

Ector County Independent School District

Blanton Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Blanton Elementary is committed to preparing all students for college and life by delivering a rigorous curriculum in a safe, supportive, nurturing, and inclusive environment.

At Blanton, we treat people with Love, respect, and Kindness to keep everyone safe.

Vision

Our vision is to develop well-rounded, confident, and responsible individuals who aspire to achieve their full potential.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By 26-27, 3rd - 5th grade students will increase the meets standards on reading from 47% to 50%

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 classroom teachers will target at-risk populations utilizing Read 180 for 1416 kids, small group instruction, and targeted tutoring for K-1 students three times a week for 20-30 minutes provided by a part-time tutor; Teachers will adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Growth in students' individual learning pathways iReady lessons passed at 70% or higher (2-3 lessons a week) Staff Responsible for Monitoring: Teachers, instructional coach, Principal Assistant Principal Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - Title One School-wide - \$13,000				

Strategy 2 Details	Reviews			
Strategy 2: The instructional coach will lead weekly PLCs, support lesson internalization, model effective instructional practices, analyze student data, and provide observation-and-feedback coaching cycles to increase instructional effectiveness and student achievement. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Instructional Coach Assistant Principal and Principal Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - Title One School-wide - \$75,000	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Teachers, instructional coach, assistant principal, and Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 2	Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. **Root Cause:** Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.

Student Achievement

Problem Statement 2: In 25-26, only 34% of 3rd grade students were on grade level in Math according to STAAR. **Root Cause:** Instruction has not consistently provided the level of rigor, differentiation, and targeted acceleration needed for students to progress from the Approaches performance level to the Meets and Masters performance levels. Inconsistent use of data to plan enrichment and higher-order instructional tasks has limited student growth at the upper performance levels.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 47% to 50%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 classroom teachers will target at-risk populations utilizing Read 180 for 1416 kids, small group instruction, and targeted tutoring for K-1 students three times a week for 20-30 minutes provided by a part-time tutor; Teachers will adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Growth in students' individual learning pathways iReady lessons passed at 70% or higher (2-3 lessons a week) Staff Responsible for Monitoring: Teachers, instructional coach, and leadership team. Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - Title One School-wide - \$13,000				

Strategy 2 Details	Reviews			
Strategy 2: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data-driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Instructional Coach Assistant Principal & Principal Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Title One School-wide - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Teachers, instructional coach and leadership team. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 7% to 23%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Checkpoint Data, STAAR Summative

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data-driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Teachers, instructional coach, Assistant Principal & Principal Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will create student data folders to ensure students track monthly iReady progress and Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Teachers, instructional coach, Principal, & Assistant Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: The instructional coach will lead weekly PLCs, support lesson internalization, model effective instructional practices, analyze student data, and provide observation-and-feedback coaching cycles to increase instructional effectiveness and student achievement Strategy's Expected Result/Impact: Teachers will see an increase in students' understanding of academic vocabulary. Students will utilize journals to connect learning to real-world science and everyday situations. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Title I: 2.51 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: By the end of the 2026-2027 school year, 100% of K-5 teachers will implement interactive notebooks in reading, mathematics, and science to increase student engagement, promote active learning, and strengthen students' ability to organize, process, and apply grade-level content Strategy's Expected Result/Impact: Develop campus-wide expectations and common notebook components to ensure consistency across grade levels. Incorporate interactive notebook activities into weekly lesson plans that align with the TEKS and district curriculum. Use interactive notebooks to support vocabulary development, note-taking, problem-solving, reflection, and formative assessment Staff Responsible for Monitoring: Administration Instructional coach Title I: 2.51, 2.52 Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
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Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 34% to 40%

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Administration Instructional coach Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: administration Instructional coach Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: By the end of the 2026-2027 school year, 100% of K-5 teachers will implement interactive notebooks in reading, mathematics, and science to increase student engagement, promote active learning, and strengthen students' ability to organize, process, and apply grade-level content. Strategy's Expected Result/Impact: Develop campus-wide expectations and common notebook components to ensure consistency across grade levels. Incorporate interactive notebook activities into weekly lesson plans that align with the TEKS and district curriculum. Use interactive notebooks to support vocabulary development, note-taking, problem-solving, reflection, and formative assessment Staff Responsible for Monitoring: Adminisistration Instructional coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May
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Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Although Blanton Elementary has established strong systems for supporting teachers through instructional coaching, mentoring, and staff recognition, staffing data indicates a continued need to strengthen teacher recruitment, certification, and retention efforts. Approximately 66.7% of teachers have five or fewer years of experience, and the campus employs 7 international teachers, 4 IF & 3 DOI. Root Cause: Teacher shortages have increased the campus's reliance on beginning, international, and alternatively certified teachers, creating a need for ongoing coaching, mentoring, and professional learning to ensure high-quality instruction and improve retention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 32 % to 37%

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady

Strategy 1 Details		Reviews			
Strategy 1: K-3 teachers will utilize i-Ready diagnostic and progress-monitoring data during PLCs to identify skill gaps, plan differentiated small-group instruction, and provide targeted reading intervention aligned to individual student needs. Strategy's Expected Result/Impact: Increased student growth in foundational literacy and comprehension skills, resulting in a higher percentage of K-3 students meeting or exceeding their i-Ready Reading growth goals. Staff Responsible for Monitoring: Administration Instructional coach K-3 Teachers. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Instructional coach and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through unpacking the standards, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased percentage of students meeting their Reading goal in i-Ready Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback Staff Responsible for Monitoring: IC Principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - Title One School-wide - \$75,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
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 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. Root Cause: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.
Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Student Panorama data will increase from 75% to 80%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Strategy 1 Details		Reviews			
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to build positive relationships among students and teachers. Strategy's Expected Result/Impact: Decrease in discipline issues and an increase in student's perception of belonging. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. Strategy's Expected Result/Impact: Increased exposure to iLead by students leading to higher emotional maturity or awareness in students. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Celebration Committee will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies. Teachers will make phone calls or send home messages, and hold student conferences. Strategy's Expected Result/Impact: Increased confidence in self and increase motivation to continue to improve Staff Responsible for Monitoring: Staff Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 93.6% to 95% by the end of 2026-2027 school year.

- Indicators of Success:**
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%
- Evaluation Data Sources:** Campus attendance reports and district COC reports

Strategy 1 Details	Reviews			
Strategy 1: The Attendance Committee will review attendance data monthly to identify students who are at risk for chronic absenteeism and provide timely, targeted support. The committee will work closely with teachers, staff, and families to identify and address barriers to regular attendance, document interventions, and monitor student progress. Attendance trends will be reviewed at the individual, grade-level, and campus levels to ensure Blanton remains focused on reaching and maintaining the campus goal of 95% attendance. Strategy's Expected Result/Impact: At Blanton Elementary, early identification and timely intervention will help reduce chronic absenteeism, strengthen communication and partnerships with families, and improve overall student attendance. Our goal is to ensure every student has consistent access to instruction and the opportunity to be successful each day. Staff Responsible for Monitoring: Administration Counselor Attendance Committee Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: At Blanton Elementary, we will implement a schoolwide attendance recognition program that celebrates both excellent and improved attendance. Students, classrooms, and grade levels will be recognized through weekly attendance challenges, nine-week recognition, certificates, incentives, and campus celebrations. These efforts will promote consistent attendance, encourage students to make coming to school a priority, and reinforce the importance of being present, engaged, and ready to learn each day. Strategy's Expected Result/Impact: Consistent recognition, incentives, and family engagement will increase awareness of the importance of daily attendance, motivate improvement, and create a positive schoolwide culture in which students, families, and staff share responsibility for achieving the campus attendance goal. Staff Responsible for Monitoring: Administration Counselor Attendance Committee Title I: 2.51 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. Root Cause: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.
School Culture and Climate
Problem Statement 1: Although Blanton Elementary has demonstrated strengths in fostering rigorous expectations, student connectedness, school safety, and staff well-being, survey data indicates opportunities to strengthen the overall school culture and climate. Student survey results show that Sense of Belonging (65%) and School Climate (59%) remain areas for improvement, indicating that not all students consistently Root Cause: Survey data suggests that inconsistencies in school climate, student belonging, and staff culture are linked to variation in how consistently systems for communication, feedback, and relationship-building are implemented across the campus. While expectations for rigor and safety are strong, opportunities exist to strengthen consistent, intentional practices that promote connection and belonging.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 18% to 16%

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals in Focus

Strategy 1 Details	Reviews			
Strategy 1: K-5 staff will consistently implement the campuswide behavior framework (Emergent Tree) and explicitly teach, model, reinforce, and recognize positive student behaviors aligned with campus expectations: Be Safe, Be Respectful, and Be Responsible Strategy's Expected Result/Impact: Increased positive student behavior and consistent implementation of behavioral expectations, resulting in fewer office referrals and exclusionary disciplinary consequences. Staff Responsible for Monitoring: Administration Counselor Classroom Teachers Behavior Systems Team (Emergent tree) Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: At Blanton Elementary, campus discipline data will be reviewed regularly to identify behavior trends, students who may need additional support, and opportunities for early intervention. Our goal is to address concerns early, build positive relationships, and provide students with the tools they need to be successful. Based on individual needs, students may receive targeted supports such as check-in/check-out, behavior goal setting, restorative conversations, counseling and support services, parent conferences, mentoring, and individualized behavior plans when appropriate. Blanton staff will work collaboratively with students and families to monitor progress, adjust interventions, and promote a safe, respectful, and supportive learning environment where every student can succeed. Strategy's Expected Result/Impact: At Blanton Elementary, we will work to reduce repeated discipline referrals and exclusionary disciplinary incidents through early identification, positive relationships, and targeted behavioral interventions. Students will receive the support they need to develop positive behaviors, strengthen their sense of belonging and connection to school, and maximize their time engaged in meaningful classroom instruction. Our goal is to create a safe, supportive environment where students can learn, grow, and succeed. Staff Responsible for Monitoring: Administration Counselor Title I: 2.51 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. Root Cause: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.
School Culture and Climate
Problem Statement 1: Although Blanton Elementary has demonstrated strengths in fostering rigorous expectations, student connectedness, school safety, and staff well-being, survey data indicates opportunities to strengthen the overall school culture and climate. Student survey results show that Sense of Belonging (65%) and School Climate (59%) remain areas for improvement, indicating that not all students consistently Root Cause: Survey data suggests that inconsistencies in school climate, student belonging, and staff culture are linked to variation in how consistently systems for communication, feedback, and relationship-building are implemented across the campus. While expectations for rigor and safety are strong, opportunities exist to strengthen consistent, intentional practices that promote connection and belonging.

Family and Community Engagement

Problem Statement 1: The campus continues to experience low family participation in academic nights, school events, PTA membership, and volunteer opportunities. This limited engagement reduces opportunities to build strong school-home partnerships that support student achievement, foster a positive campus culture, and strengthen collaboration between families and the school community. Increasing family involvement **Root Cause:** Many families face barriers to school involvement, including demanding work schedules & multiple jobs. Family engagement is limited by demanding work schedules, competing extracurricular commitments, and low participation in PTA and volunteer opportunities. Flexible engagement options and consistent communication are needed to increase family involvement and strengthen school-home partnership.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, favorable Panorama School Climate results will increase from 59% to 67% through consistent implementation of campuswide expectations, positive recognition, and relationship-building systems.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: The Celebration Committee will recognize student growth or achievement through competitions and rewards, such as celebrations or ceremonies. Teachers will make phone calls or send home messages, and hold student conferences. Strategy's Expected Result/Impact: Increased confidence in self and increased motivation to continue to improve. Staff Responsible for Monitoring: Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff will initiate and document at least two positive parent/guardian contacts weekly, through a phone call, written note, or message home. Strategy's Expected Result/Impact: When staff proactively share good news with families every week, it builds trust, strengthens attendance and behavior, and creates a culture where parents feel like partners rather than just recipients of bad news. Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: All classrooms will demonstrate consistent integration of AVID strategies (WICOR) and structured student discourse resulting in increased academic rigor and improved student performance.

Evaluation Data Sources: Classroom walkthroughs and observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will embed at least one AVID WICOR strategy into daily lesson plans across all grade levels and content areas. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, critical thinking, collaboration, and academic ownership through meaningful discussions and inquiry-based learning. Staff Responsible for Monitoring: Administration, Instructional Coach Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Facilitate weekly PLCs focused on planning rigorous lessons, analyzing student work, and sharing AVID best practices. Strategy's Expected Result/Impact: Student achievement and academic growth will improve as evidenced by gains on MAP, STAAR Interim, campus common assessments, and STAAR. Staff Responsible for Monitoring: Instructional Coach, Administration Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - Title One School- Improvement	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Students will be exposed to academic vocabulary in all grade levels. Students will create and use interactive science journals while using specific note-taking strategies. Strategy's Expected Result/Impact: Teachers will see an increase in student's understanding of academic vocabulary. Students will utilize journals to connect learning to real-world science and everyday situations. Staff Responsible for Monitoring: Administrators Instructional coach Title I: 2.51 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2027, Blanton will maintain teacher retention at 85% or higher.

Evaluation Data Sources: Teacher retention data
Staffing reports
Staff feedback
Panorama survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blanton Elementary leadership will provide ongoing support through the instructional coach, mentor teachers, and campus administrators by delivering coaching, mentoring, and job-embedded professional learning that builds teacher capacity, addresses individual needs, and fosters continuous professional growth and leadership development Strategy's Expected Result/Impact: Teachers will report increased instructional confidence, professional support, and opportunities for growth, contributing to improved teacher effectiveness and retention of 85% or higher Staff Responsible for Monitoring: Instructional Coach Teacher Mentors Principal Assistant Principal Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews			
Strategy 2: Blanton Elementary will foster a positive, supportive, and collaborative campus culture through meaningful staff recognition, celebrations coordinated by the Celebration Committee and Sunshine Committee, team-building opportunities, open communication, and intentional opportunities for staff voice, feedback, and collaboration. Strategy's Expected Result/Impact: Increased teacher belonging, engagement, and job satisfaction, resulting in a positive campus culture and teacher retention of 85% or higher. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Blanton Elementary has demonstrated strengths in fostering rigorous expectations, student connectedness, school safety, and staff well-being, survey data indicates opportunities to strengthen the overall school culture and climate. Student survey results show that Sense of Belonging (65%) and School Climate (59%) remain areas for improvement, indicating that not all students consistently Root Cause: Survey data suggests that inconsistencies in school climate, student belonging, and staff culture are linked to variation in how consistently systems for communication, feedback, and relationship-building are implemented across the campus. While expectations for rigor and safety are strong, opportunities exist to strengthen consistent, intentional practices that promote connection and belonging.

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of classrooms will implement iLead with fidelity.

Evaluation Data Sources: Observations and check-ins

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff will submit their schedule for students to receive or complete their iLead lesson weekly. Strategy's Expected Result/Impact: Students will feel more connected and develop essential life skills. Staff Responsible for Monitoring: Administrators Teachers Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, character lesson, and self worth. Strategy's Expected Result/Impact: Student connectedness will increase to 80%. Staff Responsible for Monitoring: Counselor Administrators Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By the end of the 2026 school year, Blanton Elementary will establish a culture of instructional excellence by effectively implementing the Emergent Tree curriculum with fidelity, increasing teacher capacity through professional learning and collaboration, and ensuring students receive engaging, rigorous, and developmentally appropriate instruction that promotes academic growth and lifelong learning

Evaluation Data Sources: Teachers will participate in Emergent Tree training and implementation support to ensure consistent instructional practices.

Strategy 1 Details	Reviews			
Strategy 1: 100 % of staff members will teach and reinforce Tier 1 expectations (Safe, Respectful, Responsible) during Emergent Tree community-building routines and classroom discussions. Strategy's Expected Result/Impact: Student climate survey results (School Climate, Sense of Belonging, Connectedness, School Safety) Staff Responsible for Monitoring: Teachers, Administration & Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 100% of the campus will use the Emergent Tree feedback board and positive recognition system to celebrate students who demonstrate both positive behaviors and campus core values. Strategy's Expected Result/Impact: Student climate survey results (School Climate, Sense of Belonging, Connectedness, School Safety) Staff Responsible for Monitoring: Teachers, Administration & Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: Blanton Elementary will provide meaningful opportunities for families to be actively involved in their child's learning. Students will maintain data folders to monitor academic progress and goal attainment, which will be used during parent-teacher conferences to facilitate data-driven conversations and ensure families have a clear understanding of their child's achievement, growth, and next steps for success.

Evaluation Data Sources: Parent sign-in sheets
Data folders
Volunteer sheets

Strategy 1 Details	Reviews			
Strategy 1: Host Family Academic Nights focused on literacy, math, and social-emotional learning, where parents participate in interactive activities, receive take-home resources, and learn strategies to support learning at home. Strategy's Expected Result/Impact: Increase in parent perceptions and feeling welcome on campus Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Blanton Elementary will implement a consistent two-way communication system through ClassDojo and Focus to provide timely school-wide updates and personalized communication from teachers. The principal will send a weekly parent newsletter highlighting upcoming campus events, important dates, student achievements, and school initiatives to keep families informed and engaged Strategy's Expected Result/Impact: Parents will be more informed of student progress. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				