. The staff at Blanton Elementary includes 40 teachers, 7 paraprofessionals, 2.5 office support, 1 nurse, 1 counselor, 1 librarian, .5 Behavior Resource Specialist, and 2 administrators.

The student population is 8.15% White, 6.6% African American, 80.32% Hispanic, 2.98% Asian, 2.78% Two or More, and .2 % Native American.

Additionally, the campus serves 77% economically disadvantaged students, 24.06% special education students, 7.95% dyslexia, .2% Homeless, 1.79% Section 504, 7.36% Gifted and Talented, and 57.26% Limited English proficient students.

Attendance rates include:

- PK: 93.5%
- K: 93.8%
- 1st: 96%
- 2nd: 95.6%
- 3rd: 95.8%
- 4th: 96%
- 5th: 96.7%
- Average school attendance: 95.5%

### Demographics Strengths

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

As a Leader in Me school, Blanton has earned the distinction of "Lighthouse School" due to the significant evidence of student and staff leadership, academics, and culture.

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Parents struggle with understanding how to best support their child with their academics and school skills.

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

**Problem Statement 2:** There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds.

**Root Cause:** Over the past several years, our learners' academic and social-emotional needs have increased resulting in additional services and supports.

**Problem Statement 3:** There is a need for additional parent involvement and leadership with PTA .

**Root Cause:** While our parents are supportive of our school and are proud of the education that their child(ren) receive, there is a hesitation by many to join/participate in the PTA.

# Student Learning

## Student Learning Summary

### 3rd grade Math STAAR:

• Year	Approaches	Meets	Master
• 2023	73%	42%	11%
• 2024	73%	37%	10%
• 2025	84%	57%	26%

### 4th grade Math STAAR:

• Year	Approaches	Meets	Master
• 2023	75%	52%	21%
• 2024	66%	42%	15%
• 2025	66%	48%	24%

### 5th grade Math STAAR:

• Year	Approaches	Meets	Master
• 2023	84%	46%	20%
• 2024	67%	45%	8%
• 2025	61%	28%	12%

### 3rd-grade Reading English STAAR:

• Year	Approaches	Meets	Master
• 2024	66%	34%	14%
• 2025	95%	76%	41%

### 4th grade Reading English STAAR:

• Year	Approaches	Meets	Master
• 2024	75%	35%	12%
• 2025	91%	43%	14%

### 5th-grade Reading STAAR:

• Year	Approaches	Meets	Master
• 2024	67%	45%	26%
• 2025	76%	53%	29%

As we go into the 2025-2026 school year, we will collect and track data on learner growth using data measures including:

- MAP

- Math Fluency Weekly Checks
- iStation
- Liftoff/Progress Learning
- Magma Math
- Leader in Me Measurable Results Assessment (Students, Staff, Families)
- TELPAS
- Classroom formative data and summative grades
- 2025 STAAR Data
- HMH Formative Checks
- TEKS Master Tracker

### Student Learning Strengths

- Explicit, systemic phonics instruction is provided daily for PK-3rd.
- Educator/Team T-TESS goals target specific deficit skills and provide consistent data focused on learner and student group growth.
- Use of HMH Reading PK-5 is providing strong Tier 1 curriculum as well as Tier 2 supports for RTI monitoring and Dyslexia Testing
- Classroom monitoring of learner's progress with 3-2-1 system is leading to increased mastery of standards
- Educators meet as collaborative teams and with campus instructional leaders to review learner progress and inform instructional decision-making
- Available data from TELPAS is utilized to drive Emergent Bilingual support and interventions.
- Students are engaged in learning. Small group instruction is occurring in all classrooms in Reading and Math.
- Classroom educators clearly state and learners are able to articulate the standards/objectives and expected outcomes for each lesson
- Students needing Tier 2/3 interventions received small group targeted teaching 4-5 days a week with huge growth evident as measured by teacher assessments.
- Student goal setting is directly tied to students' assessments, including campus assessment, classroom assessment, and MAP
- Students express a sense of ownership over their learning
- Students take leadership and monitor their academic and social-emotional goals

### Problem Statements Identifying Student Learning Needs

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

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

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

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

**Problem Statement 3:** There is a need to utilize both qualitative and quantitative data and systematically track essential skills per unit/9 weeks that align with essential standards.

**Root Cause:** Collected data is not always consistent, timely, or tied to current standards.

**Problem Statement 4 (Prioritized):** There is a need to systematically plan for and track specific skills aligned with essential standards.

**Root Cause:** A school-wide unit planning and skills tracking system is needed.

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

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

# School Processes & Programs

## School Processes & Programs Summary

Blanton Elementary is a STEM academy that has earned the "Lighthouse School" status with the Leader in Me.

The educators at Blanton are in their sixth year operating as a Professional Learning Community. There is time built into the master schedule for weekly collaboration so teachers can focus on the 3 Big Ideas of a PLC and the 4 Guiding Questions.

Each grade level has time built into its daily schedule focused on providing extensions or interventions for learners, including dyslexia services. Teachers have established a systematic approach to supporting students in grades K-5 who demonstrate academic deficits in reading and/or math. Student progress is routinely monitored, and instruction is subsequently adjusted. It is a priority that all staff know each student by name and by need.

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

## School Processes & Programs Strengths

- As a Leader in Me school, we have a variety of programs and processes that support the academic and social-emotional growth of all students as learners and leaders.
- Students, classes, and grade levels focus on a school-wide goal to promote advanced achievement
- Systems to support shared leadership are integrated into all school activities.
- Morning meetings occur daily to support the implementation of the 7 Habits, goal-setting, conflict resolution, community building, and social-emotional learning.
- Systems are in place to support Blanton's implementation of weekly collaborative time as a Professional Learning Community.
- Strong relationship building between learners, educators, and parents enhances our school community and instructional integrity.
- Our school represents multiple cultural backgrounds in students and staff.
- STEM programming is a strength as a program of choice.
- During PLC time, our educators work together to review data, and determine next steps for learners. Weekly time to work as a PLC is embedded in the educator's protected time weekly. Special education, support staff, and special teachers work to be involved in increasing the academic, social, and emotional success of each learner.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There is a need for team collaboration in order to successfully implement core content curriculum.

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

**Problem Statement 2:** There is a need for systematic support through RtI to ensure learner growth.

**Root Cause:** Some learners demonstrate additional needs beyond effective Tier 1 instruction.

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

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

# Perceptions

## Perceptions Summary

### Mission Statement:

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

### Vision:

"To be the BEST school in Texas!"

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

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

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

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

## Perceptions Strengths

- Students, staff, and families are proud to be a part of the *Best School in Texas*.
- Blanton was awarded "Lighthouse Status" by Leader in Me which is evidence of the positive impact LIM has on the academics, leadership, and culture at our school.
- The STEM program is a choice program and a perceived strength for families within and outside of CFBISD and has an award-winning Robotics Team.
- Blanton Elementary has been a *Leader in Me* school for the past five years and has been highlighted as a showcase campus for other schools and campus leaders to visit.
- There is a strong focus on educating the whole child by all Blanton stakeholders.
- Opportunities for student and staff leadership are embedded in school systems.
- Recognized Common Sense School provides digital literacy for all students.
- Students' academic and leadership success is valued and successes celebrated.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is a need to increase support for staff and provide more opportunities for relationships and community building.

**Root Cause:** Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.

**Problem Statement 2 (Prioritized):** There is a need to increase support for the social/emotional wellness of learners.

**Root Cause:** Students have higher levels of anxiety and more frequent dysregulation issues.

**Problem Statement 3:** There is a need to expand leadership opportunities for students and staff.

**Root Cause:** As our campus increases our understanding of how to successfully lead ourselves and others, additional opportunities are needed to expand these skills.

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** There is a need to systematically plan for and track specific skills aligned with essential standards.

**Root Cause 2:** A school-wide unit planning and skills tracking system is needed.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a need for team collaboration in order to successfully implement core content curriculum.

**Root Cause 3:** Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** There is a need to increase support for staff and provide more opportunities for relationships and community building.

**Root Cause 4:** Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** There is a need to increase support for the social/emotional wellness of learners.

**Root Cause 5:** Students have higher levels of anxiety and more frequent dysregulation issues.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Parents struggle with understanding how to best support their child with their academics and school skills.

**Root Cause 6:** Parents are not aware how to support the 7 Habits associated with the Leader in Me at home.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** There is a need to ensure the master schedule allows for maximum instructional time for Tier 1 and Tier 2/3 interventions.

**Root Cause 7:** An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.

**Problem Statement 7 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

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

## Student Data: Student Groups

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

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

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Guiding Objectives

Revised/Approved: July 9, 2025

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** Blanton Elementary will increase the percentage of kindergarten through second-grade students who perform at or above grade level on foundational skills mastery on the MAP Reading Fluency Literacy screener in phonics and phonological awareness.

**High Priority**

**HB3 Guiding Objective**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide specific observation feedback and coaching during Tier 1 instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers' Tier 1 instruction will improve due to actionable feedback and reflective questioning following walkthroughs and observations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 3</p> <p><b>Funding Sources:</b> Classroom Books to encourage school wide reading engagement - 211 Title I - 211-11-6329-00-110-30-000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase parent engagement and parent/school partnerships, invite stakeholders to engage with the principal and coaches before school, during lunch times, and in the evenings to learn how to better understand how to support their child(ren) at school and understand assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and empower and build capacity with families.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide extended planning times for educators to collaborate and create plans based on current MAP and classroom data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement due to differentiated plans for all tiers of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize the PLC process during weekly Collaborative Team Time to determine learning essentials and review student data/work to determine the effectiveness of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced by the number of Blanton students that meet or exceed their projected growth in reading and math MAP</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Team Leaders, Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Coach(s) - 211 Title I - 211-13-6119-00-110-30-000 - \$58,743</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide timely support and resources for students identified as at-risk of not meeting state standards and/or dropping out of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement on state and local assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - \$375,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide resources for teachers to effectively teach math and reading standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> FOUNDATIONS Phonics for differentiated support - 211 Title I - 211-11-6399-00-110-30-000 - \$1,035, Books for School Wide Book of the Month - 211 Title I - 211-11-6329-0-110-30-000 - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high-quality Tier 1 instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge, understanding, and /or access to evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> There is a need for team collaboration in order to successfully implement core content curriculum. <b>Root Cause:</b> Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.</p>

## School Processes & Programs

**Problem Statement 3:** There is a need to ensure the master schedule allows for maximum instructional time for Tier 1 and Tier 2/3 interventions. **Root Cause:** An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 2:** By the end of the 2025-2026 school year, Blanton Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 59% to 64%

**High Priority**

**HB3 Guiding Objective**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide 45-minute intervention time (WIN - What I Need) for grades 1st-5th during the school day so teachers can provide needed interventions for math and reading 4 days a week</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and increased focus on Tier 1 instruction for learners receiving dyslexia services.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.51, 2.531</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize adaptive digital resources for individual instruction and practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and individualized intervention</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Math Coach, Reading Coach</p> <p><b>Title I:</b> 2.51, 2.52, 2.53, 2.534</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2 Problem Statements:**

**Student Learning**

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

**Problem Statement 4:** There is a need to systematically plan for and track specific skills aligned with essential standards. **Root Cause:** A school-wide unit planning and skills tracking system is needed.

**School Processes & Programs**

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

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 3:** By the end of the 2025-2026 school year, Blanton will increase a minimum of 3% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 26% to 29%.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 4:** By the end of the 2025-2026 school year, Blanton Elementary will increase the percentage of all students who achieved Approaches, Meets, or Masters on STAAR will increase from 39% to 50% in Science

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase collaboration time for Science to plan for intentional instruction for all Tiers  <b>Strategy's Expected Result/Impact:</b> Increased student achievement on NWEA MAP and STAAR  <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coach, Administration</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 5:** By June 2025, administrators and teachers will increase their knowledge and expertise of how to deliver effective instruction and be more effective instructional leaders in the areas of curriculum, bilingual education, leadership, leading professional learning communities, MTSS systems, and effective data tracking by attending professional development and sharing and implementing strategies learned.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase principal and assistant principal leadership knowledge and build collective efficacy through in-person professional development, book studies, targeted leadership/learning applications, and related online learning associated with professional association memberships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and collective teacher efficacy</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Learning Books - 211 Title I - 211-13-6329-00-110-30-000 - \$500, Conference and associated travel and professional association fees - 211 Title I - 211-23-6411-00-110-30-000 - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase teachers' understanding of effective teaching and assessment strategies through focused professional development opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement reflected on district and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Professional Development Fees - 211 Title I - 211-13-6411-00-110-30-000 - \$2,000, Substitutes for teachers attending Professional Development - 211 Title I - 211-11-6112-00-110-30-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need for team collaboration in order to successfully implement core content curriculum. <b>Root Cause:</b> Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.</p>
Perceptions
<p><b>Problem Statement 1:</b> There is a need to increase support for staff and provide more opportunities for relationships and community building. <b>Root Cause:</b> Teachers have increasingly greater pressures and need to be provided ample social/emotional supports.</p>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 6:** By the end of the 2025-2026 school year Blanton will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 49% to 54%

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP, STAAR, District Assessments, Teacher Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Execute structured, systematic daily phonics lessons for 100% of PK-3rd grade learners</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement using - MAP Fluency, MAP Growth, Istation, Reading data, Formative/Summative Classroom Assessments, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Poster maker supplies to make resources - 211 Title I - 211-11-6399-00-110-30-000 - \$1,585, Reading and Phonics Materials - 211 Title I - 211-11-6329-00-110-30-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase teacher efficacy through the use of effective and systematic unit planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement using - NWEA MAP, Reading data, Formative/Summative Classroom Assessments, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, Reading Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Incorporate research-based instructional strategies into all content areas through cross-curricular connections and campus-wide Ramped Up Read Aloud/Book of the Month</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement with reading comprehension, written responses, and integrated understanding of campus leadership expectations</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Teachers</p> <p><b>Title I:</b> 2.51, 2.53, 2.531, 2.534</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Book of the Month - 211 Title I - 211-11-6329-00-110-30-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 6 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high-quality Tier 1 instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge, understanding, and /or access to evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.</p>
<p><b>Problem Statement 4:</b> There is a need to systematically plan for and track specific skills aligned with essential standards. <b>Root Cause:</b> A school-wide unit planning and skills tracking system is needed.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need for team collaboration in order to successfully implement core content curriculum. <b>Root Cause:</b> Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.</p>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 7:** By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** TELPAS, District and Campus Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consistently implement strategies from Blanton Instructional Playbook.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement as evidenced in students' listening, speaking, reading, and writing skills in the classroom and on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Instructional Coaches</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase phonics instruction during WIN time for EB learners in 2nd-5th grades transitioning from bilingual classes</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading proficiency on all assessments leading to overall improved academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Interventionists, teachers</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 7 Problem Statements:**

**Student Learning**

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

**Problem Statement 4:** There is a need to systematically plan for and track specific skills aligned with essential standards. **Root Cause:** A school-wide unit planning and skills tracking system is needed.

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 8:** By the end of the 2025-2026 school year, Blanton Elementary will increase in the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessment.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Circle Data, Teacher Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Incorporate intentional, small-group literacy experiences into students' daily schedule.  <b>Strategy's Expected Result/Impact:</b> Increased phonemic awareness and phonics mastery  <b>Staff Responsible for Monitoring:</b> Teachers, Principal</p> <p><b>Title I:</b>                      2.51, 2.532  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 8 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high-quality Tier 1 instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge, understanding, and /or access to evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> There is a need for team collaboration in order to successfully implement core content curriculum. <b>Root Cause:</b> Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.</p>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 9:** Blanton will increase the percentage of students from 51% to 55% meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Progress Learning/Lift Off, District Assessments, Math Fluency Checks, Magma Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement consistent usage of Magma Math for 5th Grade Learners</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math academic achievement and growth as evidenced on MAP, STAAR, District Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Principal</p> <p><b>Title I:</b> 2.51, 2.532</p> <p><b>Problem Statements:</b> Student Learning 1, 4 - School Processes &amp; Programs 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize PLC Unit Planning system for consistent, rigorous lesson design.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement and teacher efficacy</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principal, Principal, Coaches</p> <p><b>Title I:</b> 2.51, 2.53, 2.535</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 9 Problem Statements:**

### Student Learning

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

**Problem Statement 4:** There is a need to systematically plan for and track specific skills aligned with essential standards. **Root Cause:** A school-wide unit planning and skills tracking system is needed.

### School Processes & Programs

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

**Problem Statement 3:** There is a need to ensure the master schedule allows for maximum instructional time for Tier 1 and Tier 2/3 interventions. **Root Cause:** An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 10:** Blanton will increase the percentage of students from 54% to meeting 58% growth measures from Beginning of Year to End of Year assessments on the Reading MAP

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** HMH Assessments, District Assessment, Teacher Formatives

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase intentional use of WIN time interventions through collaboration with the librarian, dyslexia interventionist, teachers, coaches, and administration</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement at the Meets and Masters of MAP and STAAR and MAP</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal, Teachers</p> <p><b>Title I:</b> 2.53, 2.533</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 10 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> There is a need to systematically plan for and track specific skills aligned with essential standards. <b>Root Cause:</b> A school-wide unit planning and skills tracking system is needed.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need for team collaboration in order to successfully implement core content curriculum. <b>Root Cause:</b> Existing achievement gaps indicate that curriculum adjustments must be made to ensure there are differentiated instructional strategies in use.</p>

## School Processes & Programs

**Problem Statement 3:** There is a need to ensure the master schedule allows for maximum instructional time for Tier 1 and Tier 2/3 interventions. **Root Cause:** An increase of learners with more challenging academic and social-emotional needs requires instruction to be laser-focused during Tier 1 instruction.

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

**Goal 1:** By May 2026, 100% of CFBISD-required safety and security drills will be conducted and monitored for effectiveness and next steps.

**Evaluation Data Sources:** District documentation, Raptor Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review and reinforce procedures for emergencies through the collaborative efforts of the campus security officer and administration as a school-wide safety team.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase campus preparedness for emergencies</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Security Officer</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain 100% Raptor use for campus drills/emergencies</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student safety and emergency communication</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Security Officer</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

**Goal 2:** Teach 100% of students to effectively utilize calming areas around the building to regulate their emotions and monitor their feelings.

**High Priority**

**Evaluation Data Sources:** Discipline Data, Student and Staff MRA data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Practice regulation strategies during Morning Meetings and Counselor Lessons  <b>Strategy's Expected Result/Impact:</b> Increased focus on learning and improved student self-regulation  <b>Staff Responsible for Monitoring:</b> Counselor, Teacher, Principal</p> <p><b>Title I:</b>                      2.52, 2.534                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

### Guiding Objective 3: Optimize Community Engagement

**Goal 1:** By May 2026, 100% of parents will have equitable access to Blanton Elementary and will be provided opportunities for family engagement.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teach and model for parents how to best support their child re: homework, technology use, school communication, Leader in Me during parent engagement options.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement and student participation with homework leading to improved student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teacher, Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Books for learners - 211 Title I - 211-61-6329-00-110-30-000 - \$1,586, Family Engagement Resources - 211 Title I - 211-61-6399-00-110-30-000 - \$413</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Show student-created "Habit of the Month" and "Math Game/Strategy of the Month" videos during Family Lunches</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement with academics and social-emotional skills resulting in greater achievement and improved self-regulation</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Game materials - 211 Title I - 211-11-6399-00-110-30-000 - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Goal 1:** By May 2026, 100% of PK-5 graders will participate in a minimum of 2 rounds of weekly student clubs.

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

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

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

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

**Goal 2:** By May 2026, 100% of PK-5 learners will have held a minimum of 3 different leadership roles at the classroom and/or school level and reflect on their favorite in their leadership binders.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand the role of Student Lighthouse Team with students from 3rd-5th grades and increase opportunities for school-wide leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and attendance</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal, Librarian</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement autonomy with student goal setting and Leader in Me at the campus level through classroom use of Leadership Notebooks and classroom WIGS (Wildly Important Goals)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Librarian, Administrator, Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Notebooks and LIM Resources for Leadership Binders - 211 Title I - 211-11-6399-00-110-30-000 - \$1,000, Celebration Station - 211 Title I - 211-11-6399-00-110-30-000 - \$500, Leadership supports for classroom instruction - 211 Title I - 211-11-6399-00-110-30-000 - \$1,159, Professional Development on Academic Support through goal setting - 211 Title I - 211-13-6411-00-110-30-000 - \$2,799</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2 Problem Statements:**

**School Processes & Programs**

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

**Perceptions**

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

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

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

**Evaluation Data Sources:** Attendance records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a system of celebrations and rewards for students who are present from "bell to bell"</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and improved attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Attendance Clerk, Classroom teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct Professional Learning for staff by Franklin Covey for Leader in Me to increase understanding of how to best utilize data to make classroom decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> LIM Professional Development - 211 Title I - 211-13-6411-00-110-30-000 - \$5,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct Leader In Me (LIM) District Collaboration Days</p> <p><b>Strategy's Expected Result/Impact:</b> Increased lighthouse team efficacy and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend professional learning to acquire needed skills to deliver highly effective lessons on self-regulation and managing emotions.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement and decreased dis-regulated learners.  <b>Staff Responsible for Monitoring:</b> Counselor, Principal</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Funding Sources:</b> Professional Learning - 211 Title I - 211-13-6411-00-110-30-000 - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b>                      Create calming corners in classrooms and regulation center to ensure all students have resources needed to self-regulate  <b>Strategy's Expected Result/Impact:</b> Reduced discipline referrals and increased student achievement  <b>Staff Responsible for Monitoring:</b> Counselor, Teachers</p> <p><b>Title I:</b>                      2.51  <b>Funding Sources:</b> Counselor Resources for teaching lessons and materials/resources for self-regulation - 211 Title I - 211-31-6399-00-110-30-000 - \$3,300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Guiding Objective 5:** Optimize All Available Resources

**Goal 1:** By May 2026, 100% of Blanton staff members will be actively involved in shared decision-making and action planning for the campus.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand the campus Action Teams in the areas of Culture, Academics, and Leadership to design experiences, build community-building opportunities, align grade level and campus goals, and promote student and staff leadership</p> <p><b>Strategy's Expected Result/Impact:</b> Increased collective teacher efficacy and increased staff input and shared decision-making.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Lighthouse Team Coordinators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 5:** Optimize All Available Resources

**Goal 2:** By May 2026, 100% of staff will have had multiple opportunities to build relationships through community-building events during the work day.

**Evaluation Data Sources:** Staff MRA surveys, Campus Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lead Teacher "Sharpen the Saw Clubs - monthly, scheduled teacher clubs based on staff interest  <b>Strategy's Expected Result/Impact:</b> Increased teacher autonomy and efficacy  <b>Staff Responsible for Monitoring:</b> Principal, Classroom teachers</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Facilitate systematic relationship-building opportunities for new and returning staff  <b>Strategy's Expected Result/Impact:</b> Increase in teacher retention  <b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a revised, systematic Leader in Me and Blanton Mentoring system to provide an extra layer of support for all teachers in their first three years at Blanton  <b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy and consequently student achievement  <b>Staff Responsible for Monitoring:</b> Principal, Counselor</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# State Compensatory

## Budget for Blanton Elementary

**Total SCE Funds:** \$375,000.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

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

# Title I

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

### 1.1: Description of CNA Process

Blanton Elementary conducts a comprehensive needs assessment annually to inform our campus improvement efforts. We use multiple data sources including student performance data, demographic trends, stakeholder surveys, and staff input to identify key areas of need. The CNA process involves various stakeholders such as parents, administrators, teachers, and community members. We assess data across four domains: demographics, student achievement, school processes/programs, and perceptions. This process enables us to focus our schoolwide strategies on academic achievement and leadership development, ensuring our goals are aligned with the specific needs of our student population.

### 1.2: Location for Evidence of Multiple Meetings Held

Blanton Elementary maintains documentation of multiple stakeholder meetings through our Title1Crate platform, which houses agendas, sign-in sheets, and related evidence confirming inclusive participation in the CNA and CIP development 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)

At Blanton Elementary, our campus improvement plan is developed in alignment with the findings from our annual CNA. The plan is revised and adjusted throughout the year to reflect the evolving needs of our students and campus initiatives. Stakeholders participate in the development and review process with adequate notice and opportunities for engagement. The timeline begins in the spring, allowing for full implementation at the beginning of the following school year.

### 2.2: Stakeholders 1114(b)(2)

We ensure the involvement of a broad group of stakeholders in our campus planning process at Blanton Elementary. Our Campus Improvement Committee includes parents, teachers, administrators, business representatives, and community members. Documentation of stakeholder engagement is maintained in Title1Crate and is referenced throughout the CIP to support transparency and collaborative planning.

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

At Blanton Elementary, we make our Campus Improvement Plan accessible to all families and community members in a user-friendly format and language. The plan is posted on the district website, which includes a translation feature for multiple languages. In addition, flyers and communications are sent home in English and Spanish, and community meetings are conducted in both languages to promote understanding and engagement.

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

We coordinate our schoolwide plan with other district and federal programs to maximize student support. Our CIP reflects alignment with district-wide academic frameworks, including PLC processes and MTSS/RtI initiatives. Our efforts ensure consistency in academic expectations and resource delivery across programs and funding sources.

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

Blanton Elementary includes all required statutory descriptions within our CIP under the Policies Tab. This includes our strategies for extended learning time, use of evidence-based interventions, coordination of services, and plans to meet the needs of all students, particularly those at risk of academic failure.

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

## **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

We evaluate the effectiveness of our schoolwide program at Blanton Elementary through a summative year-end review. The process includes analysis of student performance data, stakeholder input, and the success of implemented strategies. Documentation of this evaluation is available and confirms our commitment to continuous improvement in meeting the needs of our students.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jamie Taylor	Title I Instructional Math Coach	Title I	.5

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Dulce Jimenez	Parent
Parent	Chandra Aldridge	Parent
Non-classroom Professional	Jenna Michaud	Speech Pathologist/SPED
Business Representative	Katelyn Glasglow	Business Representative
Parent	Patrick Ratliff	Parent
Administrator	Lauren Hawke	Assistant Principal
Administrator	Tricia Badillo	Principal
Non-classroom Professional	Brittany Ratliff	Librarian
Classroom Teacher	Arturo Cervantes	PE Teacher
Non-classroom Professional	Elccye Longazelle	SPED/Dyslexia
Classroom Teacher	Rucha Rajendra	5th Grade
Classroom Teacher	Kiran Bhatt	3rd Grade
Classroom Teacher	Emelia Mueller	2nd Grade
Classroom Teacher	Jill Chafin	1st Grade
Classroom Teacher	Angelika Handley	Kindergarten
Parent	Tabatha Badillo	Parent
Classroom Teacher	Alicia Lovett	PK Teacher
Community Representative	Rebekah Pitts	Community/Business Representative
Business Representative	Mandy Reed	Community/Business Representative
Counselor	Kasondra Baudo	Counselor
Classroom Teacher	Erin Brown	4th Grade

# Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental programs and services to support at-risk students		\$375,000.00
<b>Sub-Total</b>					\$375,000.00
<b>Budgeted Fund Source Amount</b>					\$375,000.00
<b>+/- Difference</b>					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Books to encourage school wide reading engagement	211-11-6329-00-110-30-000	\$0.00
1	1	4	Instructional Coach(s)	211-13-6119-00-110-30-000	\$58,743.00
1	1	6	FUNDATIONS Phonics for differentiated support	211-11-6399-00-110-30-000	\$1,035.00
1	1	6	Books for School Wide Book of the Month	211-11-6329-0-110-30-000	\$3,000.00
1	5	1	Professional Learning Books	211-13-6329-00-110-30-000	\$500.00
1	5	1	Conference and associated travel and professional association fees	211-23-6411-00-110-30-000	\$1,500.00
1	5	2	Professional Development Fees	211-13-6411-00-110-30-000	\$2,000.00
1	5	2	Substitutes for teachers attending Professional Development	211-11-6112-00-110-30-000	\$500.00
1	6	1	Poster maker supplies to make resources	211-11-6399-00-110-30-000	\$1,585.00
1	6	1	Reading and Phonics Materials	211-11-6329-00-110-30-000	\$500.00
1	6	3	Book of the Month	211-11-6329-00-110-30-000	\$2,000.00
3	1	1	Books for learners	211-61-6329-00-110-30-000	\$1,586.00
3	1	1	Family Engagement Resources	211-61-6399-00-110-30-000	\$413.00
3	1	2	Game materials	211-11-6399-00-110-30-000	\$400.00
4	1	1	Club Supplies	211-11-6399-00-110-99-000	\$400.00
4	2	2	Leadership supports for classroom instruction	211-11-6399-00-110-30-000	\$1,159.00
4	2	2	Professional Development on Academic Support through goal setting	211-13-6411-00-110-30-000	\$2,799.00
4	2	2	Notebooks and LIM Resources for Leadership Binders	211-11-6399-00-110-30-000	\$1,000.00
4	2	2	Celebration Station	211-11-6399-00-110-30-000	\$500.00
4	4	1	LIM Professional Development	211-13-6411-00-110-30-000	\$5,500.00

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
4	5	1	Professional Learning	211-13-6411-00-110-30-000	\$500.00
4	5	2	Counselor Resources for teaching lessons and materials/resources for self-regulation	211-31-6399-00-110-30-000	\$3,300.00
<b>Sub-Total</b>					\$88,920.00
<b>Budgeted Fund Source Amount</b>					\$88,920.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$463,920.00
<b>Grand Total Spent</b>					\$463,920.00
<b>+/- Difference</b>					\$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