

**Ector County Independent School District**  
**Blackshear Elementary Magnet**  
**2018-2020 Campus Improvement Plan**

**Accountability Rating: Improvement Required**



# Mission Statement

At Blackshear Magnet Elementary, we focus on making student growth through engaging learning experiences, positive relationships, two-way communication and a safe learning environment.

# Vision

At Blackshear Magnet Elementary, we prepare students for college and career readiness by creating life-long learners and productive citizens.

# Value Statement

*We believe that...*

1. Each person has inherent worth and unique strengths.
2. Curiosity and learning are natural and grow without limit given stimulation and nurturing.
3. People are interdependent.
4. Each individual has a responsibility to add value to self and community.
5. Individuals are accountable for their choices and actions.
6. Education creates opportunity and opportunity creates a better world.
7. Progress improves and adds value to human life.
8. Fear limits life's potential; courage inspires living.
9. There is a difference between right and wrong.
10. Values learned at home affect a lifetime.
11. Leadership is influence; everyone is a leader.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	7
School Culture and Climate .....	10
Staff Quality, Recruitment, and Retention .....	11
Curriculum, Instruction, and Assessment .....	12
Parent and Community Engagement .....	13
School Context and Organization .....	14
Technology .....	15
Comprehensive Needs Assessment Data Documentation .....	16
Goals .....	17
Goal 1: Blackshear will not be IR by the end of the 2018-2019 school year. ....	17
Goal 2: The percentage of Blackshear 3rd through 5th grade students who meet standard in writing, reading and mathematics on the standard state assessment will increase from the overall average 57% to the overall average of 66% by the end of the 2018-2019 school year. ....	25
Goal 3: Blackshear will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning. ....	27
Goal 4: The percentage of BLackshear students in grades K-2 who are reading at or above grade level will increase from 61% to 76% by the end of the 2018-2019 school year. ....	32
Comprehensive Support Strategies .....	33
Title I Schoolwide Elements .....	34
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	34
1.1: Comprehensive Needs Assessment .....	34
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	34
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	34
2.2: Regular monitoring and revision .....	34
2.3: Available to parents and community in an understandable format and language .....	34
2.4: Opportunities for all children to meet State standards .....	34
2.5: Increased learning time and well-rounded education .....	34
2.6: Address needs of all students, particularly at-risk .....	34
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	34
3.1: Develop and distribute Parent and Family Engagement Policy .....	34
3.2: Offer flexible number of parent involvement meetings .....	35
2018-2020 Campus Improvement Team .....	36

# Comprehensive Needs Assessment

Revised/Approved: October 22, 2018

## Demographics

### Demographics Summary

Total Enrollment for the 2018-2019 School year 695

Title I ECD 73% LEP 26% ESL 0% GT 10% Migrant 0%

White 7% Hisp 79% Black 12% Pac Islander 0% Two or more races 0%

### Demographics Strengths

Index 1

Reading

All Students 47%

African American 25 %

Hispanic 49%

White 72%

SPED 21%

Economically Disadvantaged 42%

ELL 48%

Math

All Student 55 %

African American 18 %

Hispanic 61%

White 64%

SPED 17%

Economically Disadvantaged 52 %

ELL 65%

Writing 32%

All Students 32%

African American 11 %

Hispanic 34%

SPED 0%

Economically Disadvantaged 32 %

ELL 55%

Science

All Students 49%

African American 27 %

Hispanic 54%

White 86%

SPED 38%

Economically Disadvantaged 46%

ELL 42%

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

**Problem Statement 1:** Students are not meeting the passing standard on all STAAR assessments including subgroups. **Root Cause:** Tier 1 instruction and student engagement in the classroom need to be strengthened.

# Student Achievement

## Student Achievement Summary

Campus Size 695

Percent Economically Disadvantaged 79%

Title I Students 98%

Index I Student Achievement: 56

Index 2 Student Progress: 59

Index 3 Closing Performance Gaps: 61

## Student Achievement Strengths

Index 1

Reading

All Students 47%

African American 25%

Hispanic 49

White 72%

SPED 21%

Economically Disadvantaged 42%

ELL 48%

Math

All Student 55%

African American 18%

Hispanic 61%

White 64%

SPED 17%

Economically Disadvantaged 52%

ELL 65%

Writing

All Students 32%

African American 11%

Hispanic 34%

White 60%

SPED 0%

Economically Disadvantaged 32%

ELL 55%

Science

All Students 53%



African American 27%

Hispanic 54%

White 86%

SPED 38%

Economically Disadvantaged 46%

ELL 42%

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Students including all subgroups are not meeting passing standards on STAAR **Root Cause:** Tier 1 instruction, student engagement, building relationships, and data analysis need to improve

# School Culture and Climate

## School Culture and Climate Summary

Research shows students that have parent involvement perform better academically. Through engaging activities and opportunities that bridge the home-school connection, parents will be able to participate as learners, mentors, and advocates for their child through math, reading, writing, and science nights. The increased involvement will give parents ownership into the academic success of their child having a positive impact on academic performance as well as meet the HB 5 requirement. Building relationships within the staff and students through Capturing Kids Hearts along with parents and families will be a focus.

## School Culture and Climate Strengths

Building relationships continues to grow with families of Blackshear. We will continue to focus on aligned curriculum through TEKS Resource System, improved use of data analysis, targeted interventions, job embedded professional development, building academic vocabulary and teaching it explicitly, use of Kagan, Lead4ward, Capturing Kids Hearts, and AVID to increase the level of rigor in the classroom.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students are not meeting the passing standard on all STAAR assessments including subgroups. **Root Cause:** Tier 1 instruction, student engagement, building relationships, and data analysis need to improve

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Blackshear has 25 returning teachers and 9 experienced teacher new to the campus and 2 first year teachers.

## Staff Quality, Recruitment, and Retention Strengths

Retention can be difficult at an IR campus. However, teachers are dedicated and consistently receive training to ensure they know the engagement strategies that should take place in the classroom along with rigor and levels of questioning.

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

**Problem Statement 1:** Students are not meeting the passing standard on all STAAR assessments including subgroups. **Root Cause:** Tier 1 instruction, student engagement, building relationships, and data analysis need to improve

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Blackshear will utilize TEKS Resource System and emphasize on student engagement using Kagan, Capturking Kids Hearts, Lead4ward and AVID. Instruction and Assessment can be improved with PD on data analysis.

Students will be assessed on STAAR, unit assessments, and teacher created assessments. After assessments are given, each teacher will analyze data and pull RTI/intervention groups from the assessment data. These TEKS will also be a focus in guided reading and guided math groups.

PLCs will focus on planning, instruction, and data analysis to improve instructional practices.

STAAR, INOVA, Stride, iStation, and unit assessments help to make informed decisions regarding intervention needs as well as whole class instructional needs.

The instructional coach will be utilized to help with plan, break down TEKS, instructional strategies, data analysis and modeling of best practices.

CHAMPS expectations are expected to be fully implemented before each lesson and every transition.

Stetson step by step and implementation will continue to take place.

The RTI process outlined by ECISD will be followed.

## Curriculum, Instruction, and Assessment Strengths

Blackshear has a technology focus with an abundance of technology. Student engagement apps and activities are shown to ensure students are engaged and the curriculum is aligned in the classroom.

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

**Problem Statement 1:** Students are not meeting the passing standard on all STAAR assessments including subgroups. **Root Cause:** Tier 1 instruction, student engagement, building relationships, and data analysis need to improve

# Parent and Community Engagement

## Parent and Community Engagement Summary

A monthly calendar is sent out each month to inform parents of upcoming events. There are many community involvement activities that will be offered and parents can participate in.

Blackshear offers a parent library where students and parents can check out backpacks that have leveled readers with comprehension questions. They are also able to check out ipads for research.

VIPS, Ambassadors, and after school activities are offered for students and parents to participate in.

## Parent and Community Engagement Strengths

We plan to continue to strengthen our parent involvement participation, VIPS program, and PTA.

# School Context and Organization

## School Context and Organization Summary

Our goals at Blackshear are aligned to the district non-negotiables and goals. There is intervention/RTI time built into schedules daily. Our special areas are able to pull intervention groups for the last 20 minutes of the day. PLCs are organized by grade level to discuss the TEKS that are being taught in a specific unit. Vertical PLCs will be held after school to hold conversations about student performance. CLT meets once a month to ensure student outcomes and performance.

## School Context and Organization Strengths

CLT is involved with planning documents, goals, and non-negotiables.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Students are not meeting the passing standard on all STAAR assessments including subgroups. **Root Cause:** Tier 1 instruction, student engagement, building relationships, and data analysis need to improve

# Technology

## Technology Summary

Blackshear has smartboard and projectors in each classroom. The campus has 100 ipads that are dispersed throughout the school. This year the campus will have a rolling laptop cart for each grade level.

## Technology Strengths

Programs for Reading and Math are utilized: Istation, STRIDE and Brainchild

These programs target all students: Tier 1, 2, 3.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students are not meeting the passing standard on all STAAR assessments including subgroups. **Root Cause:** Tier 1 instruction, student engagement, building relationships, and data analysis need to improve

# Comprehensive Needs Assessment Data Documentation

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



# Goals








Revised/Approved: October 22, 2018

## Goal 1: Blackshear will not be IR by the end of the 2018-2019 school year.

**Performance Objective 1:** Blackshear will support the bilingual model in all aspects including guided reading and guided math.

**Evaluation Data Source(s) 1:** LPAC minutes, IStation, Guided Reading/Math Walk-throughs

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. All Bilingual teachers and campus admin will be trained in current LPAC procedures. 2. Students will be placed in ESL, Bilingual class per HLS.	Principal AP Bilingual Teachers K-5	Students are in the correct instructional setting. Students are receiving RTI as identified by data.				
2. All teachers will be trained and follow RTI procedures and interventions for ELL learners	Problem Statements: Demographics 1					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

### Performance Objective 1 Problem Statements:








Demographics
<b>Problem Statement 1:</b> Students are not meeting the passing standard on all STAAR assessments including subgroups. <b>Root Cause 1:</b> Tier 1 instruction and student engagement in the classroom need to be strengthened.

**Goal 1:** Blackshear will not be IR by the end of the 2018-2019 school year.

**Performance Objective 2:** Blackshear will support special education in all aspects.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) 1.Review Sped folders 2.Monitor students assessments and progress 3.Review accommodations as stated on students IEP. 4. Review ARD paperwork to ensure that all contents are correct 5. Meet with Campus Case Manager to ensure all IEP's are disseminated to teachers with SpEd students.</p> <p>6. Meet with teachers of SpEd students to ensure schedule of services and accommodations are understood. 7. teachers will attend any professional development trainings offered by the district that focus on differentiation strategies, thinking skills, conceptual learning, and depth and complexity 8. Special Education teachers will receive proper training to support the districts goals.</p>	Principal Koffel Smith FTE					
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 1:** Blackshear will not be IR by the end of the 2018-2019 school year.

**Performance Objective 3:** All K-5th grade students will improve their reading mastery by at least one year.

**Evaluation Data Source(s) 3:** IStation K-5, DIBELS 3-5, LTS STRIDE

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) 1. Supplemental Aid of STAAR Ready will be used to use correct levels of questioning CSF 1, CSF 2, CSF 3, CSF 4, CSF 7 Instruction will be adjusted through the use of campus based formative assessment results(LTS for Reading , Istation for Reading K-5, DIBELS 3-5)</p> <p>2. Administrators will conduct walk throughs and provide coaching as needed.</p> <p>3. IC will assist teachers identified as needing assistance or PD with curriculum, modeling of lessons, visits to Master teachers within the campus or district. AVID will be utilized for vocabulary, note taking, COSTAs levels of questioning and organization tool.</p> <p>4. Administrators will monitor the use of District curriculum and its implementation and lesson plans</p> <p>5. Teachers will use data from SBAs, Unit assessments, Istation and Stride to identify students in Tier 1, 2, 3 and RTI procedures. STAAR Ready materials will be used for intervention.</p> <p>6. 3rd-5th will utilize reteaching as an extention of Istation Priority Lessons and Guided Reading</p> <p>7. 5 reading coaches on campus will provide intervention for 2, 3rd, 4th and 5th.</p> <p>8. 4 Instructional coaches will assist 3rd grade teachers with their math and reading planning, provide intervention small groups and co-teach as needed.</p>	Principal AP FTE Reading Coaches	Increase student performance on STAAR by 10% of percent score.				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: Title One Priority Focus - 8000.00</p>						
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Performance Objective 3 Problem Statements:**








Demographics
<b>Problem Statement 1:</b> Students are not meeting the passing standard on all STAAR assessments including subgroups. <b>Root Cause 1:</b> Tier 1 instruction and student engagement in the classroom need to be strengthened.

**Goal 1:** Blackshear will not be IR by the end of the 2018-2019 school year.

**Performance Objective 4:** All K-5th grade students will improve their math mastery a minimum of one year.

**Evaluation Data Source(s) 4:** Istation, LTS Stride; Unit Assessments

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) 1. The following resources will be utilized:( Kim Sutton, KAGAN, ISTATION MATH), best practices that are both rigorous and engaging and aligned to TRS used school wide. KAGAN, Kim Sutton, Lead 4ward, STAAR Ready Math for 3rd -5th and district adopted computer programs. AVID will be utilized for vocabulary, note taking, COSTAs levels of questioning and organization tool.</p> <p>2. Instruction will be adjusted through the use of campus based formative assessment results(LTS and Unit Assessments for Math, Science and Social Studies,)</p> <p>3. IC will assist teachers identified as needing assistance or PD with Math, Science and Social Studies, modeling of lessons, visits to Master teachers within the campus or district.</p> <p>4. Administrators will conduct walk throughs; and provide coaching as needed.</p> <p>5. Administrators will monitor the use of math, science , social studies resources and its implementation and lesson plans</p> <p>6. Teachers will use data collected on ASSESMENT HISTORY, Istation reports and Stride reports to identify students in Tier 1, 2, 3 and RTI procedures will be followed.</p> <p>7. 4 Instructional coaches will assist 3rd grade teachers with their math and reading planning, provide intervention small groups and co-teach as needed.</p> <p>8. Class size reduction teachers will help improve 5th grade discipline, intervention and improve overall learning and ensure growth in math.</p>	Principal AP IC IC's in 3rd grade (4) FTE	Increase student performance on STAAR				
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Title One Priority Focus - 8000.00</p>						
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Students including all subgroups are not meeting passing standardsl on STAAR <b>Root Cause 1:</b> Tier 1 instruction, student engagement, building relationships, and data analysis need to improve

**Goal 1:** Blackshear will not be IR by the end of the 2018-2019 school year.

**Performance Objective 5:** Blackshear will implement AVID strategies including Costa's level of questioning, note taking skills, organization, and WICOR strategies.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) 1. Tutoring will be provided for students in classrooms where teachers tutor after school based on unit assessments and SBAs            2. Training by District AVID Coordinator and Director Aug. 2018.            3. Teachers will utilize note taking skills, graphic organizers, planners, COSTA's levels of questioning and WICOR in planning lessons.</p>	<p>Principal            AP            FTE            AVID admin team</p>	<p>Student will show 10% increase on STAAR.</p>				
<p>Problem Statements: Student Achievement 1            Funding Sources: Title One School-wide - 20000.00</p>						
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Performance Objective 5 Problem Statements:**








Student Achievement
<p><b>Problem Statement 1:</b> Students including all subgroups are not meeting passing standards on STAAR <b>Root Cause 1:</b> Tier 1 instruction, student engagement, building relationships, and data analysis need to improve</p>

**Goal 1:** Blackshear will not be IR by the end of the 2018-2019 school year.

**Performance Objective 6:** Blackshear students in Grades 4 and 5 will show a 10% increase on their percent score for STAAR Math, Science and Reading.

**Evaluation Data Source(s) 6:** STAAR Math, Science and Reading May 2019.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) 1) Scaffold documents will be utilized to plan quality science instruction. Science word of the week in announcements and cafeteria, Pearson labs, district adopted textbooks and hands on/interactive assignment will be utilized in classes.</p> <p>Utilize Istation Usage time as recommended for TIER 1, 2, 3 students.</p> <p>Adhere to district Scope and Sequence and adopted textbooks with fidelity; Lead4ward resources will be utilized by teachers and in PLC's.</p> <p>Science content will be integrated into Math and Reading lessons/work stations</p> <p>Analyze unit assessments to Identify strengths and areas of concern for students. Implement RTI strategies for students performing below standard.</p>	<p>Principal AP Instructional Coach Instructional Coaches in 3rd</p>	<p>Increase student performance on STAAR by 10% or percent score.</p>				
<p>Problem Statements: Student Achievement 1 Funding Sources: Title One Priority Focus - 5000.00</p>						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Performance Objective 6 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Students including all subgroups are not meeting passing standards on STAAR <b>Root Cause 1:</b> Tier 1 instruction, student engagement, building relationships, and data analysis need to improve</p>



**Goal 2: The percentage of Blackshear 3rd through 5th grade students who meet standard in writing, reading and mathematics on the standard state assessment will increase from the overall average 57% to the overall average of 66% by the end of the 2018-2019 school year.**

**Performance Objective 1:** Blackshear will provide training and support in the use of TRS to ensure 100% alignment within the district's linguistic sequence. SP3.1

**Evaluation Data Source(s) 1:** STAAR results for Math, Reading, Science and Writing

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) CSF 1, CSF 2, CSF 3, CSF 4, CSF 7 1) 1. All FTEs will be trained in August to utilize TRS system and its resources.</p> <p>2. Refreshers on TRS will be provided during weekly PLCs.</p> <p>3. Lesson plans will be checked for alignment to TRS.</p>	<p>Instructional Coaches FTE Principal AP</p>	<p>Unit Assessments</p> <p>Lesson Plans</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 2:** The percentage of Blackshear 3rd through 5th grade students who meet standard in writing, reading and mathematics on the standard state assessment will increase from the overall average 57% to the overall average of 66% by the end of the 2018-2019 school year.

**Performance Objective 2:** Blackshear 3rd - 5th grade students iStation Tier 1 percentage in reading and math will increase to 65% by the end of the 2018-19 school year.

**Evaluation Data Source(s) 2:** Istation monthly data monitory and EOY STAAR Readability alignment

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1) 1. Instruction will be adjusted through the use of campus based formative assessment results(LTS for Reading , Istation for Reading K-5) 2. Administrators will conduct walk throughs and provide coaching as needed. 3. IC will assist teachers identified as needing assistance or PD with curriculum, modeling of lessons, visits to Master teachers within the campus or district. AVID will be utilized for vocabulary, note taking, COSTAs levels of questionting and organization tool. 4. Teachers will use data from SBAs, Unit assessments, Istation and Stride to identify students in Tier 1, 2, 3 and RTI procedures. Mentoring Minds and STAAR Ready materials will be used for intervention. 6. 3rd-5th will utilize reteaching as an extention of Istation Priority Lessons and Guided Reading 7. 3 reading coaches on campus will provide intervention for 3rd, 4th and 5th. 8. 4 Instructional coaches will assist 3rd grade teachers with their math and reading planning, provide intervention small groups and co-teach as needed.	Instructional Coaches Reading Coaches Principals FTEs	Istation increase to 65% Tier 1 STAAR Progress				
						

# Goal 3: Blackshear will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 1:** will improve and increase inter dependent partnerships with parents and community by 10% from the previous school year. SP4.1

**Evaluation Data Source(s) 1:** Formative: Feedback from parent meetings, PTAs, VIPs, Strategic Plan Members, survey feedback Summative: Parent surveys,

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) 1. Increase use of Parent Link, Open House, Family Education Nights and other school activities to target parent partnerships. 2. Meet the Teacher Agust 16 3. Math/ Science Night- Sept. Parents will be shown how to engage their child with math board games, dice, cards, and objects in the home. 4. Reading Night Oct. 5. VIP recruitment Aug - Nov 6. I am Thankful for.. Parent card making Nov 8. Christmas cards.. Dec 9. Student Led Conference- 1 per semester 10. P.S I love you...Feb 11. Open house....March 12.13. Field Day in May 23 15. Awards Ceremony every 9 weeks</p>	<p>K-5 teachers and staff administrators IC Parents Summative: Parent surveys,</p>		✓	✓	✓	

**Goal 3:** Blackshear will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 2:** will increase their partnerships with the community by forming one new partnership and we will continue to partner with Odessa College, UTPB, Hispanic Chamber of Commerce, and Community Complex to educate and inform our student about future careers and importance of keeping good grades and great attendance. SP4.1

**Evaluation Data Source(s) 2:** Teacher and student feedback. Holding conferences with our partners in education to keep an open communication to better serve our students

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) CSF 1, CSF 2, CSF 3, CSF 4, CSF 7 1) 1. Hold College Day visits to OC.</p> <p>2. AVID Celebration at OC in May</p> <p>3. Betenbough Construction has become a partner to Blackshear. They are involved in Teacher Appreciation week.</p> <p>4. Partnership with WTEC for staff appreciation.</p> <p>5. Employee of the Week Oct. 2018 - May 2018. Fall celebration for students who met criteria. Monthly staff potlucks Sept-May. Monthly Birthday celebrations 2nd Friday of the month. Positive Notes to staff.</p>	<p>FTE Principal AP Counselor</p>					
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 3:** Blackshear will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 3:** Blackshear will ensure that PBIS/CHAMP discipline management practices and Capturing Kids Hearts are in place in 100% of classrooms to provide learning environments that are productive and safe.SP2.6

**Evaluation Data Source(s) 3:** Review data from 2018 to 2019 Discipline referrals and attendance data

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Discipline PLC will meet monthly to review PBIS/CHAMP plan, monitor referrals, identify teachers in need of discipline PD and assistance, and make adjustments as needed. 2. Monitor attendance rates and send Warning letters for Tardies and Attendance Contacts and Contracts as needed 3. Ensure teachers are utilizing the 4 Questions from Capturing Kids Hearts, Meet and Greet, and Good Things. 5. Guidance lessons for each class 1 day a week 30 minutes.	FTEs Principals Counselor	referral and discipline monthly reviews				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Blackshear will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 4:** Blackshear will ensure that 100% of all FTE's have received professional development on student and staff support for suicide prevention, violence prevention and intervention and harassment and dating violence. SP2.7

**Evaluation Data Source(s) 4:** Compare last year data to this years data.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) CSF 4, CSF 6 1) 1. Guidance lessons one time a week for each class. 2. Guidance and training on suicide and violence will be sought from SAS counselor	SAS Counselors, FTEs, Administrators	Review discipline referrals, drop-outs, attendance and other evidence of unresolved conflict & training mechanisms used to provide guidance for suicide prevention, violence prevention and intervention and harassment and dating violence.	✓	✓	✓	

**Goal 3:** Blackshear will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 5:** Create and sustain a culture where positive student/teacher relationships are developed, which will help create an environment that targets continuous improvement with our ultimate goal of success for all students.

**Evaluation Data Source(s) 5:** Referral comparison to last year data.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) CSF 1, CSF 3, CSF 4, CSF 6 1) Ron Clark Academy Training for 6 teachers in Feb. 2019 2. CHAMPS utilized in all school areas. 3. Weekly guidance lessons. 4. Capturing Kids Hearts Strategies and techniques learned will be utilized and monitored. 5. Students in at risk situations will be supported by SAS counselor.	Counselor FTEs Principals	Student's positive behavior will increase learning time in class.  Discipline referrals will be minimized.				

# Goal 4: The percentage of BLackshear students in grades K-2 who are reading at or above grade level will increase from 61% to 76% by the end of the 2018-2019 school year.

**Performance Objective 1:** GPM 4.1: The percentage of Blackshear kindergarten, 1st, and 2nd grade students reading at or above grade level as measured by iStation/Espanol will increase from 61% to 76% by the end of the 2018-2019 school year.

**Evaluation Data Source(s) 1:** Istation, Dibels, STAAR

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Instruction will be adjusted through the use of campus based formative assessment results(LTS for Reading , Istation for Reading K-5) 2. Administrators will conduct walk throughs and provide coaching as needed. 3. IC will assist teachers identified as needing assistance or PD with curriculum, modeling of lessons, visits to Master teachers within the campus or district. AVID will be utilized for vocabulary, note taking, COSTAs levels of questioning and organization tool. 4. Administrators will monitor the use of District curriculum and its implementation and lesson plans in Guided Reading	FTEs Instructional Coaches Principals	K-2 student reading increase at or above grade level				



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	1	<p>1. Supplemental Aid of STAAR Ready will be used to use correct levels of questioning CSF 1, CSF 2, CSF 3, CSF 4, CSF 7 Instruction will be adjusted through the use of campus based formative assessment results(LTS for Reading , Istation for Reading K-5, DIBELS 3-5) 2. Administrators will conduct walk throughs and provide coaching as needed. 3. IC will assist teachers identified as needing assistance or PD with curriculum, modeling of lessons, visits to Master teachers within the campus or district. AVID will be utilized for vocabulary, note taking, COSTAs levels of questioning and organization tool. 4. Administrators will monitor the use of District curriculum and its implementation and lesson plans 5. Teachers will use data from SBAs, Unit assessments, Istation and Stride to identify students in Tier 1, 2, 3 and RTI procedures. STAAR Ready materials will be used for intervention. 6. 3rd-5th will utilize reteaching as an extension of Istation Priority Lessons and Guided Reading 7. 5 reading coaches on campus will provide intervention for 2, 3rd, 4th and 5th. 8. 4 Instructional coaches will assist 3rd grade teachers with their math and reading planning, provide intervention small groups and co-teach as needed.</p>
1	4	1	<p>1. The following resources will be utilized:( Kim Sutton, KAGAN, ISTATION MATH), best practices that are both rigorous and engaging and aligned to TRS used school wide. KAGAN, Kim Sutton, Lead 4ward, STAAR Ready Math for 3rd -5th and district adopted computer programs. AVID will be utilized for vocabulary, note taking, COSTAs levels of questioning and organization tool. 2.Instruction will be adjusted through the use of campus based formative assessment results(LTS and Unit Assessments for Math, Science and Social Studies,) 3. IC will assist teachers identified as needing assistance or PD with Math, Science and Social Studies, modeling of lessons, visits to Master teachers within the campus or district. 4. Administrators will conduct walk throughs; and provide coaching as needed. 5.Administrators will monitor the use of math, science , social studies resources and its implementation and lesson plans 6. Teachers will use data collected on ASSESMENT HISTORY, Istation reports and Stride reports to identify students in Tier 1, 2, 3 and RTI procedures will be followed. 7. 4 Instructional coaches will assist 3rd grade teachers with their math and reading planning, provide intervention small groups and co-teach as needed. 8. Class size reduction teachers will help improve 5th grade discipline, intervention and improve overall learning and ensure growth in math.</p>
1	5	1	<p>1. Tutoring will be provided for students in classrooms where teachers tutor after school based on unit assessments and SBAs 2. Training by District AVID Coordinator and Director Aug. 2018. 3. Teachers will utilize note taking skills, graphic organizers, planners, COSTA's levels of questioning and WICOR in planning lessons.</p>

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Approved by Campus Improvement Committee on Sept. 17, 2018.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Approved by Campus Improvement Committee on Sept. 17, 2018.

### **2.2: Regular monitoring and revision**

Approved by Campus Improvement Committee on 9/17/18 , CIP is updated quarterly.

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

Copies are available upon request to the office or principal.

### **2.4: Opportunities for all children to meet State standards**

Teachers provide instruction, schedules posted in rooms, 5 Reading Coaches on campus to support 167 students identified as below grade level in reading.

### **2.5: Increased learning time and well-rounded education**

Teachers work during academic time, classroom schedules posted in rooms, in addition to library, music and PE offered to all students.

### **2.6: Address needs of all students, particularly at-risk**

All students receive free breakfast and students are instructed by highly qualified teachers as available.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Family nights for math and reading are offered to all parents, data folders are updated as assessments are taken and shared with parents at Student Led conferences & parental involvement activities are offered including - PTA, programs, contest.

### **3.2: Offer flexible number of parent involvement meetings**

Parent involvement meetings are offered though out the year at various times.

# 2018-2020 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Valerie Rivera	Principal
Classroom Teacher	Socorro Rodriguez	Kinder
Classroom Teacher	Leila Ramirez	1st Grade
Classroom Teacher	Sonia Lipsey	2nd grade
Classroom Teacher	Kim Snyder	3rd Grade
Classroom Teacher	Norma Galindo	4th Grade
Classroom Teacher	Dave Machuca	5th grade
Classroom Teacher	Kathy Billington	Dyslexia
Community Representative	Michele Desilets	VIP Chairman
Parent	Jovanna Ornelas	Parent of kinder student