

Blanton Elementary School

Campus Improvement Plan

2020/2021

#togetherwearestronger #juntosomosfuertes



BLANTON
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

Date Approved:

Campus Mission

At Blanton Elementary we will create a safe and welcoming community that promotes engaging and supportive opportunities for the whole child to be successful!

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

% of beginning teachers (TAPR)
% teacher turnover
% unfilled sub vacancies
CAPR results for administrators
CCMR disaggregated by student group
Coordinated School Health ratings
District Family Survey results
Fitnessgram results - BOY to EOY growth
Focus Groups/Interviews
Graduation Rates disaggregated by stud. grp.
GT-CAMP ratings
<https://txschools.gov/>
MOY disaggregated by grade, subj., & stud. grp.
PPTT results for teachers
Referral data disaggregated by student group
SEL Implementation Survey results
Short Cycle Assessments disaggregated by stud. grp
STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results
Student Survey results
TELPAS disaggregated by grade & prof. lvl.

Demographics Strengths

Growth in early grade levels
Kinder 112 students
1st 128 students

33% White
52% Hispanic
7% Black
5% Two or more

56% Low income

Comprehensive Needs Assessment

Demographics Strengths (Continued)

12% GT

Diversity is a definite strength.

Demographics Weaknesses

GT identification is imbalanced.

GT students are 36% low income.
Gt students are 53% white

These are disproportionate with the campus numbers

Demographics Needs

Strengthen GT identification protocols.

Demographics Summary

GT identification is an area that could be improved.

School Culture and Climate

School Culture and Climate Strengths

95% of students say they feel safe at school.

Blanton is wonderfully diverse both in race/ethnicity and economic demographics.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

School Culture and Climate Weaknesses

The TELL survey provided an average of positive responses to all of the principal leadership related questions. The 2020 TELL survey listed a 75% positive responses to principal leadership for the previous principal. This represented a decline from 93 in 2019 and 90 in 2020.

School Culture and Climate Needs

Need to improve the relationship between staff and principal.

Investigate how to increase school community feeling that involves ALL families.

School Culture and Climate Summary

Student culture is positive, but relationship between the staff and interim principal is still being established. Principal CAPR APT goal focuses on teachers feeling they have influence over campus operations.

Diversity must be celebrated and built upon.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

The staff is highly dedicated and reflective about their work. They communicate well with leadership and have strong team loyalties.

Staff Quality, Recruitment and Retention Weaknesses

Comprehensive Needs Assessment

It is always challenging to fill bilingual positions with the best quality candidates. This can lead to a weakening of dual language program implementation.

Staff Quality, Recruitment and Retention Needs

Leadership team needs to work to identify potential bilingual openings early and consider recruiting strategies. For example, identifying high quality substitute teachers that may be looking for a permanent position, a TA to teacher pipeline, etc.

Staff Quality, Recruitment and Retention Summary

The staff is dedicated and loyal, but it is challenging to fill bilingual positions. The leadership team should work on bilingual recruitment. This will also increase fidelity to the dual language programming in the DL track.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

The assessment program is relatively strong. We are using the MAP growth for reading and Math. We will use two released STAAR tests as practice tests at MOY and 6-8 weeks before the official test date. We will also do a common assessment in grades 3-5 on the tested areas.

Curriculum, Instruction and Assessment Weaknesses

Instructional observations have begun. We need to identify a date in November for a cumulative assessment.

There is a general concern about overall literacy levels, which have historically are lower than might be expected.

There is a perception that the monolingual English strand is not as strong or supported as the DL classrooms.

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

The instructional leadership team needs to develop protocols to observe instruction with remote and in person students.

Increasing the number of teacher trained on reading intervention and continued investment in direct explicit reading instruction materials and training.

New administration must investigate and address any discrepancies in support or outcomes between the DL and monolingual strands.

Curriculum, Instruction and Assessment Summary

Our assessment program is in progress and will give us good data to evaluate learning. We will begin instructional visits soon.

Family and Community Involvement

Family and Community Involvement Strengths

The PTA is strong. In general, parents communicate their needs with the school.

Family and Community Involvement Weaknesses

The general demographics of parent participation do not match the demographics of the school. White families are a minority group and the vast majority of PTA members, volunteers, etc.

Family and Community Involvement Needs

We need to find a way to authentically engage with Hispanic and Black families in a way that isn't patronizing or demanding.

Family and Community Involvement Summary

Our strong PTA leads the way in parent and community involvement. But we do need to find a way to more deeply engage all parents.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

Communication channels are diverse. We share campus information through School Messenger, PTBoard, social media, and Living Tree.

We have a wonderful vertical team.

School Context and Organization Weaknesses

Many of our parents respond best to text messages and we have not found a campus-wide way to accomplish that.

Parents have expressed a wish for greater connection to the vertical team and greater support with the transition to middle school.

School Context and Organization Needs

To identify and solidify a system to enable 2 way text messaging between parents and school. Additionally, we need to investigate ways to continually increase trust and communication between school and parents.

School Context and Organization Summary

Our outward communication channels are diverse and well received, but we are still looking to strengthen our outreach and trust by improving communication, for example by text messaging and two-way texting. We need to increase the support for the transition to middle school.

Technology

Technology Strengths

Comprehensive Needs Assessment

Technology Strengths (Continued)

Staff has developed skills in remote teaching and guiding students to use 1 to 1 devices.

Technology Weaknesses

Teachers could grow stronger on using technology to personalize learning for students and allow greater differentiation.

Technology Needs

PD and coaching about using technology to facilitate differentiation.

Technology Summary

While skills are developing in using technology in a 1-1 situation, we could still grow in the area of personalization and differentiation.

Blanton Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Leadership Team meets to review student data available on DMAC, MAP Growth, and common assessments (3-5.) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 2)	Principal	Once per month		Criteria: Agenda Planning/response documents 01/18/21 - Some Progress
2. Core leadership tasks are scheduled and accomplished. Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Principal	Weekly		Criteria: Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings. 01/18/21 - Some Progress

Blanton Elementary School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Personalized strategies to retain high performing staff including leadership opportunities, recognition, and reward. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Leadership Team, Principal	Through May 2021		Criteria: Leadership team meeting agendas, recognition strategies, positive campus incentives 01/18/21 - Some Progress 10/03/20 - Pending
2. Recruit high quality bilingual teachers to sustain the Dual Language program (Target Group: All,ESL,LEP) (Strategic Priorities: 1)	Principal	December and May		Criteria: Hiring of high quality bilingually certified teachers for bilingual posted positions. 01/18/21 - On Track

Blanton Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Outreach to students and families through the counseling program and teachers to ensure that all students are connected and engaged. (Target Group: All,AtRisk)	Campus Leadership Team, Counselor, Teachers	Fall and spring		Criteria: Contact spreadsheets and leadership meeting notes 01/18/21 - On Track

Blanton Elementary School

Goal 4. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common assessments in grades 3-5 in tested areas in November, December/January, and March/April. (Target Group: All,H,AA,ECD,LEP,3rd,4th,5th) (Strategic Priorities: 2)	Administrators, Teachers	Nov, Dec/Jan, Mar/Apr		Criteria: Exams and student data 01/18/21 - On Track

Blanton Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will incorporate the 7 Steps to a Language Rich classroom and include the steps as walk through observation items, updating the focus monthly. (Target Group: All,LEP,Dys) (Strategic Priorities: 2)	Instructional Leadership Team, Teachers	Monthly		Criteria: Walk through data, walk through forms 01/18/21 - Significant Progress
2. Teachers will be observed at least biweekly. Walkthrough schedule developed based on needs. (Target Group: All) (Strategic Priorities: 1,2)	Administration	Biweekly		Criteria: Walkthrough schedule and feedback provided to teachers 01/18/21 - Significant Progress

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Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers track progress of individual students in (SEs/Skills/TEKS) in order to identify students that would benefit from intervention and enrichment. (Target Group: All,LEP,SPED,GT) (Strategic Priorities: 1,2)	Administration, Teachers	Monthly		Criteria: common assessment reports via DMAC Stoplight/pyramid reports 01/18/21 - Some Progress
2. Students in grades 3rd-5th receive and reflect on their own assessment data after common assessments. (Target Group: All,H,W,AA,ECD,LEP,SPED,3rd,4th,5th) (Strategic Priorities: 2)	Administration, Teachers	3x per year		Criteria: Data folders per student 01/18/21 - Significant Progress
3. Meet with teachers after each major assessment cycle (CLI, MAP, MOY, Common assessments, etc, depending on what is assigned to various grade levels) to analyze student data and create a plan to respond to that data. (Target Group: All,ECD,LEP,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2)	Administrators, Teachers	At least 3x per year		Criteria: Data binders Written response plans 01/18/21 - Significant Progress

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Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor the MTSS process so that students in need progress through the Tiers and are referred for evaluation (if needed) in a timely manner. CST chair will review students in tier 2 and tier 3 with applicable teachers at least monthly. (Target Group: All,AtRisk) (Strategic Priorities: 2)	Administration, CST Chair, MTSS, Teachers	Monthly		Criteria: Meeting notes 01/18/21 - Some Progress

Blanton Elementary School

Goal 6. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Family engagement) School-family engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with community stakeholders to develop an action plan to increase involvement and engagement from our Hispanic and African American parents in school activities (Target Group: H,AA,ECD) (Strategic Priorities: 4)	Principal, PTA President	Spring 2020		Criteria: Action plan 01/18/21 - No Progress

Blanton Elementary School

Goal 7. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Make use of outdoor learning spaces (seating, gardens, etc) for both safety and curricular purposes. (Target Group: All) (Strategic Priorities: 2)				Criteria: Photos and lesson evidence from teachers. 01/18/21 - Significant Progress

Blanton Elementary School

Goal 8. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that IEPs and 504 plans are aligned with campus services. What is written in the plan is what we are providing, and what we are providing is written in the plan. (Target Group: SPED,Dys,504)	504 Coordinator, Assistant Principal, Principal, Special Education Staff, SpEd Administrator	By May 2020		Criteria: Compliance deadlines are met and internal audits show plans are authentic and executed well. 01/18/21 - Some Progress

SY 20-21 CIP Developers List

Name	Position
O Neal, Victoria	Campus Manager
Ruiz, Daniela	Campus Manager
Alvirez, Mary	Executive Director
Cash, Hannah	CAC Staff cochair
Hornbach, Rebecca	CAC Parent cochair
Burke, Veronica	CALT