Austin Independent School District

Blanton Elementary

Accountability Rating: B

2025-2026 Campus Improvement Plan

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Mission Statement

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

Vision

Blanton Elementary will engage in the creation of a vision statement in the 2024-2025 school year.

Value Statement

Blanton Elementary will engage in the creation of a value statement in the 2024-2025 school year.

Table of Contents

Goals 4

Goal 1 : Austin ISD Stronger Together By fostering a culture of high expectations and co... 5

Goal 2 : Early Learning The Early Learning District Initiative positions Austin ISD as a lea... 10

Goal 3 : Special Education Initiative Austin ISD will ensure compliance with all requireme... 13

Goal 4 : Campus Specific Goals/Performance Objectives 14

Addendums 16

Goals

Goal 1

Austin ISD Stronger Together
By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 1

☑ **High Priority** ☑ **Dual Capacity/Caregiver Engagement Goal**

(CPM 2.1) Enhance community collaboration by developing strategies to implement the Dual Capacity Building Framework for Family-School Partnerships.

Evaluation Data Source: Plan4Learning

Strategy 1

Systematize communication and connections by participating in the Thrillshare Rooms pilot, where all families can communicate with staff using the same platform.

7 Conditions for Student Success: Condition #5: A sense of belonging, empowerment, connection and identity safety

Strategy's Expected Result/Impact: Families reporting increased levels of communication from teachers and the school

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

The percentage of students in the Healthy Fitness Zone for cardiovascular activity will increase from 49% to 60% by the spring of 2026.

Evaluation Data Source: Coordinated School Health Survey
Resources: https://drive.google.com/file/d/1VGjS7cB8AxChWm5DoMS-O1wc3vEHa6T5/view?usp=sharing

Strategy 1

All students in kindergarten through 5th grade will participate in Marathon Kids every three days.

7 Conditions for Student Success: Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations

Strategy's Expected Result/Impact: The percentage of students in the Healthy Fitness Zone for cardiovascular activity will increase from 49% to 60% by the spring of 2026.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2

The percentage of students regularly utilizing the Blanton gardens during the school day will

increase from 15% in the spring of 2025 to 40% in the spring of 2026.

7 Conditions for Student Success: Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations, Condition #5: A sense of belonging, empowerment, connection and identity safety, Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Performance Objective 3 ☑ High Priority

(TEC) 100% of campuses will conduct discipline review meetings with Student Discipline Office and document strategies and methods for violence prevention. Campuses will implement, at minimum, one violence prevention strategy before the end of the 2025-2026 academic year.

Evaluation Data Source: Resources: Character Strong
Frontline SIS

Strategy 1

Administrators will lead students through a restorative interaction each time a student is referred to the front office for a disciplinary incident between students,.

7 Conditions for Student Success: Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #4: Positive relationships with teachers and peers, Condition #5: A sense of belonging, empowerment, connection and identity safety, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities

Strategy's Expected Result/Impact: Increase in teachers reporting consistent rule enforcement from 53% to 70% in the Upbeat Survey by the spring of 2026.

ESF Levers: Lever 3: Positive School Culture

Performance Objective 4 ☑ High Priority

(CPM 1.1) The percentage of students experiencing chronic absenteeism will decrease from 19% during SY 24-25 to 15% by July 2026.

Evaluation Data Source: Frontline SIS

Strategy 1

Implement biweekly meetings with attendance committee (including assistant principal, registrar and parent support specialist) to track attendance information and implement attendance interventions.

7 Conditions for Student Success: Condition #3: High expectations and support to meet those high expectations

Strategy's Expected Result/Impact: Decrease of percentage of students experiencing chronic absenteeism from 19% to 15% by July 2026.

Performance Objective 5 ☑ High Priority

(CPM 5.2) The percent of disciplinary incidents by African American students will decrease from 17% in June 2025 to 8% by June 2026. This will create a 0pp disproportionality between disciplinary incidents and the overall enrollment of African American students at Blanton.

Evaluation Data Source: Frontline SIS.

Strategy 1

Conduct CST meeting for any African American student in the previous school year that had a disciplinary incident to implement supports in the classroom. Conduct CST meeting for any further disciplinary incident to prevent recurrent issues.

7 Conditions for Student Success: Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #4: Positive relationships with teachers and peers, Condition #5: A sense of belonging, empowerment, connection and identity safety

Strategy's Expected Result/Impact: The percent disproportionality in discipline for African American students will decrease from 17% in June 2025 to 8% by June 2026.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2

Provide staff or PALS mentor to all African American students who had a disciplinary incident last year or have one this year. Mentor will meet at least weekly with the student to build a positive relationship with the student and reinforce positive behaviors.

7 Conditions for Student Success: Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #4: Positive relationships with teachers and peers, Condition #5: A sense of belonging, empowerment, connection and identity safety

Strategy's Expected Result/Impact: The percent disproportionality in discipline for African American students will decrease from 17% in June 2025 to 8% by June 2026.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Performance Objective 6

(CPM 3.2) The number of walkthroughs scoring on track in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric will increase from 68% in June 2025 to 80% at June 2026.

Evaluation Data Source: Dual Language Data Collection Tool

Strategy 1

Campus lead administrators will work with teachers on a self-reporting rubric four times during the school year ahead of the spring DL walkthrough in order to increase the number of observed practices.

7 Conditions for Student Success: Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities

Strategy's Expected Result/Impact: Increase in on-track scores in the Dual Language Data Collection Tool Rubric

Performance Objective 7

(CPM 3.3) The representation index between African American students identified as gifted and talented and the total African American student enrollment will increase from 0% in June 2025 to 8% by June 2026.

Evaluation Data Source: Gifted and Talented Office

Strategy 1

At least 20% of members of the GT Committee (which identifies students as Gifted and Talented) will be African American staff members.

7 Conditions for Student Success: Condition #1: Culturally proficient, experienced teachers and staff, Condition #5: A sense of belonging, empowerment, connection and identity safety

Strategy's Expected Result/Impact: The representation index between African American students identified as gifted and talented and the total African American student enrollment will increase from 0% in June 2025 to 8% by June 2026.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Performance Objective 8

(CPM 5.1)The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 3 in June 2025 to 3.67 by EoY.

Evaluation Data Source: SEL and CP&I implementation measurement tool

Strategy 1

Guidance lessons will be delivered from the "Grow" section of the Tier-1 Character Strong curriculum every nine days by our counseling team to all classes from pre-K to 5th grade to create a foundation for SEL learning on which all classroom teachers can build.

7 Conditions for Student Success: Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #4: Positive relationships with teachers and peers, Condition #5: A sense of belonging, empowerment, connection and identity safety, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities

Strategy's Expected Result/Impact: The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 3 in June 2025 to 3.67 by EoY.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 2

All homeroom teachers will deliver Tier-1 Character Strong instruction to their classes from 7:30 to 8:00 every morning.

7 Conditions for Student Success: Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #4: Positive relationships with teachers and peers, Condition #5: A sense of belonging, empowerment, connection and identity safety, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities

Strategy's Expected Result/Impact: The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 3 in June 2025 to 3.67 by EoY.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Goal 2

Early Learning
The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

(SC Goal 1) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 61% in June 2025 to 67% by June 2026.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values. Source data: 3rd Grade Reading STAAR Assessment

Strategy 1

(GPM 1.1- Required Strategy) The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Reading Achievement Score Proficiency Indicator (below 30th percentile in English/40th percentile in Spanish) will decrease from 25% in June 2025 to 20% by June 2026.

7 Conditions for Student Success: Condition #3: High expectations and support to meet those high expectations

Strategy's Expected Result/Impact: The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 61% in June 2025 to 67% by June 2026.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 2

Each grade level will meet in twice-weekly PLCs to analyze data, create differentiated responses, and identify best practices being implemented by teachers on the team based on emerging performance outcomes in formative and curriculum-based assessments in RLA and math.

7 Conditions for Student Success: Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations

Strategy's Expected Result/Impact: Increased implementation of best practices in RLA and math instruction, resulting in an increase in student performance in formative, curriculum-based, and summative assessments in RLA and math,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

(SC Goal 2) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 56% in June 2024 to 60% by EOY.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values. Source data: 3rd Grade Math STAAR Assessment.

Strategy 1

The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Mathematics Achievement Score Proficiency Indicator (below 30th percentile in English and Spanish) will decrease from 24% in June 2025 to 20% by June 2026.

7 Conditions for Student Success: Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities

Strategy's Expected Result/Impact: The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 56% in June 2024 to 60% by EOY.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 2

Each grade level will meet in twice-weekly PLCs to analyze data, create differentiated responses, and identify best practices being implemented by teachers on the team based on emerging performance outcomes in formative and curriculum-based assessments in RLA and math.

7 Conditions for Student Success: Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations

Strategy's Expected Result/Impact: Increased implementation of best practices in RLA and math instruction, resulting in an increase in student performance in formative, curriculum-based, and summative assessments in RLA and math,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Performance Objective 3 ☑ High Priority

(GPM 5.1)The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 76% in June 2025 to 80% by June 2026.

Evaluation Data Source: Elevation

Strategy 1

The three SLA teachers with the greatest percentage of students meeting their growth target in Spanish language arts will meet as a committee to create recommendations for sheltered bilteracy instruction strategies during Spanish instruction by grade level according to what is developmentally appropriate for L2 Spanish learners.

7 Conditions for Student Success: Condition #1: Culturally proficient, experienced teachers and staff, Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations, Condition #5: A sense of belonging, empowerment, connection and identity safety

Strategy's Expected Result/Impact: The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 76% in June 2025 to 80% by June 2026.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Performance Objective 4

(CPM 4.1)The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from 90% in June 2025 to 95% by June 2026.

Evaluation Data Source: PPfT Appraisal System

Strategy 1

Professional development sessions will be delivered on every campus PD day to engage teachers in best practices in instruction aligned to the PPfT Instructional Practice Rubric.

7 Conditions for Student Success: Condition #3: High expectations and support to meet those high expectations

Strategy's Expected Result/Impact: The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from 90% in June 2025 to 95% by June 2026.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Special Education Initiative

Goal 3

Austin ISD will ensure compliance with all requirements as identified in the TEA Agreed Order, including the Strategic Plan for Special Education (English, Spanish). All referenced documents are included in the Policies section.

Performance Objective 1

Blanton will have 0 past-due ARDs over the course of the 2024-2025 school year.

Evaluation Data Source: Special Education compliance spreadsheet

Strategy 1

Administrators will meet in increased frequency for PLCs with the special education team. In addition to the PLCs held within the team, all administrators will meet weekly with the resource and inclusion team, and they will meet weekly with the Life Skills team to discussed DuFour's four central questions to PLC work. We will also utilize this time to ensure compliance with all requirements in the TEA Agreed Order

7 Conditions for Student Success: Condition #3: High expectations and support to meet those high expectations

Strategy's Expected Result/Impact: Blanton will have 0 past-due ARDs over the course of the 2024-2025 school year.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Goal 4 Campus Specific Goals/Performance Objectives

Performance Objective 1

The differential in the percentage of students making their Fall-Spring progress measure in MAP Growth between students in Dual Language vs. students in English Language pathways will decrease from an average of 15pp in grades 1-5 ELA/math to 10pp by the spring of 2026.

Evaluation Data Source: MAP Growth ELA, Math

Strategy 1

Engage in three language programming PD opportunities as a campus for staff to spread best practices and create targeted programming for each language program model.

7 Conditions for Student Success: Condition #1: Culturally proficient, experienced teachers and staff, Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations, Condition #5: A sense of belonging, empowerment, connection and identity safety

Strategy's Expected Result/Impact:
The differential in the percentage of students making their Fall-Spring progress measure in MAP Growth between students in Dual Language vs. students in English Language pathways will decrease from an average of 15pp in grades 1-5 ELA/math to 10pp by the spring of 2026.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Strategy 2

Each grade level will meet in twice-weekly PLCs to analyze data, create differentiated responses, and identify best practices being implemented by teachers on the team based on emerging performance outcomes in formative and curriculum-based assessments in RLA and math.

7 Conditions for Student Success: Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations

Strategy's Expected Result/Impact: Increased implementation of best practices in RLA and math instruction, resulting in an increase in student performance in formative, curriculum-based, and summative assessments in RLA and math,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Performance Objective 2

At least 50% of students will regularly report engaging in outdoor learning activities by the spring of 2026.

Evaluation Data Source: UT TX Sprouts program survey

Strategy 1

The percentage of students regularly utilizing the Blanton gardens during the school day will increase from 15% in the spring of 2025 to 40% in the spring of 2026.

7 Conditions for Student Success: Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations, Condition #5: A sense of belonging, empowerment, connection and identity safety, Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Addendums