

Ector County Independent School District

Blanton Elementary

Improvement Plan

2020-2021



Mission Statement

The Mission of Blanton Elementary is to grow our students academically through engaging, rigorous learning experiences, work on building positive relationships, providing a safe learning environment, and striving to communicate effectively with all stakeholders so students have choices for college, technical and career choices.

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 strategies and high yield instruction.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION

BLANTON ELEMENTARY

2016-2017 2017-2018 2018-2019 2019-2020 DIFFERENCE

STUDENT DATA					
Total Enrollment	378	425	555	536	-19
Total Membership	378	425	554	536	-18
Early Education	0	0	0	0	0
Pre-Kindergarten	39	44	41	43	2
Kindergarten	54	60	68	79	11
Grade 1	63	62	98	74	-24
Grade 2	71	71	87	81	-6
Grade 3	64	71	86	94	8
Grade 4	47	63	83	80	-3
Grade 5	40	54	92	85	-7

Ethnic Distribution					
White	106	133	167	140	-27
Hispanic / Latino	183	206	282	294	12
Black or African American	58	50	56	51	-5
Asian	9	13	17	16	-1
America Indian or Alaska Native	2	3	3	1	-2
Native Hawaiian/ Pacific Islander	0	0	0	0	0
Two or More	20	20	30	34	4

Special Populations					
At Risk	66	80	105	129	24
Economic Disadvantaged	182	186	285	259	-26
Lep	16	19	25	31	6
Special Education	37	41	60	69	9
Career & Technology Ed	0	0	0	0	0
Bilingual Education	0	0	0	1	1
ESL Education	12	18	25	28	3
Alternative Language				1	
Gifted & Talented Education	16	13	17	12	-5
Title I	376	425	555	536	-19
Immigrant	1	0	1	0	-1
Migrant	2	0	0	0	0
Military Connected	0	0	3	1	-2
Foster Care	1	0	1	2	1
Homeless	17	15	20	37	17
Dyslexia	8	12	12	14	2

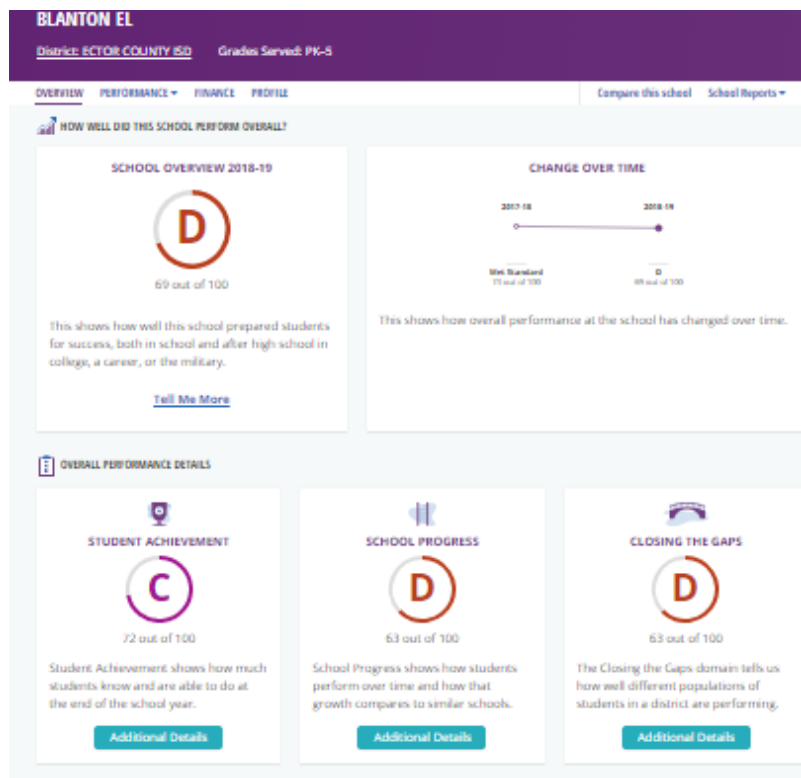
Problem Statements Identifying Demographics Needs

Problem Statement 1: High student mobility **Root Cause:** Employment fluctuations in the Permian Basin

Problem Statement 2 (Prioritized): Student attendance rate was lower this last year even though we have seen an increase in student enrollment. **Root Cause:** Families have a lack of knowledge about the importance of school attendance and lack of follow up from the campus.

Student Achievement

Student Achievement Summary



Achievement Approaches or Above Reading

	State	Campus	H	W	AA	Asian	2 or more Eco Dis	Sped	ELL
2020									
2019	75	76	80	71	62*	82	42	71	90
2018	74	80	79	86	67*	70	74	41	100
2017	72	66	69	71	43*	83	54*	*	

Achievement Approaches or Above

2016	73	68	71	68	47	71*	55*	*
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Math

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL
2020										
2019	82	76	77	70	77*		91	74	58	80
2018	81	84	85	88	71*		90	80	59	100
2017	79	74	77	71	61*		83	66*	*	
2016	76	72	73	74	67	100*		61*		86

Student Achievement- Meets or Above

Reading

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL
2020										
2019	48	42	45	36	*		64	39	27	50
2018	46	46	47	48	33*		50	38	22	40
2017	46	33	42	26*	*	*		18*	*	
2016	48	37	38	38*	*	*		31*	*	

Math

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL
2020										
2019	52	44	43	49	35*		55	39	29	70
2018	50	53	49	61	33*		80	45	24	80
2017	48	37	42	39	22*	*		23*	*	
2016	43	34	35	40*	*	*		24*	*	

Student Achievement-Masters

Reading

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL
2020										
2019	21	18	23	11	23*		9	25	12	30
2018	19	20	22	16	14*		30	20	7	40
2017	19	19	26	12*	*	*		7*	*	
2016	17	12	12	15*	*	*		11*	*	

Math

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL
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Student Achievement-Masters

2020										
2019	26	28	29	27	23*		18	25	18	50
2018	24	30	25	32	29*		60	20	20	20
2017	23	22	24	27*	*	*		10*	*	
2016	19	14	14	19*	*	*		11*	*	

Student Achievement Strengths

Blanton's strengths include student achievement. Blanton Elementary school earned a C (72) for acceptable achievement on 2019 STAAR. All students made 72% approaches or higher as measured by STAAR. 38 % of students made meets gradel level or higher as measured by STAAR . 19% of all student mastered the grade level as measured by STAAR from 2019. Due to COVID 19 there was not a STAAR assessment given in spring 2020. Blanton did have benchamrk assessment for comparison:STAAR Released from 2019 to STAAR Released 2020 shows improvment in overall, approaches/meets/ masters, and growth. The 2020 assessments were given in February 2020 just prior to spring break and COVID 19.

Blanton EI	
Overall	Score
Spring 2019 Release	52%
Spring 2020 Release	54%
Blanton EI	
Approaches/ Meets/Masters	Score
Spring 2019 Release	56%
Spring 2020 Release	59%
Blanton EI	
Growth	Score
Spring 2019 Release	49%
Spring 2020 Release	53%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

School Culture and Climate

School Culture and Climate Summary

72% of parents feel welcome at school.

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

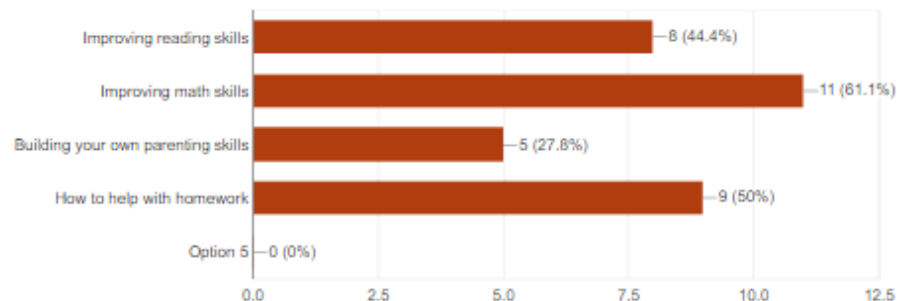
65% find the activities provided are helpful.

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

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



School Culture and Climate Strengths

Blanton has many activities for students and parents to attend during the year: PTA Fine ARTS grade level performances; Blanton Bear of the Month Luncheons, Title 1 Parent involvement activities, meet the teacher, fall orientation, Parent conferences, "PS I Love You" workshop, Family art assignments, VIPS, PTA and Family Math & Reading Nights.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): CHAMPS and Conscious Discipline expectations are not consistently implemented in every classroom. **Root Cause:** Lack of feedback from administration and teachers did not implement behavior system with fidelity.

Problem Statement 2: PTA Board changed leadership & transfer took 6 months to change and lack of parents participating **Root Cause:** Not enough participation to run it effectively for school improvement considering parental input

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

BLANTON ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	42	64	66	70	4
Full-time Staff	42	64	66	70	4
Role ID Counts					0
Instructional	35	35	41	44	3
Teachers	29	26	34	36	2
Aides	6	9	7	8	1
Professional Support	5	5	11	12	1
Classroom Staff	2	2	7	6	-1
Non-Classroom Staff	3	3	4	6	2
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	36.2	37.6	43.4	45.2	1.8
Teachers	25.5	24.2	29.9	29.0	-0.9
Professional Support	2.7	3.3	5.1	7.1	2.0
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	6.0	8.1	6.5	7.0	0.5
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex					
White	26.6	28.8	33.4	30.4	-3.0
Hispanic	8.7	8.3	10.0	12.7	2.7
Black	1.0	1.6	0.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
Personnel by Ethnicity & Sex (continued)					
White Male	1.7	0.0	2.1	2.0	-0.1
White Female	24.9	28.8	31.4	28.4	-3.0
Hispanic Male	1.2	1.0	1.1	1.2	0.1
Hispanic Female	7.5	7.3	8.8	11.6	2.8
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	1.6	0.0	2.0	2.0

Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	1.0	0.0	2.0	2.0
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female	0.0	0.0	0.0	0.0	0.0
Teachers by Highest Degree Held					
No Degree	1.0	0.0	1.0	1.9	0.9
Bachelors	21.4	20.0	21.7	20.8	-0.9
Masters	3.2	4.2	7.1	6.4	-0.7
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	3.0	4.0	4.0	5.8	1.8
1-5 Years Experience	3.2	3.0	3.6	4.9	1.3
6-10 Years Experience	8.0	6.0	6.0	3.0	-3.0
11-20 Years Experience	5.2	6.7	11.2	10.0	-1.2
Over 20 Years Experience	6.2	4.5	5.0	5.4	0.4

Blanton has the following positions for the 2020-2021 school year:

- 2 - Pre/K Teachers - (1 certified,1 currently seeking ACP certification)
- 4 - Kindergarten Teachers (2 certified, 2 currently seeking ACP certification)
- 4 - 1st Grade Teachers (4 certified)
- 3- 2nd Grade Teachers (3 certified)
- 4 - 3rd Grade Teachers (3 certified, 1 currently seeking ACP certification)
- 4 - 4th Grade Teachers (2 certified certified, 2 currently seeking ACP certification)
- 3 - 5th Grade Teachers (3 certified)
- 2 - Specialized Unit Teachers (2 certified)
- 1 - Inclusion/Resource Teacher (certified)
- 1 - Certified PE Coach
- 1- Certified Music Teacher

Staff Quality, Recruitment, and Retention Strengths

Blanton is fully staffed for the 2020-2021 school year. We seek to have highly quakified teachers in each position. Teacher recruitment has improved due to

changes in hiring. The faculty participates in content specific PLC 2-3 times weekly to include data driven decision making and planning. 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 goal at Blanton is to strengthen curriculum knowledge, utilize instructional strategies, provide instructional coaching, instruct using 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: Finding certified highly qualified staff and retaining them. **Root Cause:** The high cost of living in Odessa forces many not to stay.

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, Imagine reading, Imagine math, 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/SCAs, Imagine Reading, Imagine Math, MAP testing, 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 Planning with the end in mind, KNOW & SHOW charts, teacher and student exemplars when planning lessons and reteach. All teachers will utilize the district planning template. Blanton will participate in RELAY this school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): All lessons are not engaging and focused on student outcomes **Root Cause:** Coaching and follow up are inconsistent at district and campus level.

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.

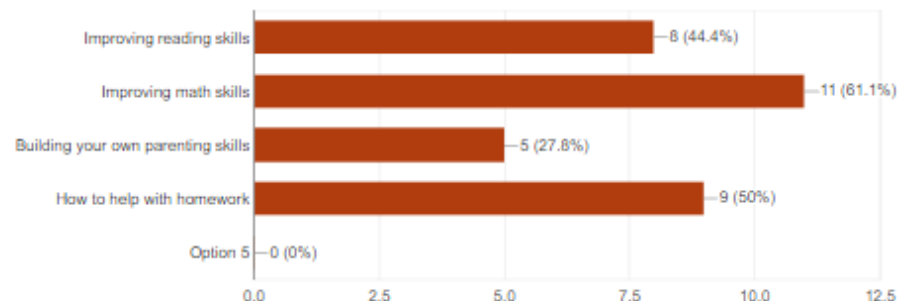
65% find the activities provided are helpful.

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

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

We have great involvement from parents as long as we have students perform or its a family night. Parent are complimentary of the events and our student enjoy the activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement in PTA is low. **Root Cause:** Parents have other obligations like work or student sports in the evening.

School Context and Organization

School Context and Organization Summary

School leaders are one principal and one assistant principal, one counselor, and 2 full-time office staff.

We meet as a professional learning community (PLC) on Tuesdays. Teachers plan as a grade level on Wednesday.

Teachers have a 45-minute conference every day.

Our class sizes range from 18-30

Our 5th grade is departmentalized, 4th-grade team teaches

Re-teach time is built into the schedule through a dedicated intervention time or through guided reading and guided math.

School Context and Organization Strengths

This year we were able to add two full time Flex aides to facilitate small group intervention.

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, Istation and Brainchild. This year we will begin using Imagine Reading instead of Istation.

Technology Strengths

We have finally become a one to one campus which allows the curriculum to be enhanced through the use of technology. Every teacher must complete the laptop course and will have a laptop to use anytime and a desktop in every teacher classroom to enhance instruction.

We have a new instructional specialist this year.

Leadership Team facilitate our blended learning plan with our instructional specialist.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of school-wide internet accessibility. **Root Cause:** The network does not effectively keep up with the demand placed on ECISD wifi system

Priority Problem Statements

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress.

Root Cause 1: Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Student attendance rate was lower this last year even though we have seen an increase in student enrollment.

Root Cause 2: Families have a lack of knowledge about the importance of school attendance and lack of follow up from the campus.

Problem Statement 2 Areas: Demographics

Problem Statement 3: CHAMPS and Conscious Discipline expectations are not consistently implemented in every classroom.

Root Cause 3: Lack of feedback from administration and teachers did not implement behavior system with fidelity.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: All lessons are not engaging and focused on student outcomes

Root Cause 4: Coaching and follow up are inconsistent at district and campus level.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Foundational Excellence: Blanton will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 93.7% in 2020 to 94.2% in 2021.

Evaluation Data Sources: Student attendance for 2020/2021 school year

Summative Evaluation: None

Strategy 1: Blanton will follow matrix of roles and responsibilities for elementary staff. Blanton will have a weekly award for the class with the highest attendance. Blanton will have 9 week and EOY attendance parties.

Strategy's Expected Result/Impact: Blanton attendance will improve to 94.2%	Formative Oct Jan Mar Summative May	
Staff Responsible for Monitoring: Administration, office staff, counselor, teachers		
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Problem Statements: Demographics 2 Funding Sources: None

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Demographics

Problem Statement 2: Student attendance rate was lower this last year even though we have seen an increase in student enrollment. **Root Cause:** Families have a lack of knowledge about the importance of school attendance and lack of follow up from the campus.

Performance Objective 2: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson Plans, Student data and walkthroughs





Summative Evaluation: None

Strategy 1: Provide students with instruction that is relevant and appropriate for diverse learners.	
Strategy's Expected Result/Impact: Improvement in Student Growth	Formative
Staff Responsible for Monitoring: Administrators, Instructional Specialist, Leadership Team and Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson Plans, walkthroughs, Technology Lessons





Summative Evaluation: None

Strategy 1: Provide teachers with the necessary tools and training to embed technology in face to face and remote lessons.	
<p>Strategy's Expected Result/Impact: Students will use Seesaw, Google Classroom, Imagine Learning(Reading & Math), Brainchild</p> <p>Staff Responsible for Monitoring: Administration & Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: 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>	<p>Problem Statements: Student Achievement 1 Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: None</p>
	Formative
	Oct
	Jan
	Mar
	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. Root Cause: Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: All lessons are not engaging and focused on student outcomes Root Cause: Coaching and follow up are inconsistent at district and campus level.	

Performance Objective 4: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Evaluation Data Sources: SCAs/Unit Tests and MAP Assessments





Summative Evaluation: None

Strategy 1: Teachers , Instructional Specialist & Administarion will meet weekly for PLCs to plan, review data, develop a plan to reteach.		
Strategy's Expected Result/Impact: Improve teaching and learning and student outcomes as measured by STAAR and MAP Assessments	Formative Oct Jan Mar	
Staff Responsible for Monitoring: Administration, Instructional Specialist, & Teachers		
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Problem Statements: None Funding Sources: None
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Lower number of discipline referrals, Character education lessons twice monthly provided by counselor.





Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice.		
Strategy's Expected Result/Impact: Increase staff awareness of SEL research and Practice		Formative
Staff Responsible for Monitoring: Administrators, Teachers, Counselor		Oct
Title I Schoolwide Elements: 2.6	Problem Statements:	Jan
TEA Priorities: None	Demographics 2	Mar
ESF Levers: Lever 3: Positive School Culture	School Culture and Climate 1	Summative
	Funding Sources:	May
	None	
 No Progress  Accomplished  Continue/Modify  Discontinue		
Demographics		
Problem Statement 2: Student attendance rate was lower this last year even though we have seen an increase in student enrollment. Root Cause: Families have a lack of knowledge about the importance of school attendance and lack of follow up from the campus.		
School Culture and Climate		
Problem Statement 1: CHAMPS and Conscious Discipline expectations are not consistently implemented in every classroom. Root Cause: Lack of feedback from administration and teachers did not implement behavior system with fidelity.		

Performance Objective 6: Blanton will provide a safe and supportive learning environment.

Evaluation Data Sources: Implement CHAMPS/ Conscious Discipline, Staff/Student/Parent Surveys

Summative Evaluation: None

Strategy 1: All staff will complete required training: Ethics, Child abuse reporting, Sexual Harassment and SAFE Schools	
Strategy's Expected Result/Impact: Safe and Supportive learning	Formative
Staff Responsible for Monitoring: Counselor, Teachers & Administrators	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Summative
	May
Strategy 2: Administrators will model Relay School wide routines and procedures and provide coaching.	
Strategy's Expected Result/Impact: safe and supportive learning environment	Formative
Staff Responsible for Monitoring: Adminstrators	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: 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	Summative
	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 1: In 2020-21, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

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

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.

Strategy's Expected Result/Impact: Increased learning time and enagement	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Leadership team and administration	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	
Problem Statements: Student Achievement 1	
Funding Sources: None	





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Goal 3: Learning Journey: Blanton will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Blanton will equip students to be adaptable in an ever-changing society.





Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Strategy 1: Blanton will follow district curriculum and literacy blocks to ensure student success.		
Strategy's Expected Result/Impact: 4% increase in BOY MAP results to EOY MAP results	Formative Oct Jan Mar Summative May	
Staff Responsible for Monitoring: Instructional Specialist & Administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Problem Statements: Student Achievement 1 Funding Sources: None
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
 No Progress  Accomplished  Continue/Modify  Discontinue		
Student Achievement		
Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. Root Cause: Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.		

Performance Objective 2: 3rd grade reading "Meets" percentages will increase from 42% (2019 STAAR) to 46% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments/ Unit Tests, District Benchmarks, STAAR RESULTS 2021





Summative Evaluation: None

Strategy 1: Blanton will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth.	
Strategy's Expected Result/Impact: Meets GL Standard will increase from 42% to 46% as measured by STAAR 2021	Formative
Staff Responsible for Monitoring: Instructional Specialist, Administration, teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. Root Cause: Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.	

Performance Objective 3: 3rd grade math "Meets" percentages will increase from 44% (2019 STAAR) to 48% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments/ Unit Tests, District Benchmarks, STAAR RESULTS 2021





Summative Evaluation: None

Strategy 1: Blanton will follow district curriculum, scope and sequence and Number Talks to ensure student growth.	
Strategy's Expected Result/Impact: Meets GL Standard will increase from 44% to 48% as measured by STAAR 2021	Formative
Staff Responsible for Monitoring: Instructional Specialist, Administration, teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. Root Cause: Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.	

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase from 38% (2019 STAAR) to 42% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR RESULTS 2021

Summative Evaluation: None

Strategy 1: Blanton will follow district curriculum, scope and sequence, balanced literacy and Number Talks to ensure student success.	
Strategy's Expected Result/Impact: Meets GL Standard on all tests will increase from 38% to 42% as measured by STAAR 2021	Formative
Staff Responsible for Monitoring: Instructional Specialist, Administration, teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. Root Cause: Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.	

Performance Objective 5: The percentage of students meeting or exceeding the growth target will increase from 72% (2019 STAAR) to 77% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR RESULTS 2021

Summative Evaluation: None

Performance Objective 6: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Lesson Plans, walkthroughs, trend data, MAP Growth Assessment

Summative Evaluation: None

Strategy 1: Strategy: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring		
Strategy's Expected Result/Impact: Improve student outcomes as teachers and students monitor growth.		Formative
Staff Responsible for Monitoring: Instructional Specialist, Administration, teachers		Oct
Title I Schoolwide Elements: 2.4	Problem Statements: Student Achievement 1	Jan
TEA Priorities: Improve low-performing schools		Mar
ESF Levers: None	Funding Sources: None	Summative
		May
Strategy 2: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring		
Strategy's Expected Result/Impact: Increase student achievement on STAAR 2021 and MAP assessments.		Formative
Staff Responsible for Monitoring: Instructional Specialist, Administration, teachers		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: Student Achievement 1	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Funding Sources: None	Summative
		May

Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path.

<p>Strategy's Expected Result/Impact: To increase student achievement & maintain or increase progress as measured by STAAR & MAP Assessments</p> <hr/> <p>Staff Responsible for Monitoring: Instructional Specialist & Administration,</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <hr/> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Formative</p>
	<p>Oct</p>
	<p>Jan</p>
	<p>Mar</p>
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <hr/> <p>Funding Sources: None</p>	<p>Summative</p>
	<p>May</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Curriculum, Instruction, and Assessment

Problem Statement 1: All lessons are not engaging and focused on student outcomes **Root Cause:** Coaching and follow up are inconsistent at district and campus level.

Campus Funding Summary

Addendums