

# Ector County Independent School District

## Blanton Elementary

### 2021-2022 Campus Improvement Plan

*Blanton Elementary*

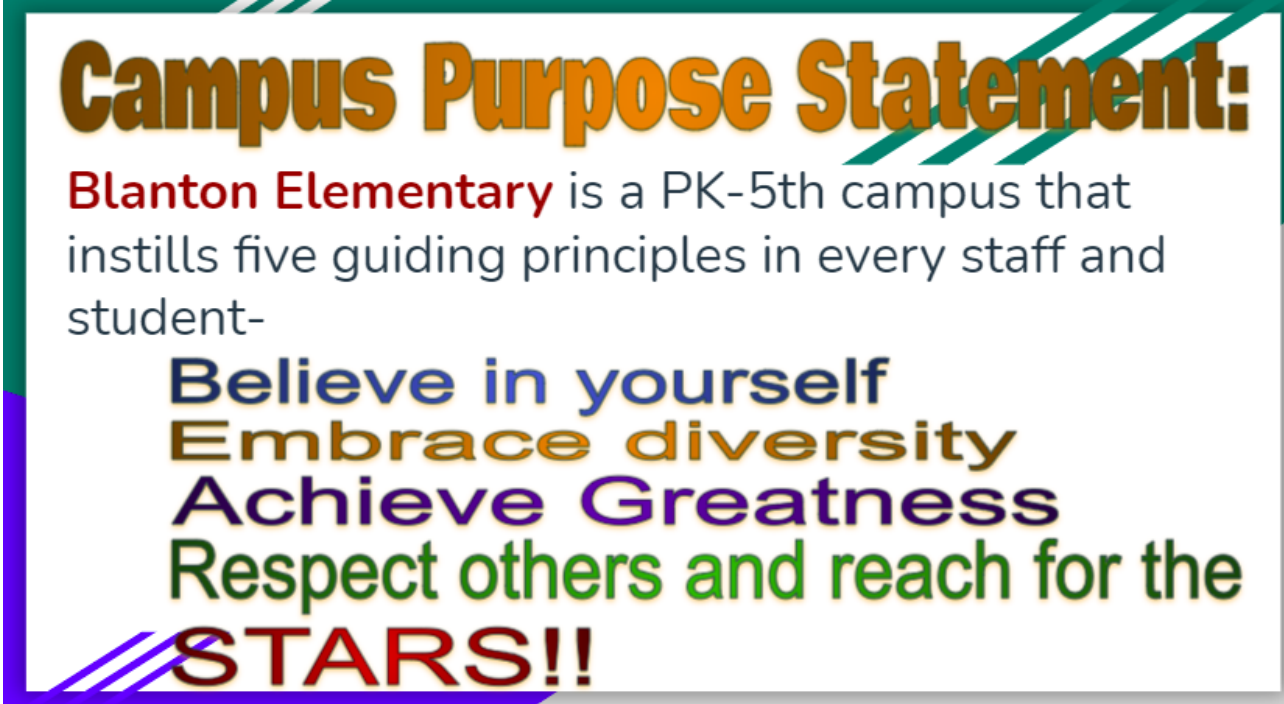


*Grizzly Bears*

# Mission Statement

*Blanton Elementary fosters a learning environment through establishing structured systems of collaboration and communication, embracing diversity of others, promoting a positive foundational belief in the social, emotional, and academic well being of every student, and ensuring ALL students receive high quality instruction in every classroom that lays a strong foundation for life-long learning.*

## Vision



**Campus Purpose Statement:**  
Blanton Elementary is a PK-5th campus that instills five guiding principles in every staff and student-

- Believe in yourself
- Embrace diversity
- Achieve Greatness
- Respect others and reach for the
- STARS!!**

# Value Statement

## Blanton Necessities-

*I am special and important,*

*I will do my best to learn all that I can today.*

*I will act in such a way that I will be proud of myself*

*and others will be proud of me, too!*

*I will do my part to make Blanton*

***A GREAT PLACE TO LEARN!!!***



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Overall Demographics: 2020-2021

Demographic %/#	All Students	PK	Kinder	First	Second	Third	Fourth	Fifth
White	29% - 136	29.3% - 12	30% - 27	27.6% - 21	25.4% - 16	28.1% - 16	27.9% - 19	33.3% - 25
AA	16.7% - 45	7.3% - 3	.03% - 3	10.5% - 8	14.3% - 9	8.8% - 5	13.2% - 9	10.7% - 8
Hispanic	53.6% - 252	51.2% - 21	62.2% - 56	52.6% - 40	49.2% - 31	52.6% - 30	54.4% - 37	49.3% - 37
Asian	2.1% - 10	2.4% - 1	.02% - 2	.01% - 1	3.2% - 2	5.3% - 3	1.5% - 1	
American Indian	.002% - 1	0.00%	.01% - 1	0	0	0	0	
Two or More Races	5.3% - 25	9.8% - 4	.01% - 1	7.9% - 6	7.9% - 5	5.3% - 3	2.9% - 2	5.3% - 4
Pacific Islander	.002% - 1	0.00%	0	0	0	0	0	1.3% - 1
SPED	13.8% - 65	9.8% - 4	12.2% - 11	16% - 12	14.7% - 10	7% - 4	14.3% - 9	19.7% - 15
EL	3.8% - 18	0.00%	2.2% - 2	2.7% - 2	1.5% - 1	10.5% - 6	7.0% - 5	2.6% - 2
504	.64% - 3	33.3% - 1	0	0	33.3% - 1	33.3% - 1	0	
Eco Dis	58.3% - 274	13.5% - 37	18.2% - 50	16.8% - 46	12% - 33	11.7% - 32	13.9% - 38	13.9% - 38
Male	50% - 235	4.8% - 20	45.6% - 41	50.7% - 38	41.2% - 28	64.9% - 37	54% - 34	48.7% - 37
Female	50% - 235	51.2% - 21	54.4% - 49	49.3% - 37	58.8% - 40	35.1% - 20	46% - 29	51.3% - 39
Total	470	8.7% - 41	19.1% - 90	16.2% - 76	13.4% - 68	12.1% - 57	14.5% - 63	16% - 75

### Attendance: 2020-2021

Demographic %/#	All Students	PK	Kinder	First	Second	Third	Fourth	Fifth
White	94.49%	95.49%	94%	95.26%	95.14%	94.70%	92.15%	94.64%
AA	95.70%	98.48%	97.38%	93.25%	93.18%	94.35%	94.74%	98.09%

Hispanic	93.17%	91.69%	91.97%	96.71%	87.83%	94.46%	94%	95.55%
American Indian	89.45%	100.00%	78.89%	n/a	n/a	n/a	n/a	n/a
Asian	96.32%	87.50%	96.43%	100%	96.11%	95.09%	100%	99.11%
Hawaiin Pacific Islander	98.11%	100.00%	n/a	n/a	n/a	n/a	n/a	98.21%
2 or more Races	94.47%	93.95%	94.10%	97.14%	89.14%	91.98%	97.22%	97.77%
Male	93.96%	94%	91.57%	95.15%	92.84%	94.83%	93.77%	95.59%
Female	93.46%	93.09%	93.71%	95.93%	88.16%	93.71%	93.82%	95.82%
SPED	94.58%	96.02%	92.67%	94.39%	94.01%	95.54%	93.31%	96.11%
EL	95.27%	n/a	96.40%	95.30%	98.20%	94.60%	97.20%	92.90%
504								
GT								
Eco Dis	92.67%	94.30%	91.35%	95.32%	87.21%	93.62%	91.87%	95.02%

## Discipline: 2020-2021

Demographic %/#	All Students	PK	Kinder	First	Second	Third	Fourth	Fifth
White	46.4% - 13	50% - 1	60% - 3	100% - 1	33% - 1	0	100% - 1	43.8% - 7
AA	10.7% - 3						0	18.8% - 3
Hispanic	35.7% - 10		40% - 2		66% - 2		0	31.3% - 5
Two or More Races	7.1% - 2	50% - 1					0	6.3% - 1
Male	78.6% - 22	50% - 1	80% - 4	100% - 1	66% - 2		0	100% - 1
Female	21.4% - 6	50% - 1	20% - 1		33% - 1		0	18.7% - 3
SPED	28.6% - 8	13% - 1	25% - 2		0	13% - 1	0	13% - 1
EL		0	0	0	0	0	0	0
504	4% - 1	50% - 1					0	
GT		0	0	0	0	0	0	0
Eco Dis	68% - 19	100% - 2	80% - 4	100% - 1	33% - 1		0	100% - 1
Total		28	2	5	1	3	0	1
								16

# Performance: 2020-2021

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
Content:	Reading , Math	Reading, Math	Reading, Math	Reading, Math	Reading, Math, Writing	Reading, Math, Science	Reading, Math, Writing, Science	
All Students	Kinder MAP Data: RA:55 %, Rme: 32%, Rma: 18% MA:64 %, Mme:41% , Mma:23%	1st MAP Data: RA:47% , Rme:29% , Rma:10% MA:47% , Mme21:% , Mma:6%	2nd MAP Data: RA:53% , Rme:29% , Rma:10% MA:74% , Mme:54% , Mma:23%	3rd Grade 2019: RA:70%, Rme:51%, Rma:30%, MA:81%, Mme:56%, Mma:36%  3rd Grade 2021: R: 64%, RA75%: , Rme36%: , Rma18%: M: 68.5%, MA:78% , Mme:53% , Mma:20%	4th Grade2019: RA: 75%, Rme:51%, Rma:11% MA:63%, Mme:30%, Mma:17% WA:62%, Wme:20%, Wma:5%  4th Grade 2021: R: 62%%, RA:65% %, Rme:34 %, Rma:9 % M: 59%, MA:66 %, Mme:35 %, Mma:15 % W: 55%, WA: 56%, Wme:16 %, Wma:0 %	5th Grade 2019: RA:82% , Rme:43% , Rma:15% MA:84% , Mme:46% , Mma:29% SA: 57%, Sme:24% , Sma:5%  5th Grade 2021: R: 56%, RA:50 %, Rme:34 %, Rma:13 % M: 59%, MA:66 %, Mme:35 %, Mma:15 % S: 44%, SA:27 %, Sme:6 %, Sma:1 %	Whole Campus: (3,4,5) All Subject: A :72% , Me:38% , Ma:19% Reading: A: 76%, Me42%: , Ma:18% Math: A:76% , Me:44% , Ma:28% Writing: A:62% , Me:20% , Ma:5% Science: A:57% , Me24%: , Ma:5%	Whole Campus: (3,4,5) All Subject: 56%, A 57:% , Me:26% , Ma:10% Reading:61%, A:64 %, Me:33%: , Ma:14% Math:56%, A:61% , Me:31% , Ma:13% Writing:55% A::56% , Me:16% , Ma:0% Science:44%, A:27% , Me:6%: , Ma:1%

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
White				<p>3rd Grade 2019: RA:60%, Rme:32%, Rma:34% MA:68%, Mme:48%, Mma:32%</p> <p>3rd Grade 2021: R: 66%, RA:73% , Rme:53% , Rma:33% M: 76%, MA: 93%, Mme:73% , Mma:27%</p>	<p>4th Grade 2019: RA:5% , Rme: 38%, Rma:4% MA: 67%, Mme:38% , Mma:17% WA:63% , Wme:21% , Wma:4%</p> <p>4th Grade 2021: R: 66%, RA:68 %, Rme:47 %, Rma:11 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % W: 60%, WA:71 %, Wme:29 %, Wma:0 %</p>	<p>5th Grade2019: RA:81% , Rme:38%, Rma:5% MA: 76%, Mme:62% , Mma:33% SA:67% , Sme: 28%, Sma:6%</p> <p>5th Grade 2021: R: 48%, RA:38 %, Rme:21 %, Rma:8 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % S:38 %, SA:17 %, Sme:4 %, Sma:0 %</p>	<p>Whole Campus (3,4,5) All Subjects: A: 69%, Me: 38%, Ma:16% Reading:A71%: , Me36%: , Ma:11% Math: A:70% , Me:49% , Ma:27% Writing: A:63% , Me21%: , Ma4%: Science: A:67% , Me:28% , Ma:6%</p>	<p>Whole Campus: (3,4,5) All Subject: 55%A :54% , Me:33% , Ma:12% Reading:59% A:57 %, Me38%: , Ma:16% Math: 57% A60:% , Me:40% , Ma:16% Writing: 60% A:71% , Me:29% , Ma0:% Science: 38% A:17% , Me 4%: , Ma:0%</p>



Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
AA				3rd Grade 2019 RA: 64%, Rme: 55%, Rma:36% MA:82% , Mme:45% , Mma:35%	4th Grade 2019: RA: 67%, Rme33%: , Rma:17% MA:83% , Mme:50% , Mma:17% WA: 57%, Wme:0% , Wma:0%	5th Grade 2019: RA:56% , Rme:22%, Rma:11% MA: 67%, Mme: 11%, Mma:11% SA: 33%, Sme:11% , Sma:11%	Whole Campus (3,4,5) All Subjects: A64%: , Me30%: , Ma19%: Reading:A62%: , Me:38% , Ma:23% Math: A:77% , Me: 35%, Ma:23% Writing: A: 67%, Me0%: , Ma:0% Science: A:33% , Me:11% , Ma:11%	Whole Campus: (3,4,5) All Subject: 50%A :44% , Me:16% , Ma:5% Reading: 54% A:45 %, Me23%: , Ma:9% Math:50% A55:% , Me:18% , Ma5:% Writing: 46% A33:% , Me:0% , Ma0% Science:41% A:25% , Me 13%: , Ma0:%
				3rd Grade 2021: R:50% % , RA:40% , Rme:20% , Rma:0% M: 58%, MA: 60%, Mme:20% , Mma:20%	4th Grade 2021: R: 51%, RA:33 % , Rme:11 % , Rma:0 % M: 49%, MA:67 % , Mme:11 % , Mma:0 % W:46 % , WA:33 % , Wme:0 % , Wma:0 %	5th Grade 2021: R: 60%, RA: 63%, Rme: 38%,Rma:25 % M: 49%, MA:67 % , Mme:11 % , Mma:0 % S: 41%, SA:25 % , Sme:13 % , Sma:0 %		

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
Hispanic				3rd Grade 2019 RA:76% , Rme: 59%, Rma35%: MA:86% , Mme:59% , Mma:38%  3rd Grade 2021: R: 64%, RA: 76%, Rme:34% , Rma:17% M: 65%, MA:72% , Mme:45% , Mma:17%	4th Grade 2019: RA: 78%, Rme:30% , Rma:14% MA: 51%, Mme: 22%, Mma:16% WA: 62%, Wme: 19%, Wma:8%  4th Grade 2021: R: 65%, RA:74 %, Rme:35 %, Rma: 12% M: 58%, MA:65 %, Mme:32 %, Mma:15 % W:55 %, WA:56 %, Wme:15 %, Wma:0 %	5th Grade 2019: RA:85% , Rme:45%, Rma:21% MA:89% , Mme:47% , Mma:32% SA: 55%, Sme:23% , Sma:4%  5th Grade 2021: R: 62%, RA: 63%, Rme:34 % ,Rma:14 % M: 58%, MA:65 %, Mme:32 %, Mma:15 % S: 48%, SA: 34%, Sme:6 % , Sma:3 %	Whole Campus (3,4,5) All Subjects: A: 73%, Me38%: Ma21%: Reading:A80%: Me:45% , Ma:23% Math: A:77% , Me:43% , Ma:29% Writing: A:62% , Me: 19%, Ma:8% Science: A:55% , Me:23% , Ma:4%	Whole Campus: (3,4,5) All Subject: 58% A :61% , Me:25% , Ma10%: Reading:64% A: 70%, Me35%: Ma:14% Math: 56% A:62% , Me:27% , Ma:12% Writing:55% A:56% , Me:15% , Ma:0% Science: 48% A34%: Me6%: Ma:3%

### Demographics Strengths

### District Indicators of Success- Blanton Report Card

- Met **Attendance** goal of 94%
- **STAAR Alt-** 3rd Math- 100% Met; 50% Accomplished
- **STAAR Alt-** 3rd Reading- 100% Met

- **STAAR Alt-** 4th Math- 100% Met
- **STAAR Alt-** 4th Reading- 33% Met; 33% Writing
- **STAAR Alt-** 5th Math- 100 % Met; 50% Accomplished
- **STAAR Alt-** 5th Reading-100% Met; 50% Accomplished
- **STAAR Alt-** 5th Science- 100 % Met; 100% Accomplished
- % of 3rd grade students **meeting/exceeding STAAR standards**-Goal was 26% , Actual was 45%
- % of students **meeting or exceeding MAP growth projection**- MOY 39%, Goal was 50%, Actual was 48%

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 2:** Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

# Student Achievement

## Student Achievement Summary

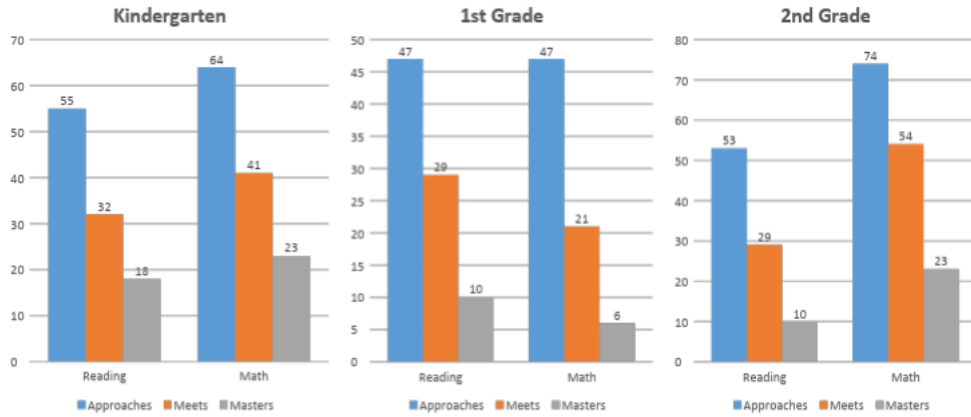
Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
Content:	Reading , Math	Reading, Math	Reading, Math	Reading, Math	Reading, Math, Writing	Reading, Math, Science	Reading, Math, Writing, Science	
All Students	Kinder MAP Data: RA:55 % , Rme: 32% , Rma: 18% , MA:64 % , Mme:41% , Mma:23%	1st MAP Data: RA:47% , Rme:29% , Rma:10% , MA:47% , Mme21:% , Mma:6%	2nd MAP Data: RA:53% , Rme:29% , Rma:10% , MA:74% , Mme:54% , Mma:23%	3rd Grade 2019: RA:70% , Rme:51% , Rma:30% , MA:81% , Mme:56% , Mma:36%  3rd Grade 2021: R: 64% , RA75% : , Rme36% : , Rma18% : M: 68.5% , MA:78% , Mme:53% , Mma:20%	4th Grade2019: RA: 75% , Rme:51% , Rma:11% MA:63% , Mme:30% , Mma:17% WA:62% , Wme:20% , Wma:5%  4th Grade 2021: R: 62%% , RA:65% % , Rme:34 % , Rma:9 % M: 59% , MA:66 % , Mme:35 % , Mma:15 % W: 55% , WA: 56% , Wme:16 % , Wma:0 %	5th Grade 2019: RA:82% , Rme:43% , Rma:15% MA:84% , Mme:46% , Mma:29% SA: 57% , Sme:24% , Sma:5%  5th Grade 2021: R: 56% , RA:50 % , Rme:34 % , Rma:13 % M: 59% , MA:66 % , Mme:35 % , Mma:15 % S: 44% , SA:27 % , Sme:6 % , Sma:1 %	Reading, Math, Writing, Science	Whole Campus: (3,4,5) All Subject: 56% , A 57% , Me:26% , Ma:10% Reading:61% , A:64 % , Me:33% : , Ma:14% Math:56% , A:61% , Me:31% , Ma:13% Writing:55% A::56% , Me:16% , Ma:0% Science:44% , A:27% , Me:6% : , Ma:1%

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
White				3rd Grade 2019: RA:60%, Rme:32%, Rma:34% MA:68%, Mme:48%, Mma:32%  3rd Grade 2021: R: 66%, RA:73% , Rme:53% , Rma:33% M: 76%, MA: 93%, Mme:73% , Mma:27%	4th Grade 2019: RA:5% , Rme: 38%, Rma:4% MA: 67%, Mme:38% , Mma:17% WA:63% , Wme:21% , Wma:4%  4th Grade 2021: R: 66%, RA:68 %, Rme:47 %, Rma:11 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % W: 60%, WA:71 %, Wme:29 %, Wma:0 %	5th Grade2019: RA:81% , Rme:38%, Rma:5% MA: 76%, Mme:62% , Mma:33% SA:67% , Sme: 28%, Sma:6%  5th Grade 2021: R: 48%, RA:38 %, Rme:21 %, Rma:8 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % S:38 %, SA:17 %, Sme:4 %, Sma:0 %	Whole Campus (3,4,5) All Subjects: A: 69%, Me: 38%, Ma:16% Reading:A71%: , Me36%: , Ma:11% Math: A:70% , Me:49% , Ma:27% Writing: A:63% , Me21%: , Ma4%: Science: A:67% , Me:28% , Ma:6%	Whole Campus: (3,4,5) All Subject: 55%A :54% , Me:33% , Ma:12% Reading:59% A:57 % , Me38%: , Ma:16% Math: 57% A60:% , Me:40% , Ma:16% Writing: 60% A:71% , Me:29% , Ma0:% Science: 38% A:17% , Me 4%: , Ma:0%

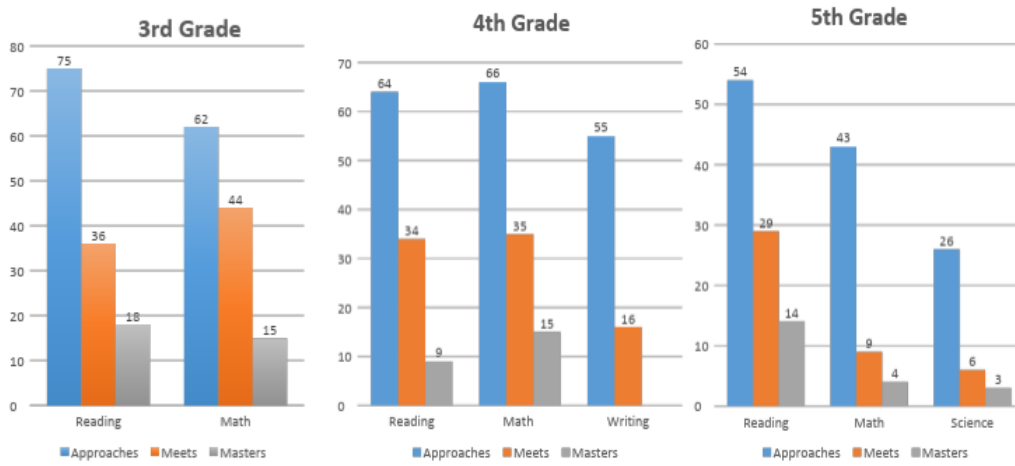
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				3rd Grade 2021: R:50% % , RA:40% , Rme:20% , Rma:0% M: 58%, MA: 60%, Mme:20% , Mma:20%	4th Grade 2021: R: 51%, RA:33 % , Rme:11 % , Rma:0 % M: 49%, MA:67 % , Mme:11 % , Mma:0 % W:46 % , WA:33 % , Wme:0 % , Wma:0 %	5th Grade 2021: R: 60%, RA: 63%, Rme: 38%,Rma:25 % M: 49%, MA:67 % , Mme:11 % , Mma:0 % S: 41%, SA:25 % , Sme:13 % , Sma:0 %		

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
Hispanic				3rd Grade 2019 RA:76% , Rme: 59%, Rma35%: MA:86% , Mme:59% , Mma:38%	4th Grade 2019: RA: 78%, Rme:30% , Rma:14% MA: 51%, Mme: 22%, Mma:16% WA: 62%, Wme: 19%, Wma:8%	5th Grade 2019: RA:85% , Rme:45%, Rma:21% MA:89% , Mme:47% , Mma:32% SA: 55%, Sme:23% , Sma:4%	Whole Campus (3,4,5) All Subjects: A: 73%, Me38%: , Ma21%: Reading:A80%: , Me:45% , Ma:23% Math: A:77% , Me:43% , Ma:29% Writing: A:62% , Me: 19%, Ma:8% Science: A:55% , Me:23% , Ma:4%	Whole Campus: (3,4,5) All Subject: 58% A :61% , Me:25% , Ma10%: Reading:64% A: 70%, Me35%: , Ma:14% Math: 56% A:62% , Me:27% , Ma:12% Writing:55% A:56% , Me:15% , Ma:0% Science: 48% A34%: , Me6%: , Ma:3%
				3rd Grade 2021: R: 64%, RA: 76%, Rme:34% , Rma:17% M: 65%, MA:72% , Mme:45% , Mma:17%	4th Grade 2021: R: 65%, RA:74 % , Rme:35 % , Rma: 12% M: 58%, MA:65 % , Mme:32 % , Mma:15 % W:55 % , WA:56 % , Wme:15 % , Wma:0 %	5th Grade 2021: R: 62%, RA: 63%, Rme:34 % ,Rma:14 % M: 58%, MA:65 % , Mme:32 % , Mma:15 % S: 48%, SA: 34%, Sme:6 % , Sma:3 %		

## NWEA Map Data



## STAAR Data





## Student Achievement Strengths

- **STAAR Alt-** 3rd Math- 100% Met; 50% Accomplished
- **STAAR Alt-** 3rd Reading- 100% Met
- **STAAR Alt-** 4th Math- 100% Met
- **STAAR Alt-** 4th Reading- 33% Met; 33% Writing
- **STAAR Alt-** 5th Math- 100 % Met; 50% Accomplished
- **STAAR Alt-** 5th Reading-100% Met; 50% Accomplished
- **STAAR Alt-** 5th Science- 100 % Met; 100% Accomplished
- % of 3rd grade students **meeting/exceeding STAAR standards**-Goal was 26% , Actual was 45%
- % of students **meeting or exceeding MAP growth projection**- MOY 39%, Goal was 50%, Actual was 48%

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The needs of all students were not being met in all classrooms on every grade levels to achieve meets/masters level on state assessments. **Root Cause:** Organizational structures not centered on learning to meet the needs of all students.

**Problem Statement 2:** Quality Tier 1 instruction in every classroom. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

**Problem Statement 3:** Differentiating instruction for individual student needs. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

**Problem Statement 4:** Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

# School Culture and Climate

## School Culture and Climate Summary

During the 2020-2021 school year, two teachers and two aides resigned their positions in the Fall. Teachers were moved from primary grade levels to an upper grade level to cover the loss of the two teachers. In Spring 2021, campus principal resigned from position and is moved to another ECISD campus for the remainder or contracted school year. Staff moral was at a ultimate low with 50% of staff wanting to resign immediately. By end of year 32% of staff resigned, retired or transferred to another ECISD school.

## Fall 2020 Panorama Staff Survey Results-

- Teacher Well-Being- 43%
- Teacher Belonging- 37%
- Leadership Support- 55%
- School Leadership Effectiveness- 55%
- Positive Relationship between Staff and Leadership- 49%
- School Leadership (Teacher Support and Environment)- 30%
- Overall School Climate- 45%
- 

Student discipline in 5th grade was high among students identified as Hispanic, White, Economically Disadvantaged males.

Demographic %/#	All Students	PK	Kinder	First	Second	Third	Fourth	Fifth	
White	46.4% -13	50% -1	60% -3	100% -1	33% -1	0	100% -1	43.8% -7	
AA	10.7% -3					0		18.8% -3	
Hispanic	35.7% -10		40% -2		66% -2	0		31.3% -5	
Two or More Races	7.1% -2	50% -1				0		6.3% -1	
Male	78.6% -22	50% -1	80% -4	100% -1	66% -2	0	100% -1	81.3% -13	
Female	21.4% -6	50% -1	20% -1		33% -1	0		18.7% -3	
SPED	28.6% -8	13% -1	25% -2	0	13% -1	0	13% -1	38% -3	
EL		0	0	0	0	0	0	0	
	504	4% -1	50% -1				0		
GT		0	0	0	0	0	0	0	
Eco Dis	68% -19	100% -2	80% -4	100% -1	33% -1	0	100% -1	63% -10	
Total		28	2	5	1	3	0	1	16

## School Culture and Climate Strengths

After change in leadership in Spring 2021.

## Spring 2021 Panorama Staff Survey Results-

- Teacher Well-Being- 64% increase 21 %
- Teacher Belonging- 85% increase 48%
- Leadership Support- 87% increase 52%
- School Leadership Effectiveness- 87% increase 32%
- Positive Relationship between Staff and Leadership- 93% increase 41%
- School Leadership (Teacher Support and Environment)- 85% increase 32%
- Overall School Climate- 59% increase 14%

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The needs of all students were not being met in all classrooms on every grade levels to achieve meets/masters level on state assessments. **Root Cause:** Organizational structures not centered on learning to meet the needs of all students.

**Problem Statement 2:** Quality Tier 1 instruction in every classroom. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

**Problem Statement 3:** Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

**Problem Statement 4:** Differentiating instruction for individual student needs. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### Teacher Degree/Experience Demographics:

Teachers by Highest Degree Held at Campus	No Degree %/#	Bachelors %/#	Masters %/#	Doctorate %/#
	0	74.6%/19	25.4%/6	0

Teachers Years of Experience	Beginning Teachers %/#	1-5 Years %/#	6-10 Years %/#	11-20 Years %/#	20+ Years %/#
	20%/5	20%/5	12%/3	40%/10	8%/2

### Staff Quality, Recruitment, and Retention Strengths

Starting the 2021-2022 school year, we have recruited quality, veteran teachers and moved teachers around to other grade levels. The following is the teaching staff demographics for 2021-2022-

#### 26 teachers(coach, librarian and music teacher).

5 teachers- 0-2 years experience

4 teachers- 5-10 years experience

17 teachers- 10+ years experience

There is one teacher (0-2 years experience) placed at each grade level, PK-3rd, with strong verteran teachers as mentors.

## **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

**Problem Statement 2:** Quality Tier 1 instruction in every classroom. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

**Problem Statement 3:** The needs of all students were not being met in all classrooms on every grade levels to achieve meets/masters level on state assessments. **Root Cause:** Organizational structures not centered on learning to meet the needs of all students.

**Problem Statement 4:** Differentiating instruction for individual student needs. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Progress and Performance 2020-2021:

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
Content:	Reading , Math	Reading, Math	Reading, Math	Reading, Math	Reading, Math, Writing	Reading, Math, Science	Reading, Math, Writing, Science	
All Students	Kinder MAP Data: RA:55 % , Rme: 32% , Rma: 18% , MA:64 % , Mme:41% , Mma:23%	1st MAP Data: RA:47% , Rme:29% , Rma:10% , MA:47% , Mme:21% , Mma:6%	2nd MAP Data: RA:53% , Rme:29% , Rma:10% , MA:74% , Mme:54% , Mma:23%	3rd Grade 2019: RA:70% , Rme:51% , Rma:30% , MA:81% , Mme:56% , Mma:36%  3rd Grade 2021: R: 64% , RA75% : , Rme36% : , Rma18% : M: 68.5% , MA:78% , Mme:53% , Mma:20%	4th Grade2019: RA: 75% , Rme:51% , Rma:11% , MA:63% , Mme:30% , Mma:17% , WA:62% , Wme:20% , Wma:5%  4th Grade 2021: R: 62% , RA:65% , Rme:34% , Rma:9% , M: 59% , MA:66 % , Mme:35 % , Mma:15 % , W: 55% , WA: 56% , Wme:16 % , Wma:0 %	5th Grade 2019: RA:82% , Rme:43% , Rma:15% , MA:84% , Mme:46% , Mma:29% , SA: 57% , Sme:24% , Sma:5%  5th Grade 2021: R: 56% , RA:50 % , Rme:34 % , Rma:13 % , M: 59% , MA:66 % , Mme:35 % , Mma:15 % , S: 44% , SA:27 % , Sme:6 % , Sma:1 %	Whole Campus: (3,4,5) All Subject: A :72% , Me:38% , Ma:19% Reading: A: 76% , Me42% : , Ma:18% Math: A:76% , Me:44% , Ma:28% Writing: A:62% , Me:20% , Ma:5% Science: A:57% , Me24% : , Ma:5%	Whole Campus: (3,4,5) All Subject: 56% , A 57% : , Me:26% , Ma:10% Reading:61% , A:64 % , Me:33% : , Ma:14% Math:56% , A:61% , Me:31% , Ma:13% Writing:55% A::56% , Me:16% , Ma:0% Science:44% , A:27% , Me:6% : , Ma:1%

White				<p>3rd Grade 2019: RA:60%, Rme:32%, Rma:34% MA:68%, Mme:48%, Mma:32%</p> <p>3rd Grade 2021: R: 66%, RA:73% , Rme:53% , Rma:33% M: 76%, MA: 93%, Mme:73% , Mma:27%</p>	<p>4th Grade 2019: RA:5% , Rme: 38%, Rma:4% MA: 67%, Mme:38% , Mma:17% WA:63% , Wme:21% , Wma:4%</p> <p>4th Grade 2021: R: 66%, RA:68 %, Rme:47 %, Rma:11 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % W: 60%, WA:71 %, Wme:29 %, Wma:0 %</p>	<p>5th Grade 2019: RA:81% , Rme:38%, Rma:5% MA: 76%, Mme:62% , Mma:33% SA:67% , Sme: 28%, Sma:6%</p> <p>5th Grade 2021: R: 48%, RA:38 %, Rme:21 %, Rma:8 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % S:38 %, SA:17 %, Sme:4 %, Sma:0 %</p>	<p>Whole Campus (3,4,5) All Subjects: A: 69%, Me: 38%, Ma:16% Reading: A71%: , Me36%: , Ma:11% Math: A:70% , Me:49% , Ma:27% Writing: A:63% , Me21%: , Ma4%: Science: A:67% , Me:28% , Ma:6%</p>	<p>Whole Campus: (3,4,5) All Subject: 55%A :54% , Me:33% , Ma:12% Reading:59% A:57 % , Me38%: , Ma:16% Math: 57% A60:% , Me:40% , Ma:16% Writing: 60% A:71% , Me:29% , Ma0% Science: 38% A:17% , Me 4%: , Ma:0%</p>

AA				<p>3rd Grade 2019 RA: 64%, Rme: 55%, Rma:36% MA:82% , Mme:45% , Mma:35%</p> <p>3rd Grade 2021: R:50% , RA:40% , Rme:20% , Rma:0% M: 58%, MA: 60%, Mme:20% , Mma:20%</p>	<p>4th Grade 2019: RA: 67%, Rme33%: , Rma:17% MA:83% , Mme:50% , Mma:17% WA: 57% , Wme:0% , Wma:0%</p> <p>4th Grade 2021: R: 51%, RA:33 % , Rme:11 % , Rma:0 % M: 49% , MA:67 % , Mme:11 % , Mma:0 % W:46 % , WA:33 % , Wme:0 % , Wma:0 %</p>	<p>5th Grade 2019: RA:56% , Rme:22% , Rma:11% MA: 67% , Mme: 11% , Mma:11% SA: 33% , Sme:11% , Sma:11%</p> <p>5th Grade 2021: R: 60% , RA: 63% , Rme: 38% , Rma:25 % % M: 49% , MA:67 % , Mme:11 % , Mma:0 % S: 41% , SA:25 % , Sme:13 % , Sma:0 %</p>	<p>Whole Campus (3,4,5) All Subjects: A64%: , Me30%: , Ma19%: Reading:A62%: , Me:38% , Ma:23% Math: A:77% , Me: 35% , Ma:23% Writing: A: 67% , Me0%: , Ma:0% Science: A:33% , Me:11% , Ma:11%</p>	<p>Whole Campus: (3,4,5) All Subject: 50%A :44% , Me:16% , Ma:5% Reading: 54% A:45 % , Me23%: , Ma:9% Math:50% A55:% , Me:18% , Ma5:% Writing: 46% A33:% , Me:0% , Ma0% Science:41% A:25% , Me 13%: , Ma0:%</p>



Hispanic				<p>3rd Grade 2019 RA:76% , Rme:59% , Rma35%: MA:86% , Mme:59% , Mma:38%</p> <p>3rd Grade 2021: R: 64%, RA: 76%, Rme:34% , Rma:17% M: 65%, MA:72% , Mme:45% , Mma:17%</p>	<p>4th Grade 2019: RA: 78%, Rme:30% , Rma:14% MA: 51%, Mme: 22%, Mma:16% WA: 62%, Wme: 19%, Wma:8%</p> <p>4th Grade 2021: R: 65%, RA:74 %, Rme:35 %, Rma: 12% M: 58%, MA:65 %, Mme:32 %, Mma:15 % W:55 %, WA:56 %, Wme:15 %, Wma:0 %</p>	<p>5th Grade 2019: RA:85% , Rme:45%, Rma:21% MA:89% , Mme:47% , Mma:32% SA: 55%, Sme:23% , Sma:4%</p> <p>5th Grade 2021: R: 62%, RA: 63%, Rme:34 %, Rma:14 % M: 58%, MA:65 %, Mme:32 %, Mma:15 % S: 48%, SA: 34%, Sme:6 %, Sma:3 %</p>	<p>Whole Campus (3,4,5) All Subjects: A: 73%, Me38%: , Ma21%: Reading:A80%: , Me:45% , Ma:23% Math: A:77% , Me:43% , Ma:29% Writing: A:62% , Me: 19%, Ma:8% Science: A:55% , Me:23% , Ma:4%</p>	<p>Whole Campus: (3,4,5) All Subject: 58% A :61% , Me:25% , Ma10%: Reading:64% A: 70%, Me35%: , Ma:14% Math: 56% A:62% , Me:27% , Ma:12% Writing:55% A:56% , Me:15% , Ma:0% Science: 48% A34% , Me6%: , Ma:3%</p>
Male								
Female								

				3rd Grade 2019 RA: 37%, Rme: 26%, Rma:11% MA:58% , Mme: 26%, Mma21%:	4th Grade 2019: RA:40% , Rme:40% , Rma:0% MA: 5%, Mme:40% , Mma:30% WA:30% , Wme:30% , Wma:20%	5th Grade 2019: RA: 56%, Rme:11%, Rma:0% MA: 67%, Mme: 22%, Mma:0% SA:44% , Sme: 22%, Sma:0%		
SPED				3rd Grade 2021: R: 43%, RA: 0%, Rme:0% , Rma:0% M: 27%, MA: 0%, Mme: , Mma:0%	4th Grade 2021: R: 51%, RA:33 %, Rme:17 %, Rma:17 % M: 53%, MA:50 %, Mme:33 %, Mma:17 % W:44 %, WA:20 %, Wme:0 %, Wma:0 %	5th Grade 2021: R: 36%, RA:8 %, Rme:8 %, Rma:0 % M: 53%, MA:50 %, Mme:33 %, Mma:17 % S: 32%, SA:0 %, Sme:0 %, Sma:0 %	Whole Campus (3,4,5) All Subject: A: 47%, Me:27% , Ma:12% Reading:A:42% , Me: 26%, Ma:5% Math: A :58%, Me:29% , Ma:18% Writing: A:30% , Me:30% , Ma:20% Science: A:44% , Me:22% , Ma:0%	Whole Campus: (3,4,5) All Subject: 38% A :18% , Me:7% , Ma:4% Reading:41% A: 15%, Me10%: , Ma:5% Math:38% A:30% , Me:10% , Ma:5% Writing: 44% A:20% , Me:0% , Ma:0% Science: 32% A:0% , Me0%: , Ma:0%

Econ Dis				<p>3rd Grade 2019: RA: 70%, Rme:53% , Rma:37% MA: 83%, Mme:57% , Mma:40%</p> <p>3rd Grade 2021: R: 60%%, RA:71% , Rme:32% , Rma:6% M: 64%, MA:74% , Mme: 45%, Mma:10%</p>	<p>4th Grade 2019: RA: 71%, Rme:32% , Rma:6% MA: 58%, Mme:26% , Mma:16% WA: 55%, Wme: 16%, Wma:6%</p> <p>4th Grade 2021: R: 64%, RA:66 %, Rme:40 %, Rma:14 % M: 61%, MA:71 %, Mme:34 %, Mma:17 % W:57 %, WA:58 %, Wme:15 %, Wma:0 %</p>	<p>5th Grade 2019: RA:73% , Rme:33%, Rma:8% MA:80% , Mme:35% , Mma:20% SA: 51%, Sme:26% , Sma:0%</p> <p>5th Grade 2021: R: 57%, RA:50 %, Rme:34 %, Rma:13 % M: 61%, MA:71 %, Mme:34 %, Mma:17 % S: 42%, SA:21 %, Sme: 5%, Sma:3 %</p>	<p>Whole Campus (3,4,5) All Subjects: A: 68%, Me: 34%, Ma:16% Reading:A: 71%, Me:39% , Ma:16% Math: A:74% , Me39%: , Ma:25% Writing: A: 55%, Me:16% , Ma:24% Science: A:51% , Me:26% , Ma:0%</p>	<p>Whole Campus: (3,4,5) All Subject: 55%, A :55% , Me:26% , Ma:9% Reading:60% A:62 %, Me36: , Ma:12% Math: 55%, A:61% , Me:27% , Ma:11% Writing:57%, A:58% , Me15:% , Ma:0% Science:42% A:21% , Me5%: , Ma:3%</p>
504								
GT								

EL				3rd Grade 2019: RA: 100%, Rme:80% , Rma:40% MA:100% , Mme: 100%, Mma:80%  3rd Grade 2021: R: 70%, RA:83%: , Rme: ,33% Rma:17% M: 82%%, MA:100% , Mme:83% , Mma:33%	4th Grade 2021: R: 63%, RA:60 %, Rme:40 %, Rma:0 % M: 71%, MA:80 %, Mme:60 %, Mma:60 % W: 56%, WA:60 %, Wme:20 %, Wma:0 %	5th Grade 2021: R: 61%, RA:100 %, Rme:0 %, Rma:0 % M: 71%, MA:80 %, Mme:60 %, Mma:60 % S: 57%, SA: 50%, Sme:0 %, Sma:0 %	Whole Campus: All Subject: A :74% , Me:48% , Ma:26% Reading: A: 89%, Me44%: , Ma:22% Math: A:78% , Me:67% , Ma:44% Writing: A: , Me: , Ma: Science: A: , Me: , Ma:	Whole Campus: (3,4,5) All Subject: 67% A :76% , Me:39% , Ma:18% Reading:66% A:77 %, Me31%: , Ma:8% Math:73% A85:% , Me:62% , Ma:38% Writing:56% A:60% , Me:20% , Ma:0% Science:57% A:50% , Me0%: , Ma:0%
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### Curriculum, Instruction, and Assessment Strengths

- Met **Attendance** goal of 94%
- **STAAR Alt-** 3rd Math- 100% Met; 50% Accomplished
- **STAAR Alt-** 3rd Reading- 100% Met
- **STAAR Alt-** 4th Math- 100% Met
- **STAAR Alt-** 4th Reading- 33% Met; 33% Writing
- **STAAR Alt-** 5th Math- 100 % Met; 50% Accomplished
- **STAAR Alt-** 5th Reading-100% Met; 50% Accomplished
- **STAAR Alt-** 5th Science- 100 % Met; 100% Accomplished

- % of 3rd grade students **meeting/exceeding STAAR standards**-Goal was 26% , Actual was 45%
- % of students **meeting or exceeding MAP growth projection**- MOY 39%, Goal was 50%, Actual was 48%

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** The needs of all students were not being met in all classrooms on every grade levels to achieve meets/masters level on state assessments. **Root Cause:** Organizational structures not centered on learning to meet the needs of all students.

**Problem Statement 2:** Quality Tier 1 instruction in every classroom. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

**Problem Statement 3:** Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

**Problem Statement 4:** Differentiating instruction for individual student needs. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

# Parent and Community Engagement

## Parent and Community Engagement Summary

72% of parents feel welcome at school.

100% of parents feel the school communicates parent involvement opportunities in multiple ways.

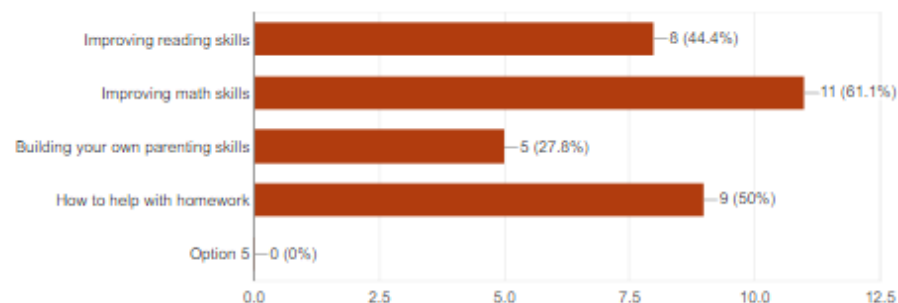
65% find the activities provided are helpful.

60% of parents prefer activities from 5-7pm; 22% prefer activities 1-4pm; 28 prefer mornings activities from 8-11am.

88% of parents had teacher conferences with the teacher at least once in the fall: 12% of parents were invited or the child did not attend in the fall.

Please indicate the type of sessions you would like to participate in to help your child learn.

18 responses



## Parent and Community Engagement Strengths

For the beginning of the 2021-2022 school year we have had 45 parents/families sign up for PTA and 21 of those indicated they were interested in holding a board position for the 2021-2022 school year.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** During the 2020-2021 school year there was limited face to face interaction with parents and families. Most of the communication was through technology. **Root Cause:** COVID pandemic.

# School Context and Organization

## School Context and Organization Summary

School Organizational structure for the 2021-2022 school year is as follows-

### Leadership

1- Principal; 1- Assistant Principal; 1- Principal Resident; 1- Instructional Coach; 1- part time counselor

### Office Staff

1- Secretary; 1-Clerk

### Instructional Staff-

22 teachers (2- PK; 2- Kinder; 3- 1st grade; 3- 2nd grade; 3- 3rd grade; 4- 4th grade; 3- 5th grade; 2 SPED)

Special Area Teachers-1 Coach; 1 Coaching Aide; 1- LTS- Music Teacher; 1- Librarian/Media Specialist

### Support Staff-

1- Flex aide; 5- SPED Aides; 2- PK aides

## School Context and Organization Strengths

Starting the 2021-2022 school year, we have recruited quality, veteran teachers and moved teachers around to other grade levels. There is one teacher (0-2 years experience) placed at each grade level, PK-3rd, with strong verteran teachers as mentors.



#### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Quality Tier 1 instruction in every classroom. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

**Problem Statement 2:** Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

**Problem Statement 3:** The needs of all students were not being met in all classrooms on every grade levels to achieve meets/masters level on state assessments. **Root Cause:** Organizational structures not centered on learning to meet the needs of all students.

**Problem Statement 4:** Differentiating instruction for individual student needs. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.



# Technology

## Technology Summary

All classrooms have In Focus projectors, Smart boards, and Elmos. Each grade level has "one to one" technology. PK and K have Ipads and 1st through 5th grade have Chromebooks. The equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS and STAAR. Students have district access to Imagine Math, Imagine Reading and Brainchild.

## Technology Strengths

Students are able to take home their devices to continue to work on academics for virtual learning or homework.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** 40% of ECISD students lack internet connectivity at home. **Root Cause:** Cost and availability of internet in areas of Ector County is prohibitive for some students to have internet service in their homes.





# Priority Problem Statements

# Goals

**Goal 1:** Foundational Excellence: Blanton will create an organization that operates as a structured learning environment that meets the needs of all learner.

**Performance Objective 1:** Annual student attendance will increase from 94.2% in 2021 to 96% in 2022.

**Evaluation Data Sources:** Student attendance for 2021-2022 school year

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Blanton will follow matrix of roles and responsibilities for elementary staff. Blanton will have a 3, 6 and 9 week award for the class with the highest attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Blanton attendance will improve to 96%</p> <p><b>Staff Responsible for Monitoring:</b> Administration, office staff, counselor, teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1: Foundational Excellence:** Blanton will create an organization that operates as a structured learning environment that meets the needs of all learner.

**Performance Objective 2:** Blanton will prioritize the social, emotional and learning needs of all students.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Student engagement in classrooms will increase among all subpopulations with behavior referrals between 0-5% per semester.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Equip each PK and Kinder classroom with updated, age appropriate furniture, supplies, materials, and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more engaged in their learning as evident through walkthroughs, performance assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, teachers and staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus Budget/Title 1 Funds - Title One School- Improvement - \$30,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Blanton will create a schedule where students will engage in the sensory motor lab on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Student engagement in classrooms will increase among all subpopulations with behavior referrals between 0-5% per semester.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, Teachers and Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Motor Lab Equipment - Instructional Continuity Grant - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Foundational Excellence: Blanton will create an organization that operates as a structured learning environment that meets the needs of all learner.

**Performance Objective 3:** Blanton will prioritize the Positive Based Intervention System schoolwide and CHAMPS expectations in each classroom.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Student engagement in classrooms will increase among all subpopulations with behavior referrals between 0-5% per semester.

**Goal 1: Foundational Excellence:** Blanton will create an organization that operates as a structured learning environment that meets the needs of all learner.





**Performance Objective 4:** Blanton will increase parent engagement.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Meeting minutes, sign in sheets, and pictures.

Student performance and progress will increase by 15% each quarter- (Aug-Oct., Nov- -Jan., Feb-March, April-May).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Blanton will establish an active PTA and increase collaboration and support by engage parents in monthly activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will engage with the school to meet the social, emotional and learning needs of all students. Therefore, increasing students' confidence and well-being to be successful in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, teachers, staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Blanton will communicate with parents and families in variety of ways- face to face, parent link, letters/flyers/newsletters, technology- SeeSaw, Schoology, Class Dojo, campus website, Twitter and Facebook.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be well informed about their child's academic performance and progress at school. Parents will partner with the campus in building their child's self confidence. Students will believe in themselves and engage more in the classroom, increasing their performance and progress by 20% each quarter (Aug-Oct., Nov- -Jan., Feb-March, April-May). .</p> <p><b>Staff Responsible for Monitoring:</b> Leaders, Teachers, Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Conscious Discipline - Title One School-wide - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Invest in Talent: Blanton will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.


**Performance Objective 1:** In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.


**Targeted or ESF High Priority**


**HB3 Goal**


**Evaluation Data Sources:** Employee Performance Evaluations  
 Staff Retention Rates  
 Eduphoria STRIVE

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administrators will conduct a minimum of five documented walkthroughs and feedback meetings per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus leaders will document walkthroughs and coaching on spreadsheet after each walkthrough. Teaching trends will be monitored. Expected result or impact will be a 20% increase in student performance and progress each quarter.</p> <p><b>Staff Responsible for Monitoring:</b> leadership, Teachers and Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 2:** Invest in Talent: Blanton will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Performance Objective 2:** Blanton will focus on coaching teachers on effective Tier 1 instruction.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Student performance and progress will increase 20% each quarter.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every Monday after school school will be reserved for professional development with teachers as a faculty, grade level, or individual.</p> <p><b>Strategy's Expected Result/Impact:</b> The impact will be observed in the strategies or techniques being implemented in he classroom with students. Evidence of the impact will be a 20% increase in student performance and progress each quarter.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, Teachers and Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 2:** Invest in Talent: Blanton will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Performance Objective 3:** Teachers will meet monthly with their perspective campus leader to review student data (performance and progress) and discuss teacher needs to increase student performance and progress.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 100 % of teachers will maintain student data binder with evidence of student performance and progress- whole class and individual students. Each leader will also have data binder with evidence of data meeting with each teacher.

**Goal 3:** Learning Journey: Blanton will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals. Blanton will ensure all students receive high quality instruction in every classroom that lays a strong foundation for life-long learning.





**Performance Objective 1:** The percentage of students performing at Meets/Masters in Reading and Math will be at 75% in all grade levels, K-5th, by End of Year.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use the ELAR and Math Framework set by ECISD.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will be implementing rigorous, targeted instruction for all students as evident through walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, teachers and staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> During grade level meetings, leadership will use the backward planning model to map curriculum with teachers on each grade level. Leadership will will use the DDI (Data Driven Instruction) method to plan, teach, review, extended/intervene lessons in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will be well informed of what standards are expected to be taught, the level of rigor that is expected, and the days that the standards are being taught.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, Teachers and Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will meet monthly with their perspective campus leader to review student data (performance and progress) and discuss teacher needs to increase student performance and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> 100 % of teachers will maintain student data binder with evidence of student performance and progress- whole class and individual students. Each leader will also have data binder with evidence of data meeting with each teacher.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, teachers, staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Learning Journey: Blanton will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals. Blanton will ensure all students receive high quality instruction in every classroom that lays a strong foundation for life-long learning.





**Performance Objective 2:** Students will increase their performance and progress on benchmarks by 20% each assessment.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** SCAs, DBAs, CBAs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During grade level meetings, leadership will use the backward planning model to map curriculum with teachers on each grade level. Leadership will use the DDI (Data Driven Instruction) method to plan, teach, review, extended/intervene lessons in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will be well informed of what standards are expected to be taught, the level of rigor that is expected, and the days that the standards are being taught.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, Teachers and Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will spiral curriculum, prioritize academic vocabulary in ELAR, MATH, SCIENCE through approved supplemental resources- LoneStar, Forde Ferrier, Writing without Tears, Mentoring Minds.</p> <p><b>Strategy's Expected Result/Impact:</b> Supplemental resources will be used to spiral learning, used in learning centers</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, Teachers and Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p><b>Funding Sources:</b> Title 1 Funds - Title One School- Improvement - \$25,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Approved accelerated programs will be utilized to close achievement gaps for identified students performing at the Approaches and Did Not Meet levels as determined by MAP and STAAR data. LLI kits will used by all teachers teaching ELAR. FEV or another approved online tutoring program will be utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the utilization of LLI and online tutoring program, students' performance and progress will increase by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, teachers and staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Funding Summary

<b>Title One School- Improvement</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Campus Budget/Title 1 Funds		\$30,000.00
3	2	2	Title 1 Funds		\$25,000.00
<b>Sub-Total</b>					<b>\$55,000.00</b>
<b>Title One School-wide</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Conscious Discipline		\$1,000.00
<b>Sub-Total</b>					<b>\$1,000.00</b>
<b>Instructional Continuity Grant</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Motor Lab Equipment		\$2,500.00
<b>Sub-Total</b>					<b>\$2,500.00</b>
<b>Grand Total</b>					<b>\$58,500.00</b>

# Addendums