Ector County Independent School District

Blanton Elementary

2019-2020 Campus Improvement Plan

Mission Statement

At Annie Webb Blanton Elementary we grow our students academically through engaging, rigorus learning experiences, work on building positive relationships, provide a safe learning environment, and strive to communicate effectively with all stakeholders.

Vision

Blanton Elementary:We are a small school that wants to make a big impact on our students!We prepare our students to make career, college or military choices and become productive citizens.

Value Statement

We believe all students can and will learn with proven stategies and high yield instruction.

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Comprehensive Needs Assessment

Needs Assessment Overview

Blanton has the following needs based on current missed safegaurds: Reading curriculum for all students and including the economically disadvantaged, special education, and ELL subgroups. Writing curriculum instruction for all students in all subgroups needs to be consistent across the grade levels. Science curriculum instruction for all students in all subgroups needs to be consistent across the grade levels.

According to the Bridge study, math curriculum instruction needs to be targeted in all subgroups and be consistent across grade levels.

The following programs and services will be supported at Blanton:

Fund 161: State Special Education	Special Education Additives/ Stipends
Fund 161: State Special Education	Speech Pathology Stipends
Fund 161: State Special Education	Special Education Teachers
Fund 161: State Special Education	Speech Pathologists
Fund 161: State Special Education	Occupational Therapist
Fund 161: State Special Education	OT/PT Assistants
Fund 161: State Special Education	Special Education Leadership, Drector/ Supervisors
Fund 161: State Special Education	Special Education Testing
Fund 161: State Special Education	Special Education Transportation
Fund 161: State Special Education	Special education instructional support staff
Fund 161: State Special Education	Special education instructional support materials
Fund 163: State GT	CAMP SIP Summer Program
Fund 163: State GT	GT COGAT Testing Materials
Fund 163: State GT	GT Curriculum & Staff Development
Fund 163: State GT	Instructional Leadership of program
Fund 164: State Comp Ed	Summer Remediation for STAAR/EOC recovery: Targeted grades
Fund 164: State Comp Ed	At Risk Tutoring
Fund 164: State Comp Ed	Classworks
Fund 164: State Comp Ed	Literacy Initiatives for reading and math
Fund 164: State Comp Ed	Frog Street Press

Fund 161: State Special Education	Special Education Additives/ Stipends
Fund 164: State Comp Ed	Core Teacher Professional Development for at risk strategies
Fund 164: State Comp Ed	DAEP Program
Fund 164: State Comp Ed	Reading Dyslexia Interventionist
Fund 164: State Comp Ed	Instructional Aides & Bilingual Aides
Fund 164: State Comp Ed	Bilingual Specialist
Fund 164: State Comp Ed	ESL Specialist
Fund 164: State Comp Ed	Community Outreach Services
Fund 164: State Comp Ed	Dictionaries for Bilingual/ESL student use
Fund 164: State Comp Ed	LTS Stride Software
Fund 164: State Comp Ed	Turnaround plans at identified secondary and elementary campuses
Fund 165: State Bilingual ESL	Teacher Professional Development & Support
Fund 165: State Bilingual ESL	Classroom Materials
Fund 165: State Bilingual ESL	Classroom Dictionaries for Instruction Use
Fund 165: State Bilingual ESL	Testing Materials for Student Identification to the Program LAS Links
Fund 165: State Bilingual ESL	Interventions Materials
Fund 165: State Bilingual ESL	Training Teacher Materials
Fund 165: State Bilingual ESL	Summer School Materials & Staffing
Fund 165: State Bilingual ESL	Teacher Created Materials targeted to balanced literacy
Fund 211: Title One Schoolwide	Class Size Reduction Teachers
Fund 211: Title One Schoolwide	Campus Curriculum Facilitators
Fund 211: Title One Schoolwide	Reading Specialist
Fund 211: Title One Schoolwide	Parent Involvement Activities
Fund 211: Title One Schoolwide	Supplemental materials, science, social studies and math
Fund 211: Title One Schoolwide	Title One Supplemental Literacy Materials
Fund 211: Title One Schoolwide	Library books & Technology tablets @ targeted title one campuses
Fund 211: Title One Schoolwide	Professional Development for teachers and campus administrators
Fund 211-01: Title One D, Sub-part 2	Professional Development for Administration
Fund 211-01: Title One D, Sub-part 2	Supplemental Instructional Support Technology
Fund 211-01: Title One D, Sub-part 2/ Title One A	Supplemental Guidance Counselor

Demographics

Demographics Summary

PEIMS Attendance Rates 2018-19 94.2%

Campus Type: Elementary

Campus Size: 555

Students Grade Span: PK-5th

Percent Economically Disadvantaged: 51%

Percent LEP: 4.5%

STUDENTS BY GRADE

Pre K:41

Kinder:68

Grade 1:98

Grade 2:87

Grade 3:86

Grade 4:83

Grade 5:94

Ethnic Distribution

African American: 56

Hispanic: 282

White: 167

American Indian: 3

Asian: 17

Pacific Islander: 0

Two or more races:30

Economically Disadvantaged: 285

Employees 18-19

Administrators: 2

Teachers:31

Instructional Paraprofessionals:7

EMPLOYEE RETENTION PERCENTAGES 17/18 to 18/19

Administrators: 100%

Teachers: 61.29%

Instructional Paraprofessionals: 42,86%

TEACHER EXPERIENCE

0 Years: 9.91%

1-5 Years: 36.64%

6 -10 Years:

> 10 Years:42.24%

W/Masters Degree:28.02%

Demographics Strengths

Blanton's demographic strength is staff retention. 42.24% of the staff have over ten years' experience and 28.02 have a Master's degree.

Student Achievement

Student Achievement Summary

According to 2018-2019 STAAR results:

May 2019 STAAR Mathematics, Grade 3

	Total Students	Approaches	Meets	Masters
BLANTON ELEM SCHOOL	63	77.78%	52.38%	33.33%
Economic Disadvantage	23	73.91%	43.48%	26.09%
Asian	3	100%	66.67%	66.67%
Black/African American	11	72.73%	45.45%	27.27%
Hispanic	24	83.33%	58.33%	33.33%
Two or More Races	2	100%	100%	50%
White	23	69.57%	43.48%	30.43%
Female	29	82.76%	51.72%	27.59%
Male	34	73.53%	52.94%	38.24%
LEP	4	100%	100%	75%
Special Ed Indicator	12	33.33%	8.33%	8.33%

May 2019 STAAR Reading, Grade 3

	Total Students	Approaches	Meets	Masters
BLANTON ELEM SCHOOL	63	66.67%	42.86%	28.57%
Economic Disadvantage	23	56.52%	34.78%	26.09%
Asian	3	66.67%	33.33%	0%

May 2019 STAAR Reading, Grade 3

	Total Students	Approaches	Meets	Masters
Black/African American	11	54.55%	36.36%	36.36%
Hispanic	24	75%	54.17%	37.50%
Two or More Races	2	100%	100%	0%
White	23	60.87%	30.43%	21.74%
Female	29	72.41%	51.72%	37.93%
Male	34	61.76%	35.29%	20.59%
LEP	4	100%	75%	25%
Special Ed Indicator	12	16.67%	8.33%	8.33%

May 2019 STAAR Mathematics, Grade 4

	Total Students	Approaches	Meets	Masters
BLANTON ELEM SCHOOL	72	56.94%	19.44%	8.33%
Economic Disadvantage	33	54.55%	15.15%	3.03%
Asian	2	100%	0%	0%
Black/African American	8	75%	37.50%	12.50%
Hispanic	39	46.15%	12.82%	7.69%
Two or More Races	6	83.33%	33.33%	16.67%
White	17	58.82%	23.53%	5.88%
Female	35	45.71%	11.43%	2.86%
Male	37	67.57%	27.03%	13.51%
LEP	3	0%	0%	0%

May 2019 STAAR Mathematics, Grade 4

	Total Students	Approaches	Meets	Masters
Special Ed Indicator	9	22.22%	11.11%	11.11%

May 2019 STAAR Reading, Grade 4

	Total Students	Approaches	Meets	Masters
BLANTON ELEM SCHOOL	72	66.67%	26.39%	8.33%
Economic Disadvantage	33	60.61%	24.24%	3.03%
Asian	2	50%	0%	0%
Black/African American	8	75%	50%	25%
Hispanic	39	61.54%	20.51%	7.69%
Two or More Races	6	66.67%	50%	16.67%
White	17	76.47%	23.53%	0%
Female	35	62.86%	17.14%	5.71%
Male	37	70.27%	35.14%	10.81%
LEP	3	66.67%	33.33%	33.33%
Special Ed Indicator	9	11.11%	11.11%	0%

May 2019 STAAR Writing, Grade 4

	Total Students	Approaches	Meets	Masters
BLANTON ELEM SCHOOL	71	53.52%	14.08%	0%
Economic Disadvantage	32	43.75%	15.62%	0%

May 2019 STAAR Writing, Grade 4

	Total Students	Approaches	Meets	Masters
Asian	2	0%	0%	0%
Black/African American	8	62.50%	12.50%	0%
Hispanic	38	52.63%	13.16%	0%
Two or More Races	6	66.67%	33.33%	0%
White	17	52.94%	11.76%	0%
Female	34	61.76%	14.71%	0%
Male	37	45.95%	13.51%	0%
LEP	3	33.33%	0%	0%
Special Ed Indicator	9	0%	0%	0%

	April 2019 STAAR Mathematics, Grade 5				May 2019 STAAR Mathematics, Grade 5			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
BLANTON ELEM SCHOOL	96	81.25%	44.79%	29.17%	20	30%	10%	0%
Economic Disadvantage	51	76.47%	33.33%	21.57%	12	25%	0%	0%
American Indian/Alaskan Native	2	100%	50%	50%-	-	-	-	-
Asian	2	100%	50%	50%-	-	-	-	-
Black/African American	9	66.67%	11.11%	11.11%	4	25%	25%	0%
Hispanic	56	85.71%	44.64%	30.36%	9	33.33%	11.11%	0%
Two or More Races	3	66.67%	33.33%	0%	1	100%	0%	0%
White	24	75%	58.33%	33.33%	6	16.67%	0%	0%
Female	43	83.72%	41.86%	30.23%	7	28.57%	14.29%	0%
Male	53	79.25%	47.17%	28.30%	13	30.77%	7.69%	0%
LEP	5	100%	80%	40%-	-	-	-	-

April 2019 STAAR Mathematics, Grade 5   May 2019 STAAR Mathematics, Grade 5

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Special Ed Indicator	11	63.64%	18.18%	0%	4	25%	0%	0%

April 2019 STAAR Reading, Grade 5   May 2019 STAAR Reading, Grade 5

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
BLANTON ELEM SCHOOL	96	64.58%	37.50%	14.58%	37	43.24%	13.51%	0%
Economic Disadvantage	51	56.86%	27.45%	9.80%	23	26.09%	13.04%	0%
American Indian/Alaskan Native	2	100%	100%	0%-	-	-	-	-
Asian	2	50%	50%	0%	1	0%	0%	0%
Black/African American	9	33.33%	11.11%	11.11%	7	42.86%	28.57%	0%
Hispanic	56	66.07%	41.07%	21.43%	21	47.62%	9.52%	0%
Two or More Races	3	33.33%	33.33%	0%	2	50%	0%	0%
White	24	75%	33.33%	4.17%	6	33.33%	16.67%	0%
Female	43	65.12%	37.21%	20.93%	15	33.33%	0%	0%
Male	53	64.15%	37.74%	9.43%	22	50%	22.73%	0%
LEP	5	40%	20%	0%	3	33.33%	0%	0%
Special Ed Indicator	11	36.36%	9.09%	0%	7	42.86%	0%	0%

May 2019 STAAR Science, Grade 5

	Total Students	Approaches	Meets	Masters
BLANTON ELEM SCHOOL	94	56.38%	23.40%	5.32%

May 2019 STAAR Science, Grade 5

	Total Students	Approaches	Meets	Masters
Economic Disadvantage	49	46.94%	20.41%	0%
American Indian/Alaskan Native	2	100%	50%	0%
Asian	2	50%	50%	0%
Black/African American	10	40%	20%	10%
Hispanic	56	53.57%	21.43%	3.57%
Two or More Races	3	33.33%	0%	0%
White	21	71.43%	28.57%	9.52%
Female	42	52.38%	16.67%	7.14%
Male	52	59.62%	28.85%	3.85%
LEP	5	40%	40%	0%
Special Ed Indicator	11	36.36%	18.18%	0%

Student Achievement Strengths

According to 2018-2019 STAAR results:

3rd Grade Reading:

approaches meets masters

70%   45%   27%

3rd Grade Math:

approaches meets masters

80%   53%   32%

4th Grade Reading:

approaches meets masters

72%   30%   13%

5th Grade Reading:

approaches meets masters

82%   38%   15%

5th Grade Math:

approaches meets masters

81%   45%   30%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Blanton only has 44% meets and 28% masters on STAAR Reading. **Root Cause**: Campus is in need of training in the rigor/relevance framework.

Problem Statement 2: Blanton scored a "D" in their 2019 overall accountability. **Root Cause**: Lack of systemic personalized professional development opportunities and follow up coaching

School Culture and Climate

School Culture and Climate Summary

Blanton's school wide theme this year is "Color Your Future Bright!". Blanton has 542 students, 2 PreK teachers, 3 teachers per grade level in Kinder and 1st. 5 teachers in 2nd grade, 3rd-5th grade each have 4 teachers per grade level, 2 teachers in the two specialized units, 1 LDS/ inclusion teacher, 7 paraprofessionals, 2 full time office staff members, 1 nurse, and 2 administrators. In 2017-2018, Blanton met standard. This year 2018-2019, Blanton continues to meet standard on the State Accountability. The state accountability rated Blanton as a D school. Our focus is to grow each student at least one academic year, so every student makes progress.

School Culture and Climate Strengths

The learning culture of students has been strengthened with the implementation of CHAMPS, Kagan structures, Lead4ward and AVID to encourage student learning in class.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our attendance rate fell a half a percent to 94.2%. **Root Cause**: Blanton did not have a plan to increase communication with parents and follow the district attendance policy ensuring meetings with parents to discuss state compulsory attendance laws.

Problem Statement 2: Blanton had 114 discipline referrals in 2018-19 **Root Cause**: Lack of CHAMPS/PBIS implementation on the bus, in PE, and on the playground.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Blanton is not fully staffed. Currently there is an opening in 2nd grade and there are six long term subs to begin the 2019-20 school year. One of the long term subs is a certified teacher. Two long-term subs are in an alternative certification program and are seeking teacher certification Blanton is currently searching for a qualified candidate for the vacancy in 2nd and the long term positions in PreK, 2nd, and 5th. We seek to have eager, highly-qualified teachers in each position. Teacher Recruitment is an issue due to high cost of living due to the current oil boom in the Permian Basin.

Staff Quality, Recruitment, and Retention Strengths

The faculty will participate in PLC times that will include data desegregation and staff development. All teachers are prepared to achieve student academic goals. PD will include lesson design and delivery along with campus focused and district directed initiatives. We will continue team building activities throughout the school year. The Blanton staff will feel the sense of team through the use of social media: Remind, Twitter, Facebook and Google Classroom. Various activities will be used to check for understanding and knowledge as we work to empower our teachers and students to collaborate, lead and succeed. The the goal at Blanton is to strengthen curriculum knowledge, utilize instructional strategies, provide instructional coaching, best practices, interpret and analyze data, and deliver professional learning to our adult learners.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Lack of 100% highly qualified teachers in all classrooms. **Root Cause**: High rent due to economic increases in the oil industry thus leading to a teacher shortage.

Problem Statement 2: Six of our teaching positions are held by long term substitutes and we currently have a vacancy that has not been filled. **Root Cause**: Cost of living in Odessa and teacher shortage

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, Istation, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, IStation, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Blanton will focus on following the District adopted textbook Scope and Sequence with fidelity. We will utilize district strategies such as KNOW SHOW when planning lessons. All teachers will utilize district planning template.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Math scores declined (8%)in approaches and (9%) meets on STAAR 2019 **Root Cause**: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 2: ELAR scores declined (4%)in approaches and (2%) meets on STAAR 2019 **Root Cause**: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Parent and Community Engagement

Parent and Community Engagement Summary

Blanton offers a variety of ways for parents and community members to be involved in our campus. Parent conferences are held at least twice for every grade level so that student progress could be shared. The Blanton CIT team also has a parent and community partner as a members. Asbury Church is a community member that supports Blanton through attendance incentives and supporting teachers.

Blanton also has activities to encourage parent involvement, these include but are not limited to: Meet the teacher, Parent Orientation, Reading & Math nights, P.S I love you, Science Fair, Pastries for parents, and field day. Blanton has grade programs through the music department and PTA.

Blanton hosts two parent workshops to educate parents on AVID components, such as WICOR, SLANT and what AVID Elementary is. 100% of teachers in grades 4th and 5th, implement AVID binders- an organizational/communication tool between home and school. This year we have included third grade AVID binders and implemented note taking strategies in grades, K-5th.

Students at Blanton are given the opportunity to learn about community involvement and learn to give back to the community through Canned Food Drives, March of Dimes, Coats for Kids

Blanton also has a VIPS program which lets parents and other community members collaborate to support teachers and staff.

Balnton shares information with parents on Facebook and Twitter

Parent and Community Engagement Strengths

Blanton continues to work on closing the performance gaps with increased family and community involvement through Volunteers in Public Schools, PTA, community Partners and committee involvement at the campus level. Blanton students have participated in community events such as Coats for Kids, Food Drives, and parent involvement nights.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Less than 1% of the parents volunteer to work during family/community functions. **Root Cause**: Meeting Schedule demands of working parents and meeting needs of Blanton parents when it comes to academic support.

Problem Statement 2: A very small number of parents in our VIPS program are showing willingness to volunteer at school. **Root Cause**: Blanton fails to reach out personally to see if parents would be willing to volunteer.

School Context and Organization

School Context and Organization Summary

Blanton will implement a school wide intervention time in all classrooms K - 5. Data will be reviewed from iStation, Brainchild, benchmarks, unit tests, classroom observation during RTI meetings. Interventions will address the content areas of Reading, Writing, Math, and Science. PLCs are organized by grade clusters and will meet to review student data, classroom instruction, and maintenance. PLC will meet weekly. CIT meets once a month to discuss campus goals and review of campus improvement plans.

AVID site team collaborate monthly on incorporating AVID Costa's Levels of Thinking in lesson planning and delivery to increase student engagement, rigor and student achievement. Campus leadership monitors lesson plans and instructional delivery to ensure student engagement is occurring, rigorous lessons are being taught, and teachers are monitoring and adjusting to individual learn needs. Leadership committee will meet once a month to review new campus initiatives and changes needed to keep moving students forward.

100% of teachers in grades 4-5th will be AVID trained in AVID Foundations of Learning.

School Context and Organization Strengths

The Leadership team and CIT are both involved in the school goals and planning. PLCs focus on sharing of best practices, rigorous activities, student achievement and help to strengthen individual teachers, grade levels and the school as a whole.

Technology

Technology Summary

Blanton currently has working Smart Boards, projectors, and document cameras in all classrooms. Each teacher has a teacher computer and at least 4 student computers to use in workstations. 3rd -5th Grade teachers all have 1:1 access with Google Chrome Books. PK- 2nd grade all have a cart of 30 Ipads per grade level in addition to the computer lab.The school also has one rolling laptop cart that houses 15 laptops and a computer lab with 28 computers. Blanton staff have been challenged to earn technology badges to increase adult learning to enhance student outcomes.

Technology Strengths

Teachers at Blanton Elementary utilize technology within their lessons. Blanton's Media Specialist provides resources and training as needed to help in planning for all grade levels to use technology to enhance TEKS based learning to equip our students for 21st century workforce/world. ECISD employs instructional technologists to provide training and support for best instructional practices.

Problem Statements Identifying Technology Needs

Problem Statement 1: Blanton currently has a ratio of only one computer per two students. **Root Cause**: Lack of available funding

Problem Statement 2: Only 50 % of teachers utilize technology during lessons **Root Cause**: Teachers need more technology training. This will assist teachers and aides to utilize technology for the benefit of student engagement and academic success.

Priority Problem Statements

Problem Statement 1: Blanton only has 44% meets and 28% masters on STAAR Reading.

Root Cause 1: Campus is in need of training in the rigor/relevance framework.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Math scores declined (8%)in approaches and (9%) meets on STAAR 2019

Root Cause 2: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: ELAR scores declined (4%)in approaches and (2%) meets on STAAR 2019

Root Cause 3: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Our attendance rate fell a half a percent to 94.2%.

Root Cause 4: Blanton did not have a plan to increase communication with parents and follow the district attendance policy ensuring meetings with parents to discuss state compulsory attendance laws.

Problem Statement 4 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records

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

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
- Capacity and resources data

Goals

Goal 1: Blanton will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 35% to 40% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) TEA Priorities Improve low-performing schools. Build a foundation of reading and math. Focus on building a strong foundation in K-2 Reading and Math. Utilize formal and informal assessments to identify students at approaches level. Identify areas of need to ensure they make adequate growth to achieve Meets standard. Disaggregate data in PLCs to monitor student growth. Ongoing training on lesson planning for teachers.	2.4, 2.5, 2.6	Administrators Instructional Specialists Teachers	Growth from Approaches to Meets Standard by 2020 STAAR. Follow district's scope and sequence and lesson plans with fidelity. STAAR released assessments will show a 2-3% growth from previous year STAAR score. **Problem Statements**: Student Achievement 1				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Blanton only has 44% meets and 28% masters on STAAR Reading. **Root Cause 1**: Campus is in need of training in the rigor/relevance framework.

Goal 1: Blanton will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 19% to 24% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Edit All Reorder Copy/Move Strategy DescriptionELEMENTSMonitorStrategy's Expected Result/Impact Formative Reviews Oct. Dec. Mar TEA Priorities Improve low-performing schools. 1) 1. Utilize formal and informal assessments to identify students at the Meets standard. Utilize small group instruction and rigorous Tier 1 instruction to ensure student growth from Meets to Masters.	2.4, 2.5	Administrators IS Teachers	Growth from Meets to Masters on STAAR 2020				
2. Disaggregate data in PLCs to ensure progress is on track to Masters standard	**Problem Statements**: Student Achievement 1 - School Culture and Climate 1						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Blanton only has 44% meets and 28% masters on STAAR Reading. **Root Cause 1**: Campus is in need of training in the rigor/relevance framework.

School Culture and Climate

Problem Statement 1: Our attendance rate fell a half a percent to 94.2%. **Root Cause 1**: Blanton did not have a plan to increase communication with parents and follow the district attendance policy ensuring meetings with parents to discuss state compulsory attendance laws.

Goal 1: Blanton will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 5% or more by May 2020.
3rd Grade Reading from 49% to 59%
4th Grade Reading from 31% to 36%
5th Grade Reading from 42% to 52%

4th Grade Writing from 16% to 39%.

      Evaluation Data Source(s) 3: State Accountability 2019, 2020

      Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) 1) 1. Blanton teachers and instructional staff will follow the district's ELAR scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of (k- 5th grade) well-developed and explicitly taught word structures. 2. Instructional Specialists and administrators will provide ongoing lesson planning in PLCs.	2.4, 2.5, 2.6	Teachers, Administrators, Instructional Specialists and , Dyslexia Interventionist Evaluation Data Source: Weekly review of lesson plans for K 5th, quarterly reviews of unit assessments, SBAs, DBAs, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS	Istation letter knowledge and phonemic awareness levels will increase in Kindergarten by: benchmark by Oct 2019 3% by Dec 2019 3% by March 2020 3% by May 2020 2nd - 5th grade: % meets standard on unit assessments will increase by: 3% by Oct 2019 3% by Dec 2019 3% by March 2020 3% by May 2020				
Problem Statements: Student Achievement 1							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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Campus #068901125
August 30, 2019 7:33 pm

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Blanton only has 44% meets and 28% masters on STAAR Reading. **Root Cause 1**: Campus is in need of training in the rigor/relevance framework.

Goal 1: Blanton will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.
3rd Grade Math from 53% to 63%
4th Grade Math from 25% to 35%
5th Grade Math from 45% to 55%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	**Dec**	**Mar**	**May**
1) TEA Priorities Improve low-performing schools. 1) Blanton teachers and instructional staff will follow the district's Math scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of (k- 5th grade) MATH curriculum. 2. Instructional Specialists and administrators will provide ongoing lesson planning in PLCs. 3. We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring.	2.4, 2.5	Administrators IS Teachers	Increase meets percentage by 10% by May 2020.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

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Campus #068901125
August 30, 2019 7:33 pm

Goal 1: Blanton will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 10% by May 2020.
5th Science from 23% to 33%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) TEA Priorities Improve low-performing schools. 1) 1. Follow the District's Scope and Sequence K-5 in Science with fidelity. 2. Utilize PLCs for planning of instruction guided by Instructional Specialists. 3. We will utilize student assessment data to form intervention groups for students to grow to meets standard in Science. 4. Disaggregate Science data in PLCs to ensure growth is made .	2.4, 2.5	Administrators Teachers Ins. Specialists	10% increase in the Meets Standard on state assessments in Science by May2020				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	
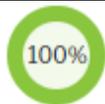
Goal 1: Blanton will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: ECISD retention rates will be 0.1% below state average in all grade levels K-8 by 2020.

   Evaluation Data Source(s) 6: District PEIMS Retention Report

   Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) RTI will be utilized for all students falling below grade level to fill gaps	2.4	Teachers Administration	Students' gaps in learning will be closed and students will perform on grade level				
TEA Priorities Improve low-performing schools Build a foundation of reading and math 2) Guided math and guided reading will be used in all grade levels.	2.4, 2.5, 2.6		students will improve reading and math skills in all grade levels.				
3) All teachers in every grade level will provide tutoring Monday-Thursday for a minimum of 30 minutes in small group settings.	2.4, 2.6	teachers Instructional support Administration	Higher student achievement in reading and math.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 1: Blanton will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Blanton's student attendance rate will increase from 94.2% to 95.7% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 7: District attendance reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	**Dec**	**Mar**	**May**
TEA Priorities Improve low-performing schools 1) TEA Priorities Improve low-performing schools. 1) 1. Attendance team will meet every 6 weeks to monitor student attendance. They will ensure Contacts and Contracts are in place. 2. Teachers will contact parents when a student is absence. Contact will be documented in Eduphoria Aware. 3. Counselor will complete contracts on students with excessive absences by meeting with parents. Strategies for improving attendance will be shared with parents.	2.5, 2.6	Counselor Teachers Clerk Administrators	Student attendance rate will increase from 93% to 95% by 2020.				
		Problem Statements: School Culture and Climate 1					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 7 Problem Statements:

School Culture and Climate
Problem Statement 1: Our attendance rate fell a half a percent to 94.2%. **Root Cause 1**: Blanton did not have a plan to increase communication with parents and follow the district attendance policy ensuring meetings with parents to discuss state compulsory attendance laws.

Goal 1: Blanton will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all district physical education classes.

Evaluation Data Source(s) 8: FitnessGram Annual Report

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Blanton will promote a healthy lifestyle by providing more than that state requirement of 135 minutes per week. Each student will be given an additional 45 minutes weekly in physical education classes	2.5	PE Coaches Administration	Better physical fitness and a well rounded education.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 1: Blanton will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

TELPAS Advanced Level from 37.86% to 42.86%
TELPAS Advanced High Level from 9.9% to 14.9%

Evaluation Data Source(s) 9: TELPAS ratings 2020

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) 1) Blanton will increase the number of teachers who are ESL certified in order to add strategies to reach EL's	2.4, 2.5	Administration	Increased performance by EL's, specifically on TELPAS. (2 teachers will obtain certification in 2020.)				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 2: Blanton will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: Blanton will continue to hire and recruit highly qualified teachers and will continue to fill openings in teacher vacancies with highly qualified applicants.

> **Evaluation Data Source(s) 1:** TAPR
> System Data
> Exit Survey Data
>
> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) TEA Priorities Recruit, support, retain teachers and principals. PMBAS 1) Continuous checking and reporting of potential job openings.	2.4, 2.5	Teachers, Administrators	To keep all positions filled with highly qualified personnel.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 3: Blanton will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Encourage partnerships with community agencies and individuals.

Evaluation Data Source(s) 1: Parent surveys
PTA membership
PPTS event participation

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Blanton will actively seek parents and community members to serve on Blanton's CIT and PTA Board.	3.2	Administration	Increased community voice/input on campus decisions				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 4: Blanton will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Our library media specialist will school clubs based on areas of student interest including Minecraft, bluebonnet, and coding.	2.5	Media Specialist Administration	Higher student engagement and increases on academic outcomes by promoting student interest around selected learning opportunities				
2) 2) Coaches will be offering after school sports year round for different sports seasons	2.5	PE Coaches Administration	More student involvement, better school culture and better health				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 4: Blanton will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Blanton will have a trained first responders committee to be available with a plan in case of emergency.	2.4, 2.6	Nursing Staff Administration					
2) Safety drills will be done periodically and any issues will be reviewed and corrected.	2.4, 2.6	Administration	Blanton will be prepared in the event of an emergency				
3) All staff will be trained in the new emergency response program SRP in order to be prepared to react in any emergency including, lockdown, lock out and fire or weather hazard.	2.4, 2.6	Administration	Blanton teams, staff, and students will be prepared in the event of an emergency.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 5: Blanton will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Equitable and data driven budgeting will be utilized to determine priority for "options" submitted by departments and approved by the Board no later than June 18, 2019. (Options are funding above department allotments for additional identified needs.)

    Evaluation Data Source(s) 1: Budgets, 5 year trends, Needs as requested by options list provided by departments, and district approved staff ratios

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Data will be utilized to determine the best course for spending when budgeting funds each year.	2.5	Secretary Teachers Administration	Funds will be used to support student learning and outcomes.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 6: Blanton will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: 100% of campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 1: 2019-2020 Campus improvement Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Use technology to align the District plan with the campus plan.	2.4, 2.5, 2.6	Admin, CIT, IS,	Align the campus goals and outcomes with the District goals and outcomes.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 6: Blanton will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Increase the use of parent portal activity to 90% by 2020.

Evaluation Data Source(s) 2: txConnect administrator reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Blanton will promote the use of parent portal by sending out parent links/Facebook posts and will require changes made to be done on parent portal.	2.4, 2.5, 2.6	Office Staff Teachers Administration	Increase parent use of parent portal				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Need assessment was approved by CIT on 8/30/18.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Sign in sheets attest to appropriate board policy being followed for CIT Membership.

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

Shared title I plan presented at annual meeting. As well as sent home with all students in parent communication folders asking for feedback prior to implementation of the plan..

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

Federal/State Required Priority Goals:

Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.

(SP1.1) Blanton will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO5)

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5)

(SP1.3) Improved performance for physical education: All students engaged in the state physical education assessment will show improvement. (Goal 1, PO 12)

(SP1.4) All students will be graduate prepared for college or career readiness. (Goal 1, PO 8, PO 9)

(SP1.5) Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 13)

(SP1.6) Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 6)

(SP1.7) Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested. (Goal 1, PO 13)

(SP1.8) All students will graduate from high school to include all student subgroups. (Goal 1, PO 10, PO11)

(SP1.9) Blanton will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1)

(SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1)

(SP2.2)Blanton will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 9, PO 11)

(SP2.3) Transition planning will be addressed at each campus as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)

(SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1)

(SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO 3, PO5)

(SP2.6) District and campuses will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 3, PO5; Goal 3, PO 4)

(SP2.7) Blanton will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 9)

(SP2.8) District and campuses will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 9)

(SP2.9) Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 9)

(SP2.10) Blanton will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal ?)

(SP3.1) Blanton will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal ?)

(SP3.2)Blanton will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal ?)

(SP 3.3) Blanton will provide professional development in utilizing technology. (Goal ?)

(SP 3.4) Blanton will be taught by highly qualified teachers and highly qualified instructional paraprofessionals. (Goal 1, PO 1, PO 3, PO5)

(SP 3.5)Blanton will recruit, hire and retain highly qualified teachers and instructional paraprofessionals. (Goal 3, PO 1, PO 4, PO 7, PO 8)

(SP 3.6) Blanton will utilize instructional technology as a teaching tool for student success. (Goal ?)

(SP4.1) Blanton will work to improve parent participation to include targeted subgroups: title one, bilingual ESL, and migrant. (Goal ?)

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Viktoria Henderson	special areas
Classroom Teacher	Traci Fuentes	3rd grade Teacher
Administrator	Stacey Molyneaux	Principal
Administrator	Shelley Rash	Assistant Principal
Classroom Teacher	Tish Nash	Kinder Teacher
Classroom Teacher	Leesa Harrington	1st Grade
Classroom Teacher	Leona Colling	2nd Grade
Classroom Teacher	Traci Fuentes	3rd Grade
Classroom Teacher	Kristy Tacker	4th Grade
Classroom Teacher	Angelia Ives	5th Grade
Counselor	Johnny Taylor	Counselor
Paraprofessional	June Ybarra	Secretary
Classroom Teacher	Jaime Rojo	Special Areas
District-level Professional	Annette Macias	District Represenative
Parent	Shannon Blau	Parent Represenative
Community Representative	Mike Agee	Community Member