

# **Beaumont Independent School District**

## **Blanchette Elementary School**

**2019-2020**

**Board Approval Date:** October 17, 2019

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Blanchette Elementary School was named in honor of Mr. Ozan Blanchette one of the founders of Hebert High School which formally occupied the present Blanchette campus. Mr. Ozan Blanchette and his brother Mr. Usan Hebert donated the land for the first school and worked to promote its progress. The school was changed from an Elementary Junior High to an all Elementary School on September 3, 1968. Currently, Ms. April Johnston serves as the Principal of Blanchette Elementary.

Blanchette Elementary School is located in Beaumont, Texas, and is one of sixteen elementary schools in Beaumont ISD. The campus was rebuilt in its original location in 2010 and currently has a student population of approximately 604 students in grades Kindergarten through Fifth. According to PEIMS, 77.32% of the student population is African American, 18.38% are Hispanic, and 2.15% are White. 1.82% of the population is identified as Two or More Races. 86%% are identified as Economically Disadvantaged.

The students of Blanchette Elementary receive a well-balanced, viable curriculum. The TEKS are the state standards and guidelines for all classroom teachers with the district implementation of those standards in a sequential, research based scope and sequenced. Courses are offered in Reading, Language Arts, Spelling, Handwriting, Math, Science, Social Studies, Physical Education, Arts, Music, Theatre Arts, and Technology. The instructional programs include academic core subjects, such as the Gifted and Talented, Special Education, Dyslexia, and ESL. All students are required to meet the passing standard of the assessment which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Blanchette Elementary School is comprised of 67 faculty members, of which 2 are campus administrators, 1 curriculum coordinator, 1 counselor, 1 nurse, 1 diagnostician, 4 custodians, 1 secretary, 1 attendance clerk, 9 paraprofessionals, and 35 teachers. 50 of the staff is African American, 2 Hispanic, and 15 Caucasian. 61 of the staff is female while 6 are males.

Blanchette Elementary is committed to the following district goals.

1. Increase student achievement.
2. Ensure safe and secure schools.
3. Attract and retain an outstanding workforce.
4. Improve school climate and student engagement
5. Increase community collaboration.

Blanchette Elementary is committed to the following Performance Goals.

- By May 2020, no elementary schools will be labeled as Improvement Required.

- All students will make progress towards reading at grade level or higher each academic year, no later than in grade 3, and will progress at grade level or higher in reading across all content areas.
- By May 2020, there will be an 8% increase in the number of students performing at the Meets and Masters levels on the STAAR Assessment.
- By May 2020, there will be a decrease in the number of students assigned to ISS and OSS.
- By May 2020, each elementary campus will increase their yearly attendance average by 2%.

After thorough review of multiple data sources, the CEIC assessed program effectiveness and determined that through collaboration of campus resources and community entities, the following areas of improvement will be addressed:

- Attain and sustain a student and staff daily attendance rate of 97% through student incentives including but not limited to Awesome A Bucks, grade level attendance banners, nine week celebrations, and end of the year trophies. Classroom teachers will monitor student attendance and take the designated action steps to meet attendance requirements.
- Maintain a school-wide discipline behavior plan to decrease classroom interruptions and office referrals.
- Provide "Safety" presentations and drills for all students monthly to promote a safe, learning environment.
- Provide teachers professional development on effective Tier I instruction and planning for accelerated instruction to meet STAAR standards for all student populations.
- Promote active parental involvement by creating a school climate that supports family/school involvement.
- Increase technology use to support classroom instruction and provide opportunities for daily computer access for students in all classrooms.

# Demographics

## Demographics Summary

The student population at Blanchette Elementary School is approximately 615 students as of PEIMS Snapshot (October 27, 2017) and serves students in grades Kindergarten through Fifth. The student demographics reflect the ethnic composition of the community from which the district draws its population. The student body is comprised of the ethnicity's listed below:

Student Demographics Chart 2019 - 2020

Number of Students	#(%)African American	# (%) Hispanic	# (%) White	# (%) Asian	# (%) Native American	# (%) Two or More Races	(%) Economically Disadvantaged
604	467(77.32%)	111(18.38%)	13(2.15%)	2(0.33%)	0	10(1.63%)	86%

Student Demographics Chart 2018 - 2019

Number of Students	#(%)African American	# (%) Hispanic	# (%) White	# (%) Asian	# (%) Native American	# (%) Two or More Races	(%) Economically Disadvantaged
615	494(80.33%)	99(16.10%)	10(1.63%)	2(0.33%)	0	10(1.63%)	94.8%

## Instructional Programs Chart

Enrollment has increased due to new housing opportunities, impact of Hurricane Harvey, change in demographics in the community, and district attendance zoning guidelines. The mobility rate is 29% for the 2017 - 2018 school year, with students moving in the school district and outside of the school district.

Currently, the Campus Percentage of Attendance is 94.43%. The Campus Attendance Percentage for the 2017 - 2018 school year is 93%. There are campus procedures in place for verifying daily attendance, contacting parents when student(s) are absent, steps to intervene when students are excessively absent, and allotted time for parent/teacher conferences and interventions. The average class size is 22:1 for K - 4th grade. 5th grade average class size is above 22:1.

## Demographics Strengths

Student enrollment has decreased by 11 students in comparison to the 2017 - 2018 school year. However, enrollment in all grades levels has increased

to building capacity.

- The Hispanic population has increased by 11 students, 2%, from the 2018 - 2019 school year.
- ELL student placement into Bilingual/ESL program within the 20 day period.
- Nine week celebrations are provided for all students with perfect attendance; End of Year trophies for perfect attendance all year.
- Participation in all instructional programs has increased, specifically SPED.

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

**Problem Statement 1:** Campus attendance has been 2% below the district goal for two consecutive years. **Root Cause:** There are a lack of engaging, meaningful relationships established between teachers and students.

**Problem Statement 2:** 20% of instruction is provided by non-certified district substitutes. **Root Cause:** The inability to obtain certified teachers to teach at a Improvement Required campus.

# Student Academic Achievement

## Student Academic Achievement Summary

One critical component of student achievement at Blanchette Elementary is the routine disaggregation of student data. Data is disaggregated to identify the areas of strength and improvement needed. Through the analysis of student grades, scores on weekly, unit, benchmark exams, and beginning, middle, and end of year assessments, teachers and administrators can better plan for instruction and accelerated instruction.

Content/Grade	2016 STAAR	2017 STAAR	2018 STAAR	2019 STAAR
<b>Reading</b>				
<b>District</b>	58%	52%	56%	54%
<b>3<sup>rd</sup> Grade</b>	35%	44%	43%	40%
<b>District</b>	63%	52%	51%	51%
<b>4<sup>th</sup> Grade</b>	57%	34%	33%	44%
<b>District</b>	67%	67%	70%	68%
<b>5<sup>th</sup> Grade</b>	74%	65%	61%	67%
<b>Math</b>				
<b>District</b>	52%	53%	51%	51%
<b>3<sup>rd</sup> Grade</b>	32%	54%	45%	45%
<b>District</b>	42%	52%	49%	45%
<b>4<sup>th</sup> Grade</b>	38%	25%	23%	42%
<b>District</b>	68%	69%	63%	66%
<b>5<sup>th</sup> Grade</b>	67%	70%	61%	67%
<b>District</b>	56%	50%	40%	43%
<b>Writing – 4<sup>th</sup> Grade</b>	48%	34%	45%	43%
<b>District</b>	56%	53%	54%	47%
<b>Science – 5<sup>th</sup> Grade</b>	50%	57%	45%	44%

<b>STAR360-READING</b>			
<b>TIER 1</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>Kindergarten</b>	31%	43%	42%

<b>STAR360-READING</b>			
<b>1st Grade</b>	25%	49%	62%
<b>2nd Grade</b>	23%	25%	32%
<b>3<sup>rd</sup> Grade</b>	23%	28%	30%
<b>4<sup>th</sup> Grade</b>	27%	31%	32%
<b>5<sup>th</sup> Grade</b>	24%	29%	27%
<b>CAMPUS</b>	<b>25%</b>	<b>35%</b>	<b>38%</b>
<b>TIER 2</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>Kindergarten</b>	44%	30%	35%
<b>1st Grade</b>	36%	38%	22%
<b>2nd Grade</b>	29%	38%	29%
<b>3<sup>rd</sup> Grade</b>	32%	41%	37%
<b>4<sup>th</sup> Grade</b>	36%	40%	41%
<b>5<sup>th</sup> Grade</b>	41%	43%	47%
<b>CAMPUS</b>	<b>37%</b>	<b>39%</b>	<b>36%</b>
<b>TIER 3</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>Kindergarten</b>	25%	26%	23%
<b>1st Grade</b>	40%	13%	16%
<b>2nd Grade</b>	48%	36%	39%
<b>3<sup>rd</sup> Grade</b>	46%	31%	33%
<b>4<sup>th</sup> Grade</b>	38%	28%	26%
<b>5<sup>th</sup> Grade</b>	36%	28%	25%
<b>CAMPUS</b>	<b>39%</b>	<b>23%</b>	<b>27%</b>

### Student Academic Achievement Strengths

- READ Specialist and Curriculum Coordinator assist K - 5th grade teachers with balanced literacy implementation.
- Teachers provide Tier II and III intervention to students in 2nd - 3rd grade through Neuhaus to improve reading fluency and comprehension.
- District Supervisors provide strategic planning sessions each nine week grading period.
- PLC meetings are held weekly for lesson planning and student engagement.
- Campus, District, and State assessment results are used to plan for and improve Tier I instruction.
- Honor Roll celebrations each nine weeks; Students are recognized each nine week period on Honor Roll bulletin board and morning announcements.



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

**Problem Statement 1:** 51% of students met Domain 1 as reflected on the 2019 Preliminary Accountability Performance Report. **Root Cause:** There is a lack of effective Tier instruction provided to students.

**Problem Statement 2:** Campus attendance has been 2% below the district goal for two consecutive years. **Root Cause:** There are a lack of engaging, meaningful relationships established between teachers and students.

**Problem Statement 3:** Fewer than 50% of 3rd and 4th grade students achieved Approaches on STAAR Math. **Root Cause:** Ineffective Tier I instruction.

# School Processes & Programs

## School Processes & Programs Summary

Blanchette Elementary maintains standards for meeting the requirements of ESSA (Every Student Success Act) as it pertains to hiring and retaining of highly effective teachers. To be deemed highly effective, teachers must have: (1) a Bachelor's Degree , (2) Full State Certification or License and (3) Demonstrate that they know each subject they teach. Blanchette uses a committee composed of the leadership team and selected teachers to interview and make hiring decisions. Teachers are T-TESS, CHAMPS/Foundations, and SEL trained. All K - 3rd grade teachers are Neuhaus trained. Beginning of the year trainings are conducted on campus as part of campus staff development.

Blanchette Elementary follows the district curriculum for instruction and assessment. Instructional programs are designed to meet the individual needs of the students. The largest instructional program is the regular education program. Campus-based instructional and extracurricular programs that enhance academic achievement include:

Accelerated Reader/Renaissance Learning	Accelerated Reader is a computer-based reading program offered through Renaissance Learning. This program is designed to assess and design a pathway for students' fluency, vocabulary, and reading comprehension.
CHAMPS/Foundations	The <i>Safe &amp; Civil Schools</i> Series is a collection of practical materials designed to help school staff improve safety and civility across all school settings. By so doing, school personnel lay a foundation to engage students and enhance learning. The goal of CHAMPS is to empower school staff with techniques to help all students behave responsibly and respectfully.
Dyslexia	The Dyslexia Program provides screenings, instruction, intervention, and parent meetings and trainings for students with Dyslexia. Students may qualify for the program according to the TEA guidelines in the areas of reading, handwriting, phonics, and spelling.
Education Galaxy	Education Galaxy provides online and mobile assessment solutions for K-5 elementary students. The core product is an affordable, fun, and feature-rich program to help students prepare for state testing. Along with skills practice, the learning component of Education Galaxy is key.
Eduphoria	Eduphoria is an online tool for student assessment data. It provides teachers and administrators with data disaggregation by grade level, subgroups, etc. Classroom walkthrough data, TTESS, district professional development, 504 and RTI are all housed on Eduphoria.
ESGI	ESGI is typically used by Pre-K through 2nd grade teachers, as well as Reading/Resource Specialists who assess students one-on-one. There are pre-loaded ESGI with assessments that are typically given by K-2 teachers for BOY, MOY, and EOY.

Accelerated Reader/Renaissance Learning	Accelerated Reader is a computer-based reading program offered through Renaissance Learning. This program is designed to assess and design a pathway for students' fluency, vocabulary, and reading comprehension.
ESL	ESL students are pulled from the regular classroom by the ESL teacher to work on improving his/her English language skills. The amount of time is determined by the student's individual needs and English proficiency levels in reading, writing, listening, and speaking. Monitored Support. ESL support is also provided in the classroom by ESCL certified teachers, when applicable.
Xtra Math	XtraMath is a free web program that teaches addition, subtraction, multiplication and division facts which are critical to success in mathematics. Speed and accuracy are both important to fluency, and XtraMath will help students build up both. ... Students are given 3 seconds to correctly answer each individual math fact
iStation	iStation is an online comprehensive reading intervention program. It provides routine progress monitoring and intervention lessons all tailored to each individual student.
Jason Project	Jason Learning is non-profit organization and is in partnership with National Geographic. JASON provides multimedia curricular experiences in science, technology, engineering, and math (STEM) for K-12 students, and corresponding professional development for educators in a wide variety of formal and informal education environments.
Neuhaus	Neuhaus invests teachers with the knowledge and skills needed to teach all students to read. Neuhaus provides evidence-based reading instruction appropriate for the adult learner.
Prodigy	Prodigy is a free, adaptive math game that integrates common-core math (grades 1-7) into a fantasy style game that students love playing. Prodigy has recently expanded its content offering to include skills that align to the Math Florida Standards (MAFS) and the Texas Essential Knowledge and Skills (TEKS).
UIL	The University Interscholastic League offers the most comprehensive literary and academic competitive program in the nation. These activities, which exist to complement the academic curriculum, are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills.

Blanchette Elementary is dedicated to providing a quality education for every student through ongoing partnerships with parents and community members. It is a school-wide Title I school with emphasis on ensuring that there are monthly parental outreach activities offered for families. Each nine weeks the Parent Center Coordinator will utilize their campus action plan to link family engagement activities to enhance student learning. Systematic family activities are planned based on the specific content area(s) that will ensure that families have the learning strategies that will support student learning.

Effective family engagement includes the full engagement of families through:

- Campus (Parent, Teacher, and Student) Compacts
- Positive Parent Training
- Parent Teacher Association
- Parent Surveys
- Online Home-School Communication
- Monthly Parent Meetings/Training

It is important to have systems in place to maximize every opportunity for learning. Teacher schedules are created and posted to maximize every instructional moment. Rotation schedules include: Library, Music/Art, PE, Computer Lab, Counseling, etc. District guidelines are followed when assigning the instructional minutes for each content area. The Counselor and Principal build a Master Schedule with teacher input, through TEAMS by teacher and grade level. A weekly newsletter is sent to staff containing principal reflections, upcoming events, classroom management/behavior tips, curriculum updates, and a counseling corner. The newsletter keeps staff abreast to the climate and culture of the campus.

## **School Processes & Programs Strengths**

School Processes and Programs Strengths:

- Teachers are involved in the hiring process.
- Gifted and Talented Teacher assigned at each grade level.
- ESL Certified Teacher at each grade level PreK-1st, and 3rd.
- Professional Service Provider (PSP) assists teachers in analyzing data and data disaggregation and action steps.
- The AIMS Team serves as the campus discipline compliance group. They assist in developing, implementing, and monitoring the campus behavior plan known as CHAMPS and Foundations.
- The campus along with BISD has adopted a mandatory uniform dress code.

# Perceptions

## Perceptions Summary

Blanchette Elementary School has a pleasant campus culture and climate due to the commitment of the faculty and staff to support the school's mission and vision. Each year, the campus analyzes the school culture and climate to ensure that students are being provided with a safe environment conducive to student learning. Through the district implementation of CHAMPS/Foundations, there is a systematic way that students and teachers interact to lessen classroom interruptions and office referrals. Our campus team, AIMS, meets monthly, shares information in faculty meetings, attends district level trainings, and is the voice for the campus.

All visitors must present their photo I.D. at the camera and have an appointment to gain access through the front door. The Receptionist swipes every driver's license and must receive a clearance through the Raptor system to gain a badge to move through the building.

Students are encouraged to participate in extracurricular activities such as UIL, Student Council, STEM Club, Cheerleading, Basketball, and track.

ACE	The Texas <b>Afterschool Centers on Education (ACE)</b> program is one of the largest statewide <b>afterschool</b> programs in the country, serving over 180,000 students at nearly 1,000 sites. ... Participation of students includes K–11 and was associated with fewer <b>school</b> day absences.
Student Council	A group of students elected by their peers to address issues of concern and organize student events and activities; Includes grade level representatives and standard elected positions
Gardening and Beautification	<b>Gardening</b> provides opportunities to enhance student education through practical, reality-based learning. The program provides opportunities for hands-on learning, inquiry, observation and experimentation across the curriculum.
Basketball	This program is offered to 5th grade students, and is used to promote self-esteem, school spirit, a basketball skill set, and good sportsmanship.

ACE	The Texas <b>Afterschool Centers on Education</b> (ACE) program is one of the largest statewide <b>afterschool</b> programs in the country, serving over 180,000 students at nearly 1,000 sites. ... Participation of students includes K–11 and was associated with fewer <b>school</b> day absences.
Soccer	a game played by two teams of eleven players with a round ball that may not be touched with the hands or arms during play except by the goalkeepers. The object of the game is to score goals by kicking or heading the ball into the opponents' goal. This program is offered to 4 <sup>th</sup> and 5 <sup>th</sup> grade students.
UIL	The program of academic competition for elementary, middle school and junior high officially became "A+ Academics"; A+ Academics includes 20 different events for grades 2-8. These events span the curriculum - they are designed to complement and expand upon what students learn in the classroom, both through learning specific subject knowledge, and through learning skills that are valuable in many disciplines
Cheerleading/Dance Team	Cheerleading/Dance Team is an extracurricular activity for students. The program builds confidence, self-esteem, and school spirit.
Drug Free Schools	The Drug Free School and Communities Program is a plan including components for the entire school community to promote and maintain drug free citizens.
Cub Scouts	<b>Cub Scouts</b> is a program within the Boy <b>Scouts</b> of America that serves youth (boys and girls) from 6 to 11 years old. <b>Scout</b> achieve this with a lineup of hands-on activities and adventures focused on: Character Development. Antioch Missionary Baptist Church is a partner and leads this initiative.

Students are aware of the academic and behavior expectations.

Blanchette Elementary is dedicated to providing a quality education for every student through ongoing partnerships with parents and community members. It is a school-wide Title I school with emphasis on ensuring that there are monthly parental outreach activities offered for families. Each nine weeks the Parent Center Coordinator will utilize their campus action plan to link family engagement activities to enhance student learning. Systematic family activities

are planned based on the specific content area(s) that will ensure that families have the learning strategies that will support student learning. Parents are strongly encouraged to get involved and become volunteers through our newly recertified PTA.

Effective family engagement includes the full engagement of families through:

- Campus (Parent, Teacher, and Student) Compacts
- Positive Parent Training
- Parent Teacher Association
- Parent Surveys
- Online Home-School Communication
- Monthly Parent Meetings/Training

### **Perceptions Strengths**

Perceptions Strengths:

- The campus handbook is updated annually and used as a guide for daily school operations. Staff members are trained and expected to follow the district's Code of Ethics. Each classroom teacher is trained on the campus discipline plan annually. Students are also expected to follow the directives in the Student Code of Conduct and Handbook.
- The students are encouraged to make right choices daily so they can become productive citizens in society. All staff members are required to treat students with dignity and respect at all times. Students are also encouraged to participate in various organizations such as basketball, choir, track, cheerleaders, Cub Scouts, Champions Reading Club, and Student Council.
- Individual students are awarded "Awesome A Bucks" for making right choices. Homeroom classes are awarded Wildcat Paws for making right choices. Students are honored in award recognition assemblies for Academics and Perfect Attendance each nine week grading period. Friday morning assemblies allow for students to be recognized for making right choices, academic successes, and birthday celebrations.
- Implement CHAMPS/Foundations Principles with fidelity in common areas and classrooms
- Regular communication with parents via weekly folders and agenda books.
- Blanchette has a Parent Teacher Association. Each year 100% involvement is asked from parents and staff members.

# Priority Problem Statements

**Problem Statement 1:** 51% of students met Domain 1 as reflected on the 2019 Preliminary Accountability Performance Report.

**Root Cause 1:** There is a lack of effective Tier instruction provided to students.

**Problem Statement 1 Areas:** Student Academic Achievement



# Comprehensive Needs Assessment Data Documentation

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

# Goals





**Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019 - 2020.**













**Performance Objective 1:** By May 2020, students will increase from 51% to 65% at the Approaches Level for all STAAR assessments.

**Evaluation Data Source(s) 1:** 2020 STAAR Results  
2019 - 2020 STAR 360 BOY, MOY, and EOY Results  
District Benchmark and Nine Week Assessment Results

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 1) Provide professional development (i.e. small group instruction, teaching children of poverty, social and emotional learning) to improve the quality of Tier I instruction in Reading and Math.	2.4, 2.6	Principal	Improved teacher lesson plans Improved walkthrough and feedback data Growth in student achievement				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 2) Conduct weekly PLC meetings to unpack TEKS, align instruction, model and practice lesson delivery, and analyze student data to improve Tier I instruction.	2.5	Curriculum Coordinator	Campus unified time for reading and math block. Improvement in student engagement and Tier I instruction Campus and district assessment results reflect student growth				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 3) Implement an effective accelerated instruction plan to reduce the gap in learning in reading and math.	2.4, 2.6	Curriculum Coordinator	STAR 360 Results from BOY to MOY (2 - 3 students more on Tier I) and MOY to EOY (4 - 5 students more on Tier I) Improved targeted instruction Walkthrough and Observation Data Improved 2020 STAAR Results				
<b>Comprehensive Support Strategy</b> 4) Create campus-based assessments aligned to state standards and campus data to measure student progress in 2nd - 5th grade.	2.4, 2.5, 2.6	Curriculum Coordinator	Improve Tier I Instruction Growth in student performance on interim assessments (Quintile Performance Movement - Up and to the Right)				
<b>Comprehensive Support Strategy</b> 5) Implement Neuhaus reading program with Kindergarten - Third Grade Tier II/III students.	2.4, 2.6	Curriculum Coordinator	Improvement in students' reading levels Tier Movement				
<b>TEA Priorities</b> Improve low-performing schools 6) Use computer-based software programs (i.e. Renaissance Learning/star 360, Mind Play, Think Through Math, and ESGI to monitor and increase the proficiency levels and performance of students in all subgroup populations, including SPED, Econ. Dis-adv., and LEP/ESL		Inclusion/Resource Teacher LEP/ESL Teacher	Students will increase by one academic year in Reading and Math.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

**Goal 1:** To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019 - 2020.

**Performance Objective 2:** By May 2020, there will be an 8% increase in the number of students performing at the Meets and Masters levels on STAAR Assessments as compared to 2018 - 2019.

**Evaluation Data Source(s) 2:** 2020 STAAR Results  
 STAR 360 BOY, MOY, and EOY Results  
 Nine Week Assessment Results  
 Benchmark Exams

**Summative Evaluation 2:**

**Targeted or ESF High Priority**



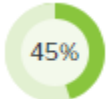







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Utilize STAAR Tutors for 3rd - 5th grade Reading, Writing, and Math.	2.4, 2.5, 2.6	Curriculum Coordinator	Improved student performance on STAAR Improved Nine Week and Benchmark Assessment Results Improved Quintile Movements				
		Science Lead Teachers (Booker, Samuel, and Dollar)	Increased hands on experiences Improved 5th Grade STAAR Results				
		Technology Liaison	Improve student engagement Improve academic performance				
<b>TEA Priorities</b> Build a foundation of reading and math 4) Implement Guided Math program for Kindergarten - second grade students		Curriculum Coordinator	Student Tier Movement Growth in student performance on STAAR STAR 360 Data from BOY to EOY				
= Accomplished            = Continue/Modify            = No Progress            = Discontinue							







## Goal 2: To ensure safe and secure schools.

**Performance Objective 1:** By May 2020, there will be 20% reduction in office referrals, increasing time for classroom instruction, as compared to the 116 students in in school suspension.

**Evaluation Data Source(s) 1:** Increase in student attendance and decrease in behavior referrals.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 1) Provide professional development opportunities on the Social Emotional Learning framework.	2.4, 2.5, 2.6	Principal	Reduction in TEAMS discipline referrals Reduction in student classroom removal Increase in learning time building school culture of achievement				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 2) Implement campus behavior discipline management system school-wide with Foundations principles and CHAMPS systems in common areas and classrooms.	2.4, 2.5, 2.6	Assistant Principal	Reduction in student classroom disruptions, impacting student achievement Increase in learning time building school culture of achievement				
3) Track monthly office referral data to identify teachers and provide support with classroom management	2.5, 2.6	Assistant Principal	Walkthrough Data TEAMS Discipline Report by Teacher				
<b>TEA Priorities</b> Improve low-performing schools 4) Support positive student behavior with a school-wide Awesome A Store and MVP recognition.	2.6, 3.1	Principal Assistant Principal	Reduction in office referrals Increase in student attendance				
5) Monitor key areas of the campus through video surveillance, documentation system of daily visitors through Raptor, and district Vestibule procedures.	2.4, 2.5	Receptionist Front Office Staff	Strengthen campus safety and security				











Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Conduct monthly fire drill, lockdown, and shelter in place drill procedures.	2.4, 2.5	Assistant Principal	Strengthen campus safety and security				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 2:** To ensure safe and secure schools.

**Performance Objective 2:** By May 2020, ongoing classroom behavior support will be provided to all teachers through the Social Emotional Learning program/framework.

**Evaluation Data Source(s) 2:** Increases in student attendance  
Decreases in behavior referrals  
Walkthrough Data

**Summative Evaluation 2:**





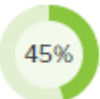
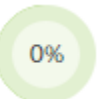
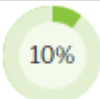
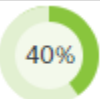
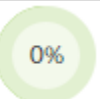




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Use the RTI process to identify and provide ongoing support for Tier 3 behavior students.	2.4, 2.6	Student Support Team	Increase classroom instructional time				
<b>Comprehensive Support Strategy</b> 2) Facilitate professional development opportunities to teachers to support positive student behavior while decreasing misbehavior, including classroom management, teaching children of poverty, capturing the heart of a child, and restorative discipline practices.	2.5, 2.6	AIMS Team	Reduction in TEAMS discipline referrals Reduction in student classroom removal Increase in learning time building school culture of achievement				
3) Provide guidance programs to students that include, but are not limited to: Making Right Choices Counseling Program, Drug Education Program (Red Ribbon Week), Grandparent Volunteers, and Bullying Prevention Awareness Month Activities (presentations, announcements, parade)	2.5, 2.6	Counselor	Improve school culture of achievement Increase student attendance				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Goal 3: To attract and retain an outstanding workforce.

**Performance Objective 1:** By May 2020, all teachers will be highly effective and certified as compared to the 2018 - 2019 school year with six teachers not being certified.

**Evaluation Data Source(s) 1:** EOY Vacancies  
Number of certified instructional teachers

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Provide a teacher mentor to all teachers with 3 years or less of teaching experience.		Principal	Attract certified personnel Retain highly effective teachers				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Develop and maintain a teacher leader program with teachers who have demonstrated instructional excellence with students.		Principal	Retain highly effective teachers				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Provide extended common planning time for all teachers each nine week grading period.		Principal	Develop highly effective teachers				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							



## Goal 4: To ensure student attendance and engagement.













**Performance Objective 1:** By May 2020, student attendance will increase from 94% to the 96% daily participation rate.

**Evaluation Data Source(s) 1:** Parent Surveys

TEAMS Discipline Report

Staff and Student Attendance Report

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recognize and celebrate cultural diversity through activities and programs throughout the school year (Hispanic Heritage Month, black History Month, Chinese New Year, and Cinco de Mayo).		Counselor	Improve student attendance and engagement Improve school climate				
2) Recognize perfect attendance each nine weeks with student medals and tags.	2.4	Attendance Clerk Secretary	Increase student attendance each grading period to meet 97% campus attendance goal				
<b>Funding Sources:</b> Title I, Part A - 1500.00							
<b>Comprehensive Support Strategy</b> 3) Celebrate student growth in all content areas with nine week student celebrations and recognition assemblies.	2.4, 2.6	Assistant Principal	Increase student attendance each grading period to meet 97% campus attendance goal Improve school culture and climate				
4) Reward perfect attendance and student growth of (100% attendance and 25% or more of cohort growth - from last year to current year) with trophies and certificates.		PEIMS Clerk Curriculum Coordinator	Increase student attendance each grading period to meet 97% campus attendance goal Improve school culture and climate				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

## Goal 5: To increase parent and family engagement and community collaboration.



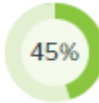
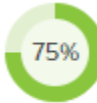




**Performance Objective 1:** By May 2020, there will be an increase in parent participation in campus decision making strategies as evidenced by sign in sheets.

**Evaluation Data Source(s) 1:** Parent Night Sign In Sheets

CEIC Meetings/Sign In Sheets

PTA Roster

### Summative Evaluation 1:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Parent Center Coordinator will develop and maintain a PAW Academy (Parents At Work) to provide activities to enable parents to offer academic support to their child(ren)	2.4, 2.6, 3.2	Parent Center Coordinator	Student Growth/Tier Movement				
2) Incorporate Parent/ Family Nights (i.e. Goals, Literacy/Poetry, STEM, STAAR) to create a culture of student achievement.	2.4, 2.5, 2.6, 3.1	Parent Center Coordinator	Student Growth/Tier Movement Parent Participation and Awareness				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

**Goal 5:** To increase parent and family engagement and community collaboration.

**Performance Objective 2:** By May 2020, Blanchette will establish a network of community resources and partnerships.

**Evaluation Data Source(s) 2:** Community and Business Partner Surveys/Feedback

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish and maintain partnerships with businesses, community and faith based organizations.		Principal	Improved community presence and relationship Sustained partnerships				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide professional development (i.e. small group instruction, teaching children of poverty, social and emotional learning) to improve the quality of Tier I instruction in Reading and Math.
1	1	2	Conduct weekly PLC meetings to unpack TEKS, align instruction, model and practice lesson delivery, and analyze student data to improve Tier I instruction.
1	1	3	Implement an effective accelerated instruction plan to reduce the gap in learning in reading and math.
1	1	4	Create campus-based assessments aligned to state standards and campus data to measure student progress in 2nd - 5th grade.
1	1	5	Implement Neuhaus reading program with Kindergarten - Third Grade Tier II/III students.
1	2	1	Utilize STAAR Tutors for 3rd - 5th grade Reading, Writing, and Math.
2	1	1	Provide professional development opportunities on the Social Emotional Learning framework.
2	1	2	Implement campus behavior discipline management system school-wide with Foundations principles and CHAMPS systems in common areas and classrooms.
2	2	1	Use the RTI process to identify and provide ongoing support for Tier 3 behavior students.
2	2	2	Facilitate professional development opportunities to teachers to support positive student behavior while decreasing misbehavior, including classroom management, teaching children of poverty, capturing the heart of a child, and restorative discipline practices.
4	1	3	Celebrate student growth in all content areas with nine week student celebrations and recognition assemblies.
5	1	1	Parent Center Coordinator will develop and maintain a PAW Academy (Parents At Work) to provide activities to enable parents to offer academic support to their child(ren)

# **Title I Schoolwide Elements**

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

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

As Blanchette began our Comprehensive Needs Assessment process we met with the campus planning team to assign specific areas for each member and/or member team to address. Collaboratively we collected, organized, and analyzed data from our campus including:

- Attendance Records
- CHAMPS/Foundations
- Class Schedules
- Discipline Records
- State Assessment/District Assessment Data
- TAPR
- T-TESS GOALS
- Root Cause Analysis

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

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

2018 - 2019 Campus Education Improvement Committee

April Johnston, Administrator

Kareem Nelson, Administrator

Staci Ishee, Teacher

Danna Fontenot, Teacher

Tonya Mays, Teacher

Michele Foster, Teacher

Meagan Dumas, Teacher

Shatonna Hatch, Parent

Pastor Kenneth Bean, Parent

Mrs. V. Alexander, Business Representative

Margaret Eldridge, Business Representative

2019 - 2021 DEIC Member

Lillie Spiller

2019 - 2020 Campus Education Improvement Committee

April Johnston, Administrator

Kareem Nelson, Administrator

Patricia Blueford, Teacher

Michelle Foster, Teacher

Ashlie Holmes, Teacher

Princess Peter, Teacher

Cynthia Tallarita, Teacher

Lekeshia Calcote, Parent

Pastor Kenneth Bean, Parent

Mary Simon, Business Representative

Margaret Eldridge, Business Representative

2016 - 2018 DEIC Member

Tonya Mays

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Tallerita	Title IA Instructional Aide	Title IA	1.0
Jackie Wiltz	Instructional Curriculum Coordinator	Title IA	1.0
Lisa Rene	Title IA Instructional Aide	Title IA	1.0
Maria Mendez	Parent Engagement Coordinator	Title IA	0.25



# Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Attendance Incentives		\$1,500.00
Sub-Total					\$1,500.00
Grand Total					\$1,500.00

# Addendums

Blanchette Elementary Title I Part A Budget

Account Number	Account Name	Amended Budget
211.11.6126.00.127.30.000	Temporary Instructional/Campus Workers (Tutorials, etc..)	3,000
211.11.6129.00.127.30.000	Salaries - Support Personnel	50,464
211.11.6137.00.127.30.000	\$200 - Special Pay	1,000
211.11.6141.00.127.30.000	Social Security/Medicare	776
211.11.6143.00.127.30.000	Workers Compensation	295
211.11.6146.00.127.30.000	Teacher Retirement/TRS Care	5,907
211.11.6269.00.127.30.863	Rentals - Operating Leases	6,300
211.11.6399.00.127.30.000	General Supplies	24,308
211.11.6399.00.127.30.SU P	General Supplies	42,563
211.21.6119.00.127.30.000	Salaries - Teachers & Oth Prof	62,243
211.21.6137.00.127.30.000	Special Pay	500
211.21.6141.00.127.30.000	Social Security/Medicare	903
211.21.6142.00.127.30.000	Group Health & Life Insurance	5,520
211.21.6143.00.127.30.000	Workers Compensation	228
211.21.6146.00.127.30.000	Teacher Retirement/TRS Care	5,913
211.61.6121.OT.127.30.29 0	Overtime - Support Personnel	50
211.61.6129.00.127.30.290	Salaries - Support Personnel	8,743
211.61.6137.00.127.30.290	\$200 - Special Pay	125
211.61.6141.00.127.30.290	Social Security/Medicare	127
211.61.6142.00.127.30.290	Group Health & Life Insurance	1,380
211.61.6143.00.127.30.290	Workers Compensation	32
211.61.6146.00.127.30.290	Tchr Retirement/TRS Care	962
211.61.6146.OT.127.30.29 0	Teacher Retirement/TRS Care	25
		<b>\$ 221,364.00</b>